E*N*I*R*D*E*L*M 2015

Leadership for Future Focused Education and Learning for All

Editors: Tim Hurley and Eileen O'Connor

Drumcondra Education Centre

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Proceedings of the 24th Annual Meeting of the European Network for
Research and Development in Educational Leadership and Management
(ENIRDELM), September 17th - 19th, 2015

Editors:
Tim Hurley and Eileen O'Connor

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Preface

The 24th ENIRDELM Annual Conference was held in Malahide, Co. Dublin, Ireland from September 17th to 19th in 2015. The host of the conference was Drumcondra Education Centre.

The Conference was organized by the Management Committee and Staff of Drumcondra Education Centre, who greatly appreciate the support and assistance of Fingal County Council and Fáilte Ireland.

This book contains the conference proceedings. It was edited in a joint effort with my colleagues Eileen O'Connor, Tony Healy and Rosemary Cadwell.

We wish to thank the authors for their valuable contributions and for their generous co-operation throughout the process.

Dublin, September 2016
Tim Hurley
Chair of ENIRDELM Board 2015

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1. RENAISSANCE LEADERSHIP AND THE FUTURE OF SCHOOLING

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"Today's problems come from yesterday's solutions" Peter Senge (1990)

Abstract

What does school leadership look like in a time of change and transition? How should we construct the work of leadership aimed at developing the adaptive capacity of schools and supporting resilience and effective learning? This paper offers a model of renaissance leadership linked to an understanding of resilience.

Key Words

leadership, change management, innovation, adaptive schools, resilient schools, renaissance leadership.

1.1. Setting Context

Schools and schooling are contested systems. They are fought over by a range of stakeholders including parents, governments, special interest groups, teachers and community organizations. Occasionally the voice of the student is heard and makes a difference to how schools are organized, develop and change.

When we look at the context in which schools operate in the developed world (with a lens which is very much Canadian), seven key issues are apparent:

- A decline in the value of and level of per capita funding for each student who attends public education. As governments pursue austerity, balanced budgets and economies of scale, public services are cut yet expected to continuously improve. The flexibility of school leaders to leverage resources creatively so as to support innovation, change and development is thus constrained. Austerity is a recipe for damaging public services permanently.

- A growing preoccupation with science, technology, engineering and maths (STEM) as "engines" of the new economy, despite growing evidence from employers and the economy itself that this is not the case. The focus on STEM is lessening our investment in art, music, dance, creative writing, language arts and imaginative work. The fact that industries which rely on design (e.g. architecture, fashion, television and cinema, retail), which require both arts and science, are amongst the fastest growing sectors of many economies seems not to matter. STEM counts – other pursuits are marginal. Employers continually make clear that they are looking for soft skills and problem finders and solvers, not just technically expert individuals. (As an aside, it is worth noting here that our new Canadian Prime Minister, Rt. Hon. Justin Trudeau, holds degrees in modern languages and education. He is a teacher.)

- There also seems to be a corruption (or, more kindly, a misunderstanding) of public versus private good, especially in England. As public assets are transferred to private interests without compensation (other than the provision of an educational service, still taxpayer funded) through the creation of free schools and academies, the control of public education is quietly being transferred to unelected and unaccountable (to their local community) managers and accountants. The UK Conservative government made clear that the current non-profit status of academies and free schools was likely to change to provide a for-profit option, which would benefit some individuals but not necessarily students or teachers. The shifting of the rules – teachers not needing to be teacher certified to teach certain subjects, for example, and the ending of closed shops and the denuding of union rights - are all preludes to privatization. The idea

that competition and privatization leads to improved performance for public services persists, despite evidence the lack of evidence for efficacy or effectiveness.

- There also seems to be a lack of commitment to science as a basis for public policy and a reluctance to face evidence – indeed, there is growing evidence that evidence based policy making is being replaced by policy based evidence finding. The OECD noted that only one in ten of the four hundred and fifty reforms implemented across the OECD since 2000 have produced any measurable outcomes and most were not based on evidence when first implemented (OECD 2015).

- Technology is presented as a key component of a strategy for "personalizing education", enabling "differentiated instruction". Yet there is little evidence that technology makes a significant difference to learning outcomes or student engagement. The vendor driven strategies being pursued by some school systems (iPad Schools, for example) – often embraced without appropriate investment in the professional development of teachers - see technology as "the answer" to questions which do not seem to being asked by students or teachers. The idea that technology will "revolutionize" schools has been around since the first teaching machine were developed (see McCrae, 2013, 2015). Technology seems largely a distraction rather than an asset for most situations in most classrooms for most of the time.

- All of these issues, when taken together, bring into sharp relief the growing inequality in our society and which is turn reflected in our school systems. A variety of studies, notably those by David Berliner (2009), point to the fact that teachers and teaching make little difference to student scores on standardized tests. These are essentially measures of social and economic inequality reflected in educational outcomes as they are a statement about school systems. If schools are expected to improve their outcomes, then social and economic interventions are as important (if not more so) than strategies focused on school processes and teaching.

- The final contextual issue is the growing demands for school accountability, which usually means performance on standardized tests which take little account of the social factors which are the primary drivers of these measures. In England, schools can be put on "special measures" with significant interventions when they are seen to be "failing" (sic). The demands for accountability. Sometimes enforced by inspection, are significant system level distractions. While the public need assurances that public investments produce social returns, appropriate systems of public assurance can be developed which are actually helpful to the work of schools as opposed to imposing a regime of central control.

1.2. GERM versus EQUITY as a Framework for Public Policy

These issues are played out in terms of contested policy frameworks. As Sahlberg (2012) has described these, one is the global educational reform movement (GERM) and the other is a relentless focus on equity as a policy driver. So as to understand the work of school leadership, there is a need to understand the contest between these two policy frames and how they play out at the level of school systems and schools.

1.2.1. The Global Education Reform Movement (GERM)

GERM has emerged in the mid-1980s from so-called "third way" social policy (Giddins, 1998; Hargreaves and Shirley, 2009) and has increasingly become adopted as an educational reform orthodoxy within many education systems throughout the world, including in the U.S., England, Australia and some developing countries. Tellingly, GERM is often promoted through the interests of international development agencies and private enterprises through their interventions in national education reforms and policy formulation. As a framework, it has strong corporate support, most especially from global players such as Pearson, McGraw Hill, Google and the Gates Foundation.

Since the 1980s, a number of common features of education policies and reform principles have been employed to try to improve the quality of education and fix the apparent problems in public education systems in the developed world. Some are now seeking to implement these in the developing world. At its heart, GERM involves these ideas:

- Learning can be broken down into competencies and learning outcomes which can be tested for using powerful and effective analytic tools. Curriculum therefore needs to be standardized and modularized so that it is fair to all and we can test progress in standardized ways.

- Learning not tied to competencies or skills needed for the economy is not worth substantial investment – creative arts, fine arts and sports are marginalized by a strong focus on science, technology, engineering and mathematics – the so called STEM subjects.

- Teachers are part of the problem not part of the solution – they need to be seen not as designers and creators of learning, but as facilitators of agreed curriculum. The idea that teachers need to be highly skilled and trained "professionals" gets in the way of efficiency, productivity and cost control, especially in developing countries. Teachers need to be trained,

managed and paid by the value they add to learning as measured by analytics.

- Learning can and should be "personalized" – technology enables this (especially adaptive technologies), made easier when the curriculum is standardized – this also makes testing and getting to scale easier.

- Teachers should make more use of technology so that they can better monitor student progress, mastery of competence and intervene when a student is seen (from analytic data) to be struggling.

- Institutions should be accountable for their learning outcomes and cost management – value added auditing should be undertaken.

- Market forces should drive quality and investment - "winners" and "losers" can be quickly found and investments made to support and enforce effective learning models from "winning" schools on the rest of the system. Social enterprise in free markets is the best way to manage education.

Governments, like those in England, Australia and the US, are systematically pursuing GERM in their compulsory school systems and this is also having an impact on teacher training, college and university education world-wide. Underlying this is the use of business models to manage and run institutions, as if private business knew how to deliver efficient and effective public services, such as education. Institutions which adopt GERM tend to have a high manager to teacher ratio, high technology costs and at the end of the day, very little evidence of real improvements in learning outcomes. GERM is also a vendor driven strategy which governments are finding attractive. At is at the heart of the idea of the management of education as a social enterprise supported by public and private capital and managed as a business rather than a public good.

These seven focal points of policy listed above are aided by significant and substantial investment in technology – a strong focus for GERM. Indeed, GERM's primary financial backers are Pearson Corporation, Microsoft, CISCO and other technology driven corporations involved in the GERM movement. For instance, Microsoft's Imagine Cup encourages schools and their students to utilize technology to solve the world's toughest problems, many of which revolve around education. The company's *Partners in Learning for Schools* and *Partners in Learning for Teachers* programs challenge educators to innovate within the school system using technology. Grants, social capital investments, and an innovation tool kit help bring winning concepts to scale. More specifically, learning analytics

and technology tools for learning (tablet computers, media players and low cost smart devices) provide a revenue stream for corporations.

These policies also provide the basis for the use of competitive measures and the introduction of market based instruments and social enterprise models in education – another key component of GERM. In England, the use of social enterprise models through the development of "free schools" and "academies" is changing the landscape of educational provision. The clear and stated intention is to privatize public education, though at this time all of the free schools and academies are nonprofit. By ceding community based local control to non-profit and volunteer organizations and corporations, England in ceding public control in exchange for outcome based management commitments and loose supervision. The results are clear – England is now performing poorer on objective measures of educational outcomes than it did before these changes.

Diane Ravitch (2013) has reviewed GERM and described it more fully in her most recent book. She outlines the historiography of GERM and the evidence which is used to justify the policy positions. Her conclusion is that GERM is based on policy driven evidence (evidence carefully selected so as to support the policy) as opposed to evidence based decision making. She points out that charter and private schools in the US – the test bed for many GERM developments – range from the excellent to the awful and are, on average, no more innovative or successful than public schools; virtual schools are cash cows for their owners, but poor substitutes for real teachers and real schools in terms of educational outcomes; and that poverty is strongly correlated with levels of educational attainment (Berliner, 2009). More to the point, there is little or no evidence to support the core components of GERM as ways of building an effective educational system in a developed country, never mind a developing one.

A critical feature of the GERM approach to education, which links to the idea of standardization and outcomes/ competency based learning, is the widespread use of comparative standardized testing also known as high stakes testing. Engel (2007) looks at high stakes testing and concludes:

- Wealth and poverty are the greatest indicators of test performance
- High-stakes testing correlates to segregation
- High-stakes testing increases inequities in opportunities and resources and further harms low-income children and youth

- Test scores are not an accurate indicator of a student's knowledge or potential
- Emphasis on standardized testing kills creativity, imagination, and innovation
- Commercial tests are more expensive and are far less informative than classroom assessments collected over time and evaluated by professional teachers
- High-stakes testing does not improve schools, teachers or students
- High-stakes testing has cost billions of dollars with no return on those investments
- Standardized tests and the stakes and labels associated with these tests are destructive to children and youth and fail to honor their unique ways of thinking and learning

Like several related policies – merit pay for teachers, re-certification for teachers and teacher assessment – these policies appeal to a managerial and system-control view of public policy: so as to get "control" of the system, Ministers and their staff need to have the controls and accountabilities in place to manage outcomes. Hargreaves and Shirley (2009) refer to this as "third way" policies.

A part of the thinking about GERM, which is now beginning to be emphasized, especially in positioning GERM with developing countries, is the idea that this is a necessary stage of development – a kind of platform or base – from which subsequent innovation can occur. For a developing or low performing system, GERM is an essential requirement to secure control of the system so as to enable a "starting point" for more innovative policies. This thinking seeks to excuse the excesses of GERM (e.g. high managerial control, standardization, testing and a substantial investment in technology) on the grounds of establishing the baseline of performance for a country or system. There is no evidence that the subsequent required reforms to promote creativity, innovation and a more "liberal" school regime can overcome the embedded interests or culture which GERM creates and inspires.

1.2.2. Equity Driven Policy as an alternative to GERM

An alternative policy framework – just one of several - is for educational policy to be driven by a commitment to create a great school experience for all learners through a focus on equity (Sahlberg, 2011; Murgatroyd and Couture, 2013). This alternative framework, also competing for a major slice of the future, sees the

work schools very differently. Rather than focusing on the "products" of schooling in terms of the workplace competencies and skills, this approach sees education as an opportunity to enable and encourage the pursuit of bold, big ideas and to develop the person as a citizen, imaginer and lifelong learner. It is also seen as a way of creating real opportunities to promote and support the public good and well-being of society and community through enhancing the ability of learners to think critically and develop a life-long passion for learning for learning's sake. As R H Tawney (see Goldman, 2013) observed, the purpose of education is "not to make society richer or better run, but to make it more human and fully just". It also seeks to contribute to economic development not by focusing on a narrow range of skills (e.g. science, technology, engineering and mathematics) but by identifying for each learner the potential they have for contributing to society.

Rather than being competency driven and focused on competitive skills, this approach sees learning as a fundamental process in support of finding the passion and interests of each child and then fostering their developing so as to create a more equitable, informed and empowered community / society in which informed and engaged citizens lead a quality of life which has meaning for them. Rather than being driven by short-term needs of the economy, the work of schools should be driven by a commitment to the development of people as individuals and as citizens.

The key ingredients of this approach are:

- A focus on the learner as a whole person, not just as a potential employee or "contributing citizen".

- A focus on understanding, engagement, knowledge and skills – balancing these different aspects of the task of learning and understanding.

- An understanding that the key to such learning is the teacher (or team of teachers) and these must be empowered to align available resources to the needs of the learner.

- Rather than having a strong focus on accountability, this approach favours assurance and assessment focused on helping the learner improve their learning.

- The teacher and the communities of practice to which she belongs are central to this approach to learning. Rather than "follow" the script of a master course, here teachers as professionals tailor their learning designs and activities to the needs of the individual students in their class. Working with a curriculum framework, the teacher as professional is enabled and empowered as a designer of learning.

- In the name of equity, there is a strong focus on inclusion and accessibility – rather than continuously increasing the GPA needed to "get in" to college or university, institutions and programs look more to commitment, determination and engagement.

- Attention is paid to the support needs of learners – additional help is available for those struggling with concepts or skills or who need additional help because of a learning, or other, disability.

- Compassion, mindfulness and empathy and support are seen to be as core to learning as outcomes.

- Technology can be used to support these overall activities, but is not seen as a driver or "the answer".

This provides a very different philosophical base for the work of schools – leading to very different designs for learning, assessment and curriculum and very different measures of learning outcomes.

> Many attempts are being made to focus on equity not just in terms of access but also in terms of success in education – it as at the heart of the UNESCO's work on rethinking education, for example as well as being at the core of UNESCO Delors' Commission four pillars of education (UNESCO, 1996). It is also the basis of the success of the school system in Finland, long regarded as amongst the highest performing systems in the world (Sahlberg, 2011). It competes with GERM for the ideological standing as the base for strategic policy and investment decisions by Governments around the world and is built on a strong and compelling evidence base.

The OECD (2008), which increasingly is describing equity as the cornerstone of an educational strategy that produces the most successful school system outcomes when coupled with collaborative professional teachers, suggests that there are ten steps to achieve equity in education. These are:

In Designing an Education System Focused on Equity:

- Limit early tracking and streaming and postpone academic selection.
- Manage and limit school choice so as to contain the risks to equity.
- In upper secondary (high school), provide attractive alternatives, remove dead ends and prevent drop-out by creating personalized curriculum.
- Offer second chances to gain from education.

For education practice:

- Identify and provide systematic help to those who fall behind at school and reduce year repetition or "remediation" by repetition.

- Strengthen the links between school and home so as to help disadvantaged parents to help their children to learn.

- Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education.

Resourcing:

- Provide strong education for all, giving priority to early childhood provision and basic schooling.

- Direct resources to the students with the greatest need.

- Set concrete targets for more equity, particularly related to low school attainment and dropouts.

The challenge is to see how a focus on equity, politically and socially important in the developed world, translates into meaningful policy directions and decisions in the transitioning and developing economies of the world.

However, there are constraints. David Berliner's findings that socioeconomic conditions account for some sixty percent of the variance in student performance in the US, with a further twenty percent due to schools and half of that due to teacher practice (Berliner, 2009) and the OECD's most recent finding that 46% of the variance in scores on its PISA tests of mathematics, science and reading competence were related to social factors, especially poverty (Ash, 2014; OECD 2013). Quality teaching can enhance the impact of schools significantly (Hanushek and Wöβman, 2010), which speaks to the critical importance of a focus on teacher quality and the professional development of teachers. Education systems, wherever they are, need to be instruments for inter-generational poverty reduction as well as places where resilience can develop in response to social conditions.

The contrast between GERM and equity are presented here as two "solitudes" for educational policy, but in reality there are many other policy frameworks that could be adopted that lay between these two solitudes. A focus on innovative educational systems in which governments create a framework but encourage regional and local innovative approaches to meeting framework expectations; a

focus on differentiation, with each school finding a unique way in which to offer learning and development (science schools, arts schools, dance schools, ICT schools, etc.) – all offering a core curriculum, but then adding a specialism; or schools which are driven not by specialism but by wicked problem solving (Murgatroyd, 2010). The GERM versus equity debate, however, puts the policy framework at the heart of education at the forefront and provides a basis for an evidence based, rational discussion about significantly contrasting approaches.

This battle for the future of schooling is being fought in several countries, not always with real clarity about strategic intentions. The result is that many feel that schools and school systems are in "an in-between time" – the time between an old, established system which many understood and emerging systems which lack specificity and clarity. We can show this in a simple diagram (Figure 1 below).
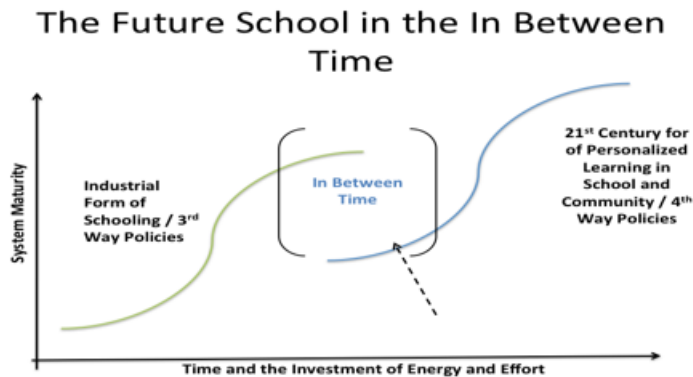
Figure 1: The Future School in the In Between Time

1.3. Six Key Challenges for School Leaders

These contextual issues and the battle between GERM and equity have six keyimplications for those who occupy leadership roles in schools and have to manage the competing and conflicting interests of stakeholders, students and teachers. These are:

1. Building the capacity of the school to respond to change, challenge, threat and uncertainty. That is, strengthening the adaptive capacity of the school so that it both continuously improves and becomes more resilient over time.

2. Becoming systematic, rigorous and effective at ensuring equity in terms of learning outcomes for all in the school. This requires investment in varied programming, differentiated instruction and social supports.

3. Strengthening the capacity of teachers to offer supports to all students and to collaborate with other teachers and professionals working within the school or the community.

4. Securing the appropriate conditions of practice – resources, technologies (if needed), space, materials, class size, teaching assistance, psychological and social services, health supports, school meals, counselling – so as to enable effective, mindful, focused and engaged teaching and learning.

5. Enabling leadership at all levels of the school form students, teachers and other professional and support staff working on behalf of their school community.

6. Ensuring that their community and the general public feel assured that the investments being made in the school are producing effective outcomes, given the social and economic conditions within which the school works.

These six issues pre-occupy leaders in schools, at least according to a national Canadian study of the school principal (Canadian Association of Principals and the Alberta Teachers' Association, 2014).

1.4. Adaptive Capacity and the Resilient School

These observations establish context and the challenges for school leaders. Now let us introduce some thinking about schools as resilient organizations which leverage their inbuilt adaptive capacities to continuously improve and sometimes transform their services to students, teachers and community. Such schools ride out the challenges outlined above and do so to produce great results in their own terms based on equity, a commitment to multiple routes to success and genuine, mindful engagement with teachers, students, parents and the community.

Think of a school in a "steady state" – ticking along nicely, routines are working, nothing seriously wrong with the way the school is functioning and then something happens – a sudden and unexpected change. We will use a fire as an example. A significant part of the school was damaged by fire just a few weeks before the school is due to restart after a summer break. This happened at École Frère Antoine in Edmonton, Alberta in August, 2015. The fire destroyed one modular structure and extensively damaged six others for a total cost of just over $5million – just twenty-eight days before the return of its students. The first

reaction of the school staff and the school system was one of loss and despair, but they, the community and the system quickly and effectively responded and the school opened on-time for all 522 students. The Principal, with some pride, said of the response "we showed just how remarkable smart people can be!"

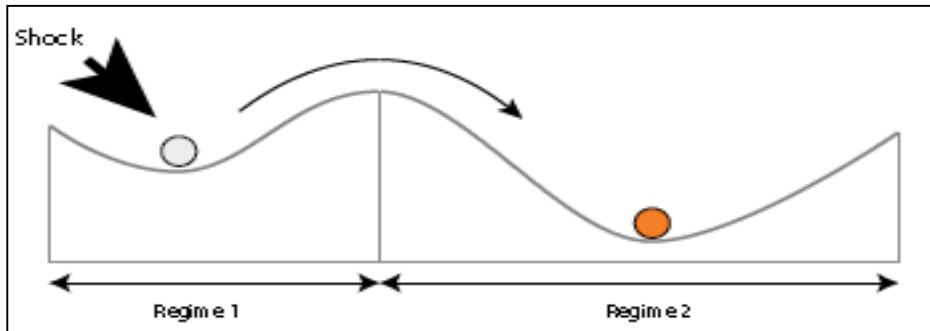We can show this response visually with this simple diagram:

Figure 2: Resilience and the Process of Change

The diagram shows that, after an initial reaction (shock), resilience behaviours "kicked in" and adaptation occurred. In this case, additional portable buildings were located and moved and changes were made to the use of space elsewhere in the school so that they could accommodate all students. This results in an "adaptive state" which enabled a response. Subsequently, the achievements of the school in responding to adversity show in a variety of ways and the performance of the school on a range of measures improves, not only back to the previous "steady state" but, most often, better than that state (not shown above).

We know a lot about resilience in natural systems, thanks to the work of C S Hollings and his colleagues (1973, 2002, 2008). Hollings and many others have tried to extract the principle components of resilient systems from studies of forests, oceans, wetlands, biodiversity and other ecosystem features. Their conclusion, presented most clearly by the Resilience Alliance (http://www.resalliance.org/) and the Stockholm Resilience Centre (www.stockholmresilience.org) are that there are these key components to resilience in human systems and organizations:

- **Optimism** – a disposition towards positive outcomes and opportunities. Rather than seeing challenge, threat or disruption as all negative,

individuals and organizations find opportunities for renewal, re-invigoration and reinvention on each occasion where the steady state is being disrupted.

- **Decisiveness** – rather than waiting for others to make decisions, situational leaders act quickly, positively and firmly to get things done. They may review options, evaluate risks and look at the potential implications of actions, but they do these things quickly and proactively. They act, rather than talk about acting.

- **Integrity** – decisions and actions are based on values and a vision for the school and its people. They are not selfish or motivated by personal gain, but by collective good and a responsiveness to the need of the organization at that time. However, they also take action that move the school as an organization along its value chain and towards its vision.

- **Open communications** – all in the school feel that they are engaged, informed and in the loop. Rather than a "secret society" running the school, the school community feels that they are being kept abreast not just of what is happening, but why and they know what is expected of them. Rather than a closed communication loop of "just those that need to know", the working assumption is that "we all need to know" so that the school can sustain its adaptive capacity and build resilience. After all, if all know what is expected, they can make their offers of help clear.

Those who adopt and show leadership - not just School Principals or formally designated leaders, but those who show situational leadership, whether as teachers, parents, students or others active display these key characteristics in the school. Such situational leaders serve as conduits and gatekeepers of formal and informal information flows throughout the organization and enjoying high personal credibility, not simply because of their status or position (if any), but because their information is always reliable, focused and appropriate. They create an ethos of capability and responsiveness rather than one of helplessness and defensiveness.

1.5. Characteristic Features of Resilient Schools: Adaptability and Innovation

Researchers have identified five persistent features of resilient organizations. These are:

1. **They ensure that many prosper from success, not just a few.** They do this through spreading out resources to permit experimentation, innovation and

rapid deployment of new approaches. Whether it is a new approach to assessment, new ways of dealing with difficult students or new ways of promoting skills and competencies, these are disseminated quickly and effectively so that all can benefit, not just a few "chosen" teachers.

2. **They encourage individuals to observe others, since this is the best way in which the skills of resilience and adaptation can be learned**. This is done through peer networks, specialist groups, and collaborative activities with schools in different parts of a region or the world. The chance to watch others work and ask the simple question "Why do I do what I do in the way I do it when others do it differently?" is a powerful basis for deep learning.

3. **They provide a climate of encouragement, engagement and support**. There are no second-class citizens in the school: no one has "favoured teacher" or student status. All are able to benefit from the work the school. In particular, individuals who do not "fit" a template – gay or lesbian students, teachers who want to experiment with new approaches, teachers who want to use permaculture to teach biology and science rather than more traditional "laboratory" approaches are given opportunities to try. Failure is possible and something that can be learned from.

4. **They provide training and invest in professional development, especially focused on positive attitudes, values and engagement**. Real investments are made in the professional and persona; development of teachers, students and staff. Whether it is mastery of a new curriculum, new uses of technology, new approaches to teaching and learning or a more systematic approach to evaluation, opportunities are found to support the learning needs of all in the school. The school is thus a learning organization for *all* engaged in the school, not just for some.

5. **They enable innovation, especially in time of adversity.** A major challenge facing a school provides the very moment to encourage and support innovation. Where innovation not only responds to the challenge, but also advances the values and vision of the school, it contributes significantly to the sense of momentum, ownership and courage that characterizes resilient schools. Innovation is not hesitantly adopted, but embraced as a key feature of what the school does.

1.6. Organized Schools versus Resilient Schools

Some suggest that schools need to be highly organized and regulated to be successful – they need to be based on rules and practice frameworks so that

everyone fully understands their roles and responsibilities, risks are minimized and they are efficient and effective. Some see the list of features of resilient schools just provided as a description of schools that are a little risky and chaotic – less organized, too "risky" and overly innovative. The table below is based on the work of Bob Williams and others in New Zealand [1]. It shows two contrasting types of organization. The first column shows a school which is highly organized to minimize risk and maximize control. The second column describes a more complex, adaptive and resilient school that is self-organizing. We provide this to permit a compare and contrast review of additional features of resilient and adaptive schools.

Highly Organized Schools	Adaptive, Resilient and Self-Organizing Schools
• Machine like administration focused on predictability and reliability. • Strong centralized control. • Substantial policy and procedures formally administered. • Directive leadership. • Safe • Highly organized and regimented.	• Living organism that adapts to conditions daily, weekly, monthly. • Teamwork dominates the methods of working. • Patterns are recognized and responded to. • Leadership is distributed, engaged and situational. • Risk taking occurs within a context of care for others. • Interdependent, dynamic.

Table 1: The Organized School versus the Resilient School

The key difference is that the resilient and adaptive school sees all of the staff within it as capable, professional agents able to make their own decisions based on shared values and shared assumptions and a common sense of mission and purpose. They practise what Hargreaves calls collaborative professional autonomy. [2] When they behave individually, however, they do produce predictable patterns of behavior that can be used to further develop the

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[1] See *Complex and Adaptive System* notes and materials by Glenda Eoyang for the Kellogg Foundation, May 2004 available at
http://www.bobwilliams.co.nz/Systems_Resources_files/CASmaterial.pdf

[2] Hargreaves, A. & Shirley, D. (2009). *The Fourth Way. The inspiring future of educational change.* Thousand Oaks, CA: Corwin.

organization as a system and enable innovation. In contrast, the organized school seeks to so manage behavior as to minimize the opportunity for individual creative and responsive action because "best practices" are already known and that the task of organizational members is to follow protocol.

Some management models within education are closer to the "organized school" described here than the resilient and adaptive school. In part this is because the system of education is one in which control is heavily centralized and exercised through policies, procedures and regulation and in part because the systems which adopt this approach are usually underperforming when compared to others. Adaptive systems, such as those found in Finland (up to 2015) and certain Canadian Provinces, are less centrally controlled. They usually have: (a) significant control over their own resources through site based budgeting and management; (b) diffused leadership within set conditions for self-organizing; (c) develop a learning culture which permits them to both capture and leverage innovation and dissipative developments as they occur so that they can be used to spur performance; (d) organize more around values and a strong, relentless focus on outcomes and purpose rather than rules, policies and regulation; and (e) are always planning so that they can plan again.

Sometimes this can lead to un-organization – poorly functioning schools. These occur when leaders are disinterested, teams or individuals act in their own self-interest, the school is always reactive and never proactive and there is a pervasive sense of pessimism.

The ideas behind adaptive capacity and resilient schools come from seeing schools as eco-systems which mirror ecosystem behaviour. Using resiliency theory (Holling, 1973, 2002, 2008), we can see schools which respond effectively and creatively to challenge, threat or change and use these opportunities to build capacity and expand leadership.

1.7. Putting the Story Together – A Whole System Approach to Leading and Leadership

Policies - successful and unsuccessful—are ultimately epic poems or stories, with problems to be solved, heroic agents, participants, false starts and dead ends, and with endings, at times happy and at times tragic. A principled policy borrowing depends upon an interpretive analysis of a whole educational system in operation: an understanding of everyday cultural practices, of diverse communities and demographics, of contending

ideologies and relations of power, and of the human beings who make that system what it is.

Allan Luke. 2011. "Generalizing Across Borders: Policy and the Limits of Educational Science". Educational Researcher 40, no 8: 374.

The policy drift towards described as '*learnificaton*', evidenced in many GERM based systems, refers to the growing use of the language of 'learners' and 'learning' that privileges process over the content of learning and the content of human relationships. In brief, 'learnification' focusses attention on acquiring skills and/or competencies while removing the social aspects of learning (including consideration of students' personal circumstances and school-community characteristics) from policy discussions. With the focus on assessing outcomes, "it has become very easy to forget not only about the content of language learning, but also its purposes and the social relationships through which it takes place" (Kerr, 2014). Biesta (2010), who first coined the term 'learnification' recalls the core functions that public education ought to perform: qualification, socialization, and subjectification (pp. 19-21). While the first two speak for themselves, the latter refers to the more ephemeral aspects of developing critical, creative "actors who are critically, creative, independent thinkers". More recently, Biesta (2014) in the evocatively titled book, *The Beautiful Risk of Education*, has elaborated on the limitations of the almost singular focus on learning as if it could be isolated from human relationships:

> The experience of "being taught" is about those situations in which something enters our being from the outside, so to speak, as something that is fundamentally beyond the control of the "learner". To be taught – to be open to receiving the gift of teaching – thus means being able to give such interruptions a place in one's understanding and one's being. This is why, following Kierkegaard, such teachings, when they are received, are a matter of subjective truth, that is, of truth to which we are willing to give authority (p. 57).

Two problems exist with this particular focus on 'learning': (1) that learning is reduced to a process that 'is in itself neutral or empty with regard to content, direction, and purpose'; and (2) that learning 'is an individualistic and individualizing term' that moves 'attention away from the importance of *relationships* in educational processes and practices' (p. 63). Taken another way, the best forms of education are those where the outcomes are unpredictable and not tightly pre-determined by prevailing economic interests. This is particularly

true for Biesta when 'questions about the content and purpose of education become subject to the forces of the market instead of being the concern of professional judgment and democratic deliberation' (p. 31).

From this, we take the over-riding challenge in many systems: to create whole-system reform, including curriculum change, focussed on the professional role of teachers in the ongoing deliberation in school communities regarding the purposes of the public school. What is at risk in many systems, is that the shift to competencies inscribed by 'learnification' as opposed to embracing the broader purposes of public education (qualification, socialization and subjectification) delivers us, yet again, to another variation of managerial accountability focussed on reporting granular evidence on student progress to satisfy an economic model of education.

The drift toward 'learnification' is perhaps one of the single greatest underlying challenges we face in the months and years ahead as we move toward renewing curriculum, currently taking place in Alberta and in many other jurisdictions. To address this and the other concern a focus on the adaptive and resilient school would suggest that there are four pillars for a strategic approach to effective curriculum change based on the over-riding need for whole-system change informed by research.

- **Pillar 1: An investment to support collaborative professional autonomy** – focused investments in professional development, a reengagement with teachers as trusted and respected professionals and a strengthening of professional autonomy. This re-engagement needs to focus on what it is that students need to learn, how they will be supported for this learning, how learners will be assessed and how teachers can contribute to public assurance. Professional engagement focused on the purpose of learning and its interpretation. As well documented internationally, while changes in regulation, legislative and governance tend to preoccupy governments committed to reform, there is much greater impact on improved outcomes for students through a systematic focus on equity, particularly as it relates to the readiness to learn (UNESCO, 2009).

- **Pillar 2: Mindful and agile leadership[3] at the level of the school and the district** – engaged and empowering leadership aimed at enabling collaborative professional development, optimal conditions of practice, evidence-based instructional practice and appropriate assessment for and

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[3] We take the term "agile leadership" from the emerging work of Simon Breakspear. http://www.simonbreakspear.com/

of learning. Several studies of school effectiveness all point to such leadership as the critical component in building a culture of high performance to sustain innovation while attending to the complexities and diversity of each student (e.g. Reynolds, 2010; Wilson, 2011).

- **Pillar 3: Optimal conditions of instructional practice** – appropriate class size and composition of to support inclusive education with appropriate technologies and supports for differentiated instruction and an emphasis of school-based adaptation of the curriculum to meet local needs. These conditions of practice are essential for effective teaching and learning, for enabling learning to be differentiated, personal and meaningful, and to support the effective use of technology.

- **Pillar 4: Public Assurance through Community Engagement** – Balancing provincial data based on sampling (literacy and numeracy) with local assessments linked to school development plans and agreed district-level measures provides a sound basis for public assurance. What parents and communities need to know is the answer to a simple question: "is this school doing what it says it will do for the students attending this school?"

We illustrate this thinking in the figure below. Notice that the foundation is an investment in readiness to learn reflecting a commitment to equity. This requires some investment and focus on early learning, supporting parents in their desire to help their children learn and to be "ready for school" and, in particular, making differentiated investments in communities where poverty and social conditions disadvantage learners.
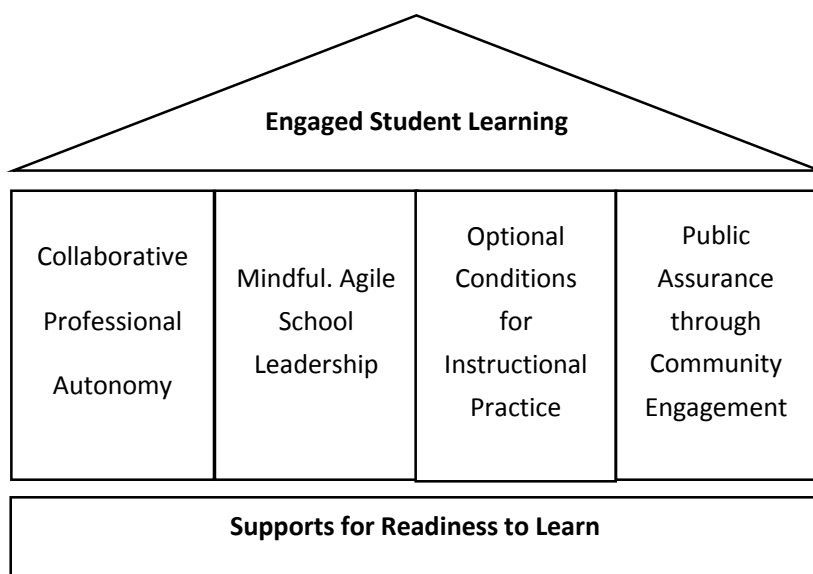
Figure 3: A Framework for Whole Systems Change for Education

A vibrant public education system will be made possible by whole-system reform that builds on the framework outlined above. Through mindful and agile leadership attending to local conditions, supported by innovation clusters and networks, and with appropriate curriculum encounters for the appropriate age and developmental level of students, the aspirations of those who seek to create resilient schools which can be great schools for all can achieved.

1.8. Leading the Resilient and Adaptive School

When we look at examples of adaptive and resilient schools, what do we see their leaders doing? Murgatroyd (2011) described the leadership characteristics of such leaders, building on earlier work (Murgatroyd and Simpson, 2010) and elaborated more fully later (Couture and Murgatroyd, 2012). Six characteristics of such leaders – which Murgatroyd and Simpson refer to as renaissance leaders – are identified. These are:

- **Practise personal mastery**

   They have high integrity and view self-awareness as a prerequisite for leadership. They work hard to develop their capacity to innovate, and to inspire others to join them in making the world a better place and their school a great place for all.

- **Apply a glocal mindset**

  They have a keen sense of history and seek a holistic understanding of changes taking place on a global scale. They use this global perspective as they address local challenges and seize opportunities (global and local – hence "glocal") to connect their work and that of others in the school to developments taking place elsewhere.

- **Accelerate cross-boundary learning**

  They constantly seek to satisfy an intense curiosity about every facet of human life, past and present, scientific and artistic, technical and social. They guide others in distilling meaning from a morass of information, and efficiently apply their learning in creative ways to nurture innovation and drive improved performance.

- **Think back from the future**

  They are readily able to imagine and articulate alternate futures and work back from there – connecting with lessons from the past to better understand the present and choose among possible paths to the future they see.

- **Lead systemic change**

  They are systems thinkers who seek out patterns, interconnections and interdependencies. They are skilled in seeking common ground and nurturing productive collaboration across diverse parts of a system – be it an organization, a sector, a community, a network – to solve complex problems and drive large-scale change in their own school.

- **Drive performance with a passion**

  They care that their leadership makes a substantive and sustainable difference, and are relentless in their commitment to performance. They articulate clear (and high) expectations of themselves and others, create focused strategies for innovating to achieve these ends, and are disciplined about assessing progress.

These six characteristics are not listed in order of importance nor are they intended to be complete – it is the list we have arrived at on this stage of our understanding and learning.

Such leaders could be teacher leaders, student leaders, Principals (Headteacher) or others who find themselves faced with the opportunity to lead. Renaissance leaders care less about position and more about the work.

When we translate this into what we see school Principals and other leaders doing, we see these behaviours:

- **Building a commitment to a common purpose and agreed outcomes**. Using evidence, dialogue and sharing of successes to show that the agreed outcomes are not only possible, but have been achieved by colleagues within the school.

- **Valuing similarities *and* differences**. Rather than seeking an enmeshed and rigid sense of how to work on the schools, the schools seeks to build it adaptive capacity by celebrating and valuing differences and diversity.

- **Listening and talking to build understanding**. Some talk. Some listen. Sometimes they do both. However, the key to the resilient school is the search for understanding and meaning.

- **Striving to achieve authentic, valued and meaningful outcomes for each student of the school and each staff member**. This is more than a commitment to try to work towards common outcomes; this is about finding the authentic voice for each teacher and student so that their work and investment of energy is truly valued. The key word here is "authentic" – the genuine pursuit of the inner professional voice of the teacher to deliver support for the students learning and personal / social development intentions.

- **Build and empower teacher teams** – strengthening professional learning, teacher engagement and a focus on learning outcomes in every classroom, discipline and subject in the school and encouraging risk taking, new work and innovation.

- **Build and empower supports for learners and learning** – it is not just teachers who need support and encouragement, but all of the adults and volunteers working in the school. Whether these are support staff, psychologists or counsellors, social workers, health workers, parent volunteers or occasional visitors, all need to know that their contributions count and their voices are heard.

- **Enable the student voice to be heard** – student voice and leadership is key to effective and adaptive schools. Students need help in developing their leadership and in becoming articulate as advocates for themselves and their peers. School development depends on the student voice being an explicit part of decision making.

- **Connect to others around the world**: collaborate, engage and share. Joint teaching and learning projects, shared classrooms (using virtual learning technologies), exchanges and involvement of teachers from around the world in planning and decision making can all help build and foster adaptive capacity, professional learning and development.

- **Focus on equity as an driver in terms of outcomes** – equity as a driver for the work of the school means constantly exploring the question "who

is slipping through the cracks and why?" and then acting to ensure that those who are slipping through are heard, engaged and involved. This is hard work and constant work and requires constant redesign and proto-typing of new approaches and responses. But this is what adaptive schools do well. Respond in such a way as to build and develop.

- **Never letting a good crisis go to waste** – schools have crises all the time ("shift happens", as one Principal said). Rather than just deal with these so that there are "done and dusted", adaptive schools use these moments of truth as learning opportunities and respond so that both the immediate crisis is managed and responded to, but it is also used to better understand what else the school needs to do for the student, parents or teacher who experienced the crisis. Rather than being a "managed, one-off" event, a good crisis is a major opportunity to change and develop.

- **Celebrate failure** – schools fail at some things, even if they succeed at a great many things. These failure are also great learning points. Adaptive and resilient schools both celebrate failure – "it means we were trying" – and then tries to understand what happened so that adaptive learning can take place.

These eleven behaviours and actions provide a way of showing how the six characteristics of renaissance leaders can translate into action.

1.9. Leadership and Three Key Tasks

Pasi Sahlberg and others have taken this analysis further, using the model shown below. The idea is simple – leaders take full cognizance of the world outside the school (the outer circle in the image below), but focus on three main tasks:

- **Thinking Ahead** – thinking back from the future, having undertaken cross-boundary learning and explored global and local developments. Using this work to develop a shared sense and shape of the future.

- **Leading Across their School and System** – demonstrate leadership within their school and system through their openness, personal mastery and passion.

- **Delivering Within** – ensuring that the school continuously improves its performance, not just for some but for all. Driving performance with passion and being systematic, focused and mindful in leading change and measuring results.

Figure 4: The Key Tasks of Leadership

By doing so they can lead and support adaptive capacity building and lead resilient schools.

1.10. Conclusion

Prescriptions for educational reform vary by jurisdiction based on different contexts, ideological positions and political necessities. Some jurisdictions are systematically pursuing the neoliberal GERM ideology, while others remain committed to a public education system dedicated to equity. Private players are seeking to influence these choices, pressuring policy makers through a focus on standardized test score – scores which have much more to do with social capital, status and wealth (or lack of it) than education (Berliner, 2009). There is a need to refocus our understanding of leadership on building more resilient, adaptive school systems better able to meet the needs of a growingly diverse student body who have complex needs and varied ambitions. GERM is "one size fits all (eventually)", while what schools should be is we have it all to fit with your needs.

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2. VALUE DRIVEN CHANGE LEADERSHIP – PERSPECTIVE FROM POLAND

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Abstract

This paper tries to present the results of the project "Leadership and management in education – elaboration and implementation of a system for education and professional training of school/institution principals," initiated and co-led by the Education Development Centre and the Jagiellonian University. The designed model of preparation, induction and continuing development of school leaders is presented. Special attention is paid to the values that were the basis for the designed model. The paper presents those values, competencies that were built taking those values into account and final teaching scenarios and materials that were prepared in six different but coherent modules.

Key Words

educational leadership, training of school heads, values, leadership competencies.

2.1. Introduction

The last twenty five years has been a time of deep changes in almost every area of public life in Poland. Education seems to be one of the most often reformed areas and that is why people working in schools and educational institutions feel completely exhausted and discouraged with endless changes. The reforms carried out in the last twenty five years concerned different aspects of the education system operation, including curricula, education system structure, assessment and exam methods, measures of pedagogical supervision, preparation for the teaching profession, and many other more detailed issues. It seems that despite the impression of excessive reforming and exhaustion with the reforms, their important advantage was and is the continuity of changes enabling flexible adjustment of the shape of different processes in the area of education to the challenges of a changing world. Every change frustrated teachers, and caused a lot of controversy and broad discussion. However, those changes gradually transformed the Polish education system that, years later and quite unexpectedly for us, started to be internationally acknowledged as an example of educational success.

The consideration of the need for school management and training management staff capable of performing this task in the education system was recognized as especially important at the beginning of the process of reforms. This had been introduced at the beginning of the political transformation in Poland, along with the adoption of the new educational law at the beginning of the 1990s [1]

Unfortunately, this change is one of the few, if not the only one, that, in contrast to almost all other changes, has survived twenty five years in an unchanged form. The experiences of the recent years more and more clearly indicate a conclusion that the theory and, first of all, practice of education management requires urgent and deep changes. The project "Leadership and management in education – elaboration and implementation of a system for education and professional training of school/institution principals," initiated and co-led by the Education Development Centre and the Jagiellonian University since 2013, comprises an attempt to address this challenge through the creation of a management education model corresponding to the needs of modern Polish schools. The two-year-long project started in early 2013 and had three phases. The first one that took place in

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[1] *Ustawa* z dnia 7 września *1991* r. *O systemie oświaty,* Dz.U. *1991* nr 95 poz. 425 (Act of 7 September 1991 on the system of education, Journal of Laws of 1991, No. 95, item 425)

2013 was focused on the diagnosis of the existing ways of leadership training in Poland and of the leadership competencies of Polish school heads. A review of the content and methodology of teaching of all courses of educational management and leadership (more than 300 courses) run at universities and in Teacher Training Centres was carried out. Research on leadership competencies was carried out with the participation of more than 2800 heads of schools of different types from all over Poland (ca. 9% of all school heads in Poland). The second phase of the project used the results from the first phase to design a new model of preparation, induction and continuing professional development of school leaders in Poland (three different courses were prepared). The last phase of the project was meant to pilot the prepared materials and develop them further. The course preparing future school heads was piloted with 103 participants. It was 210 teaching hours long, consisted of six modules and was run during the period between march 2014 and march 2015. Course(s) for induction were run in different groups, around the themes from the same six modules, with the participation of approximately 500 school heads that had just been appointed to perform that function. The last element – courses for experienced school heads were designed also around the themes from the six modules and were piloted with the participation of more than 800 school heads.

2.2. Education of the education system management staff in Poland

In the 1990s, in Poland and in the world, the predominant approach in thinking about the management of schools and the preparation of management staff for those schools was the managerial approach, both in theory and in practice. At this time, it was just emerging as an individual field, mainly through a simple process of the transfer of theory from general theory to education management with no consideration of the specific nature of this area (Bottery, 1992). The frame program of postgraduate studies in management in education required for applying for the position of a principal did not differ significantly from the similar training cycle offered to future school principals in other countries that also adopted the view of school as an organisation built on managerial thinking. The framework of this approach viewed the training of education system management staff as being strictly connected to the practice of educational management, going hand in hand with it, and a formal (in the sense of the regulations of educational law) description of the role and tasks of principals of schools and educational institutions predominated by formal legal and managerial jargon (Więsław, 2011).

As years went by, the limitations of such an approach and the necessity of seeking new ways of thinking about school management and the preparation of the staff responsible for this management were more and more apparent. The last decade has seen an increased number of postulates to change the way of training school management staff. These postulates presented two approaches.

The first of these does not go beyond the managerial scheme adopted two decades ago and suggests enriching the content of the training cycle with subjects that have become current due to the changing legal regulations of the education system and other subjects. This approach postulated that the following issues should be added to the frame program: public procurements, labour law, management control, evaluation and many other specific issues resulting from the changing formal requirements applied to schools and school principals (Pery, 2012). Changes of this type are an obvious necessity in a changing world, so universities and other institutions operating in the Polish education system and offering courses of management in education informally introduced such changes to courses they offered despite the lack of formal regulations in the frame program determined in the regulation. Attention should be given to the fact that the changes postulated in this approach were of a purely technical nature and it seems that they cannot lead to qualitatively significant changes in the ways of preparing management staff, and as a consequence, to changes in the way of managing schools.

The second critical approach and postulated changes are of a deeper nature. Here, attention is drawn to the fact that knowledge (and consequential practice) of management in education has to be built taking into consideration the specific nature of schools as organisations aiming at the development and learning of humans, and has to be based on fundamental educational values. The managerial approach clearly ignored this aspect of education management, using universal phraseology requiring the treatment of all organisations in a similar way and applying solutions developed within the general theory of management to every area of life (Bottery, 1990).

Such an approach accepts the need to reject the simple transfer of knowledge from the general theory of management to the area of education in favour of building knowledge from the start in this specific area, while considering its main values (Dorczak, 2012). Another important element of this approach is the fact that it gave rise to the thesis that thinking about school management while concentrating on the importance of narrowly and traditionally understood management needed

to be replaced or (as seems more appropriate) supplemented with the issue of leadership (Bush, Bell, Middlewood, 2010).

In last decade, leadership has become the most often accented element of the required "new thinking." With time, the quality of school management staff is increasingly acknowledged as one of the key factors adding to the educational success of students, schools and entire education systems(DuFour, Marzano, 2011). Enriching or broadening the competencies of a manager with leadership competencies exceeding those of a manager seems to be an important element of improving the quality of the management staff. Most authors dealing with the theory and practice of management and leadership in education indicate the necessity of such a redefinition of the managerial role in education. This postulate is also commonly acknowledged in important documents and recommendations of organisations such as the OECD or the European Commission (OECD, 2008).

To summarise the considerations of the condition of education and development of management staff in Poland, the following main issues need to be mentioned:

- The idea behind education and development has been unchanged for over twenty years;
- The framework program, and thus, practice of such education is dominated by the narrowly understood managerial content;
- The theories, knowledge and skills, as well as competencies predominating in such education are quite thoughtlessly transferred to other fields from the general theory of management;
- Such education lacks the basis of key educational values, starting with development and learning as central values;
- Such education lacks the idea of educational leadership;
- It lacks a comprehensive vision of continuous and consistent professional development at its different stages;
- Finally, it lacks the consistency of education and development of management staff of different centres around the country.

The aim of the program "Leadership and management in education" was to prepare a model of education, development and support of educational leaders of different levels and to propose the main elements of the system of selection and development of school principals and other educational institutions.

While planning changes in the process of training, we clearly indicated the need for changing priorities from training leaders to the development of leadership. This is difficult due to the organisation of such training being based on training individuals instead of groups and organisations. However, such a necessity resulted, as it has already been mentioned, in a situation where we were strongly focusing on the values important for the operation of educational institutions. We tried to deconstruct the mental models already present in the minds of participants and to build social capital by increasing social awareness, empathy, and an active attitude, and by building the belief that it is good to serve others. All of the classes were "wrapped" in the process of forming values comprised of opportunities to discuss, reflect and exchange opinions.

2.3. Process of educating educational leaders

First of all, we (the team preparing the training of leaders) were and still are convinced that the process of learning is also a social process – it takes place in a group thanks to acts of communication, interaction and cooperation. Moreover, we think that it is a democratic process where everyone has the right to make decisions on how the process will be run and that it occurs in the workplace – a place where important things take place, and not in lecture halls detached from reality.

We believed that innovative partnerships, cooperation networks and studies involving practitioners and not only researchers or experts are necessary. We knew that in order to develop leadership we needed to learn to use data and evidence of the efficiency of certain practices, and to cooperate with different potential partners outside our institution.

While preparing the education model, we thought of making it more attractive through higher professionalization by introducing a focus on developing teaching and learning and through a balance of purely administrative tasks and tasks concerning teaching and learning, looking for appealing forms of education, promoting team work and flexibility of solutions connected to leadership, and encouraging mutual learning and the sharing of proven solutions.

First of all, however, we were constantly referring to the context of leaders' activity, especially values supporting a vision of education that was open, democratic and sensitive to each student – an education of the highest quality and available to everyone. The values and widely defined competencies became the point of reference for creating the course and for the practice of training.

Among four main assumptions concerning the integral elements of the process of the development of educational leadership, the following must be indicated: constant reflection on the context of education and one's own practice (actions), learning through experience and constant referral to one's own experiences, group learning thanks to social processes and referral to the values aimed at the learning and development of all participants of any educational process (during the course this was achieved thanks to constant critical testing of personal beliefs and knowledge). The model of preparing, developing and improving educational leaders proposed in the program has been elaborated with these several factors in mind.

Development of educational leaders is a long and complex process. It is hard to believe that taking part in even the best training would be enough to fully prepare anyone for performing this responsible role. Successful educational leadership is the result of training but also reading and individual reflection, practice and many years of experience, team work, self-evaluation, trying and learning from mistakes. That is why, as we have written previously, while designing the course, we were remembering how adults learn and trying to use their practice and experience, concentrating on development, change and reflection on undertaken actions. Thus, during the course, participants learned through experience, in cooperation with others, from each other, and by referring to their own experiences and to what was going on in the classes. The training content resulted from critical reflection on reality, apparent values and competencies.

2.4. Values of educational leadership

The list of the key values of educational leadership was prepared thanks to several months of work by a team of dozens of experts in leadership and education management. The group of experts comprised researchers, lecturers, coaches and trainers working with school principals, representatives of school principals' associations, principals, teachers, educational politicians and union members. Among the values finally chosen, some were indicated as being the most important, determining the course of the processes of development and learning at school and the effects of these processes as well as the shape of educational leadership concentrated around these values.

The main assumption standing behind this work was the conviction that contemporary leadership needs to be contextually oriented and constructed through dialogue and response to the group's needs. In situation like this, the list of accepted values plays a role of language and supports efficient communication.

It is necessary to try to agree upon important values and aims in democratic communities.

Values selected during the project are:

Freedom is a necessary condition of development, a foundation of the process of learning and education. It is independence in thinking and managing, the possibility of making choices, not being involved in or dependent on external factors, while respecting the freedom of others. Freedom means autonomy in taking initiatives, creating and implementing new ideas. Freedom in school is expressed by creating an environment enabling choices to be made. The educational leader looks after the freedom of others and gives them the space for this freedom.

Equality and social justice mean equal chances for every person regardless of their status or background. Equality and justice do not mean being treated identically but the fulfilment of the specific needs of everyone. A just society is a one where individuality is respected and the right to be respected, appreciated, loved, treated subjectively and to oppose injustice is assured. Equality and justice at school manifest in respecting diversity and creating conditions favourable for the learning of everyone. The educational leader makes sure that every member of a school community is treated according to the rule of equality and social justice.

Respect means treating every person with dignity and the recognition of his or her values. The crucial part of respect is accepting differences. Such an attitude creates space for another person even if his or her values, opinions or behaviour differ from ours. Respect manifests in school in mutual acknowledgment of dignity and subjectivity. The leader's task is to build an atmosphere of mutual respect and to ensure that everyone is treated equally well, regardless of differences.

Trust is believing that others will act according to the adopted values, agreed goals and rules as well as enabling learning from mistakes. One of the indicators of teachers' professionalism is an ability to cooperate within the group of teachers, so trust enables their cooperation. Trust manifests in school in the belief that students feel responsible for their own process of learning and that teachers are professional. Trusting is respecting the choices and taking the individuality of the participants of the process of learning into consideration. The educational leader's

task is to create a space for their solutions and ideas, including being ready to make mistakes and learning from them.

Responsibility means taking on responsibilities and being aware of the results of your own actions – both positive and negative. Responsibility means fulfilling agreements and obligations, not only legal but, primarily, moral. This is connected to responding to the needs of an individual, a team and the entire school environment. Responsibility in school is favoured by autonomy in making decisions and continuing to build your own system of values. The leader's task is to build responsibility for the individual process of development of every team member, starting with himself or herself.

Courage is readiness to take on challenges manifested in acting according to values and beliefs. Courage means making responsible decisions, especially in unfavourable conditions, accepting the truth, admitting to mistakes and being aware of their consequences, and learning from them. Courage in school means enabling taking on challenges, and creating the culture of being open to feedback. The educational leader constantly seeks and learns because only openness ensures courage in taking challenges.

Honesty means reliable execution of the assumed responsibilities, communication without manipulation and abiding by the adopted rules of conduct – even if no one notices or appreciates this. Honesty in school means coherence between the declared values and practice. The educational leader is honest and expects honesty from others.

Development and learning means working on yourself at every stage of life, making the most of your resources, talents and abilities, and gaining new ones. It is developing the potential of the members of the school community in every aspect. In school, development and learning depend on actions aimed at supporting the process of learning. This comprises both in-depth knowledge of the developmental processes and professional practice based on this knowledge. The educational leader is aware of his or her role and the necessity of creating conditions for development and learning in school.

Openness means being ready for change, seeking better solutions and acceptance of differences. Openness is noticing the value of diversity, seeking and using new ideas, changing the reality and thinking about development. It also means accepting people, manifested by reducing distance and by trusting them. Openness in education is an invitation to change and awareness that this is a natural element

of learning and the development of the functioning of the school environment. The educational leader creates space for open communication, seeking new solutions, and sharing one's own knowledge and experience.

Dialogue means building the reality collectively. It is also an ability to initiate and maintain relations based on mutuality. In school, dialogue allows students to be involved in planning the process of learning, and teachers to create learning communities and to take advantage of the potential hidden in the school environment. The educational leader ensures that dialogue is the foundation of the school culture.

Orientation towards serving means acting in the interest of others, striving for the common good, promoting the sense of being in a community and being a partner in making decisions. In education, orientation towards serving means supporting others in overcoming obstacles which might prevent them from performing their duties. The educational leader is ready to put the common good at the centre of his or her actions and he or she encourages others to take initiatives for the community through setting an example.

Participation means participating in the decision-making process, creating mechanisms and structures for the engagement and activity of subjects connected with school. Participation in school means informing, consulting and shared decision-making. The educational leader ensures that all parties take part in the process of setting goals, creating the concept of school development and implementing changes.

Diversity is a richness of views, attitudes and solutions. Sensitivity to diversity enables versatile development. Taking advantage of diversity supports the process of learning and favours creativity. Diversity in education allows us to draw on the richness of perspectives and the uniqueness of individuals even if they have completely opposite opinions or attitudes. The educational leader makes use of diversity; he or she controls the feelings of uncertainty and fear which always accompany contact with something different, setting an example for the entire school community.

Reflectivity means looking for the point of your own actions – reflecting on your own assumptions and the actions resulting from them, and drawing useful conclusions enabling changes improving the quality of education. In education, reflectivity manifests in the ability to ask yourself questions and challenge the prevailing reality. The educational leader ensures that reflectivity is a way of

building professionalism and the development of each and every member of the community.
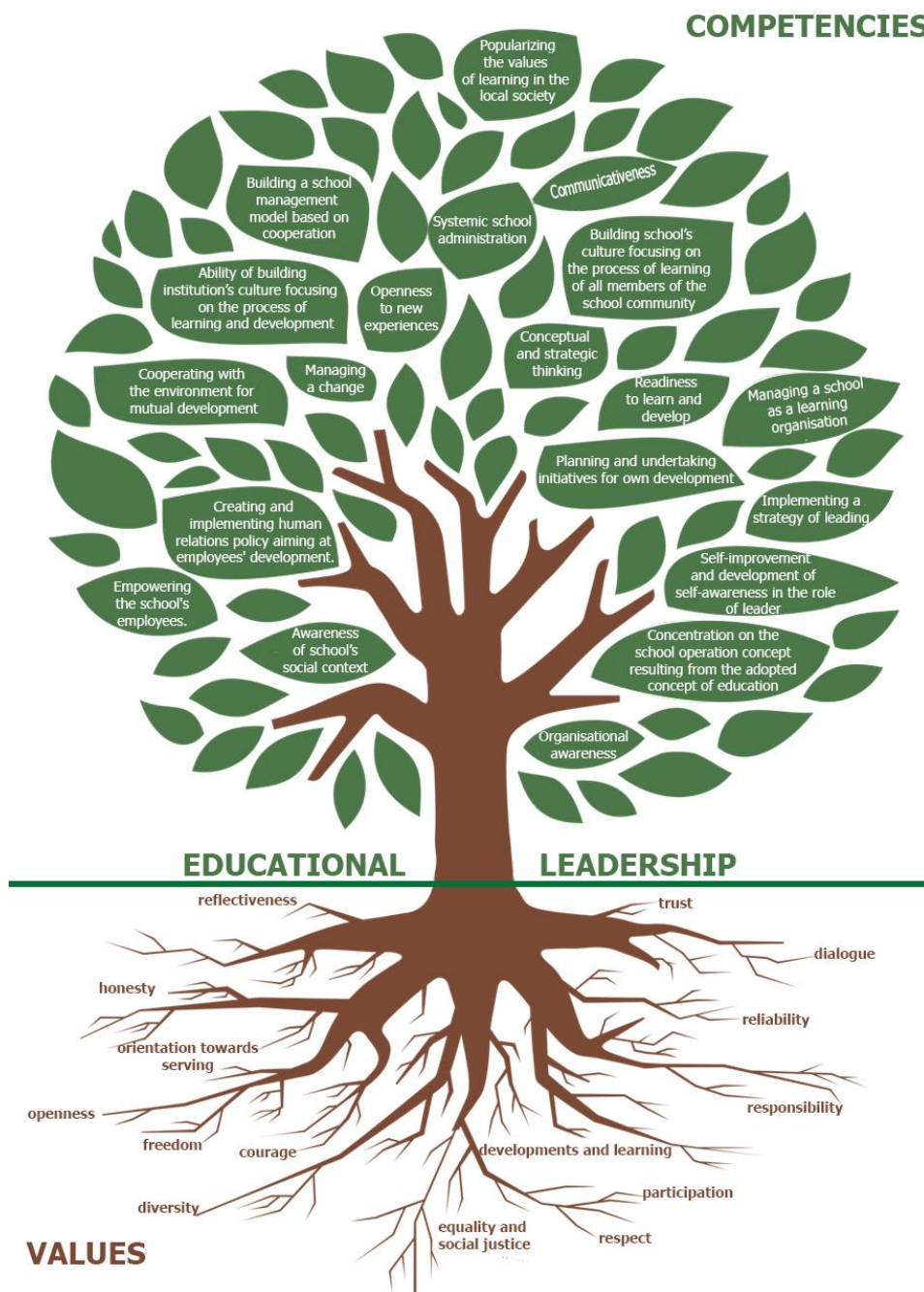
Reliability. Trust builds upon the reliability and the reliability results from the integrity – cohesion of thoughts, actions, values, beliefs and expressed opinions, honesty, dependability and responsibility.

Solidarity means the mutual and shared responsibility of some institution or community members. Solidarity is connected to human existence as set in the dimension of a community – taking care of others. No one is a lonely island. We are together even when we do not know that we are together. Solidarity is a call for helping other people in need. Solidarity in school means being always ready to engage in the common good of the learning of each and every person.

Choosing these values was connected to adopting the list of challenges faced by schools and educational leadership presented above but the professional experience of the participants in the process that led to this selection was also important. At the same time, it needs to be emphasised that the list can change according to the importance of the challenges and problems that can emerge in the social space in which schools and their leaders operate. The presented list is the result of a process that should go on constantly so that educational leadership does not lose contact with a fast-changing reality. Based on this list, a proposal of a list of competencies was created that will comprise the goals of the training cycles offered in the new model of teaching principals.

2.5. Competencies crucial for educational leadership

The basis of the process that led to adoption of the final list of competencies that are intended to be developed by the proposed new training cycles for different groups of principals was, first and foremost, the previously determined values of educational leadership. The fact that the competencies recognised as significant originate from the values is clearly illustrated by the metaphor of the tree of competencies adopted in the project and presented in Figure 1 below:

COMPETENCIES

Popularizing the values of learning in the local society

Building a school management model based on cooperation

Communicativeness

Systemic school administration

Building school's culture focusing on the process of learning of all members of the school community

Ability of building institution's culture focusing on the process of learning and development

Openness to new experiences

Conceptual and strategic thinking

Cooperating with the environment for mutual development

Managing a change

Readiness to learn and develop

Managing a school as a learning organisation

Planning and undertaking initiatives for own development

Creating and implementing human relations policy aiming at employees' development.

Implementing a strategy of leading

Self-improvement and development of self-awareness in the role of leader

Empowering the school's employees.

Awareness of school's social context

Concentration on the school operation concept resulting from the adopted concept of education

Organisational awareness

EDUCATIONAL LEADERSHIP

reflectiveness

trust

dialogue

honesty

reliability

orientation towards serving

openness

responsibility

freedom

courage

developments and learning

participation

diversity

equality and social justice

respect

VALUES

Reference: materials of the project "Leadership and management in education – elaboration and implementation of a system for education and professional training of principals of schools/institutions".

The analyses of the world models of competencies and ways of developing them, and studies on the competencies of principals of Polish schools conducted at the beginning of the project's execution were the second significant factor influencing the process of choosing the competencies (Pyżalski, 2014; Melosik, 2014; Dorczak, Kołodziejczyk, 2015). The list of 96 competencies that was created based on such a foundation was ordered and particularised through combining and selecting the most important ones. As a result, a shorter but also well described list of competencies of educational leadership was created. The list is presented in Table 1.

Table 1: List of the educational leadership competences

Competency	Competency understanding and elements
Concentration on the school's concept of operations resulting from adopted assumptions about education.	Creating the school concept of operations on the basis of assumptions about learning and development, in cooperation with all the involved parties, concentrating on the process of learning of all the members of the school community and creating situations favouring learning and development. Determining priorities considering the external context of the school (local culture) and the needs of students and teachers. Setting detailed and clear goals and creating strategies for reaching them. Conscious and well thought out actions undertaken in school and in the environment, and cooperation with different parties during their execution taking into consideration the needs of the school/institution and its environment.
Conscious implementation of the vision of leadership.	Understanding different ways (theories) of performing leadership and connecting it with practice. Creating and effectively communicating the vision and concept of a school's operation (collectively with all interested parties). Strengthening and revealing employees' potential (empowerment) for the responsible and efficient execution of tasks according to one's own conscience and with respect for others.

	Supporting and developing human relations. Being prepared for change in order to improve the situation.
Systemic thinking.	Seeing an organisation as a whole comprising the individual elements and processes taking place there and the influence they have on each other.
Communicativeness.	Communicating with others with the aim of building agreement and maintaining relationships, listening and giving constructive feedback.
Building a school culture focusing on the process of learning of all the members of the school community by creating situations favouring learning and development. Managing school as a learning organisation.	Understanding the essence of the process of conditions of learning. Developing learning in cooperation. Subjecting the process of learning to reflection. Creating conditions for students and teachers' learning. Taking advantage of useful data in the decision-making process for the development of school and teacher's workshop. Organising educational processes taking national requirements into consideration.
Cooperating with the environment for mutual development. Popularizing the values of learning in the local society.	Identification of individual, organisational and social potential significant for the development of students and the environment. Creating cooperation networks with local educational institutions (schools, counselling services, teacher training centres, libraries etc.) to support mutual development. Public communication with the parties connected to school and local community through creating opportunities for dialogue on the value of education and education policy.

Creating and implementing human relations policy aimed at employees' development.	Building a participative model of making decisions in different fields of school management. Diagnosing and creating conditions for personal and professional development of teachers and employees, especially by giving and using feedback. Using individual development of teachers and employees to improve the team's work in all areas of the school's operation.
Empowering the school's employees.	Increasing the internal motivation leading to a situation in which all the school's employees are involved, feel responsible, competent, autonomic, and able to perform tasks and creative work.
Conceptual and strategic thinking. Systemic school administration.	Developing strategic change management including every "subsystem" of a school. Understanding basic terms and rules of creating and interpreting the law. Explaining the members of a school community the significance and influence of external conditions and provisions of law on the school's operation. Using national requirements in education management. Understanding the democratic school management system and ensuring ethical standards. Organising work adequately to the binding provisions of law according to the school's concept of operations. Planning finances and managing cash flows, financing, balancing and controlling the finances. Using technology to improve school administration. Creating a process of recruiting (and selecting) and evaluating teachers (and other employees adequate to the school's needs and coherent with its concept of operations). Introducing new employees to the organisational culture of the organisation according to the set and valid model. Making decisions based on the analysis of available data.

Building a model of school management based on cooperation.	Creating a space for management based on cooperation. Organising processes of cooperation, communication and resolving conflicts between groups.
Self-improvement. Developing self-awareness in the leadership role.	Recognising one's own potential, abilities and limitations, and developmental needs; building knowledge of one's own beliefs, attitudes, values and way of working. Building awareness of oneself in the context of the adopted professional role and current challenges of school management (especially conditions of the school's operation, the continuous nature of changes; creating the knowledge society; globalisation). Conscious acceptance of the role of a leader.
Planning and undertaking initiatives for one's own development.	Setting one's own developmental goals in relation to the school's development vision. Cooperating with others for one's own development, taking advantage of the support of others. Stimulating development through internal motivation and energy. Taking care of one's mental hygiene, self-acceptance and work-life balance.
Being ready to learn and develop, being open to new experiences.	Continuous up-dating of knowledge and professional skills, extending one's horizons.
Reflectivity.	Being able to reflect and regularly reflecting on actions undertaken.

Reference: materials of the project "Leadership and management in education – elaboration and implementation of a system for the education and professional training of principals of schools/institutions".

2.6. Values of educational leadership. The process of learning and fields of the subject matter

In the six fields to which the subject matter connected to educational leadership was divided, we considered how we should prepare future leaders but also

improve beginners and support those who have been performing this function for years. Remembering the current level of a learning organisation, we were always (and simultaneously) thinking about the learning of students, teachers and all other employees, the learning of the organisation and the learning of society.

These six fields are:

- educational leadership in theory and practice;
- leadership for learning and individual development;
- leadership in the environment (for social development);
- leadership for employees' development;
- leadership for smooth operation (strategic management);
- one's own development and learning how to be a leader.

The first field, educational leadership in theory and practice, is connected to the previously established idea that, in order to cope with the challenges of the present time, Polish education needs a new type of leadership. The essence of this leadership is setting a vision, focusing on development and learning, sharing leadership and responsibility, building relations and cooperation networks, appreciating and using diversity, including in a global and local context. This vision assumes that the school principal's role is not only to administer but most of all to lead the entire school environment in order to ensure an effective process of learning of students and development of teachers.

The first field is closely connected to the sixth field - managing one's own development thanks to which leadership competences are strengthened and future leaders are prepared:

- to focus on learning and development,
- for self-awareness and self-understanding,
- for development of the nature of continuous processes,
- to develop competencies connected to managing their own development,
- to reflect on their individual roles and own development.

Managing your own development means planning and conducting actions that are complex, coherent and answer to the diagnosed needs and that extend one's knowledge, skills and the basic competencies that help to strengthen the leading

role in learning and development at school. The main goal in this field is increasing the self-awareness of those participating and building their leadership identity based on the recognised potential. That is why the used methods are mainly based on an analysis of and reflection on the experience, creating the opportunity to look into oneself, to know oneself and empower oneself in the role of a leader. In this field, we use transfer of knowledge to a minimal extent; we mostly rely on knowledge transferred in other fields and we "translate" it to individual understanding and usage.

Increasing reflectivity, practicality, individualisation of education and adjustment to individual needs, and the rules of teaching adults comprise the fundamental rules of education in this field.

The second field – leadership for learning and individual development – is connected to understanding leadership as supporting learning, including the most important issues allowing the principal to consciously build a learning organisation focusing on the most significant tasks of the school, set within the provisions of law and confirmed in the national requirements. The field of leadership for learning focuses on the issues that are the most important for that area: awareness of what the process of learning consists of, who creates it and who manages it in school.

Most current reports show that school environments have to focus on students as the main participants of the process. They should encourage their active participation in this process and develop an understanding of their own actions as learning. It is important to take advantage of the social nature of the process and to encourage learning based on cooperation, to appreciate and use the motivation and emotions of learners in building a learning society, to include individual differences between students, and previously gained knowledge.

The third field – leadership in the environment is connected with the belief that in building a good school, it is not only what is going on inside the school walls that is important but also the way the school is set in the broader external context. School is not a lonely island, an isolated entity functioning with no connection to other parties. Quite the opposite – it is influenced by external conditions. Its development depends on the extent of its openness to the environment, understanding its own role in the local community, care with contacts and communication with key stakeholders in the local environment and allowing the flow of information, activity, energy and emotions.

The fourth field, leadership for employees' development, is connected to the belief that people play the most important role in an organisation such as school. In this context, the principal obtains particular meaning as the leader of this organisation. The school principal creates conditions to create the school's concept of operations, strategy and goals. He or she builds its community, shapes its culture. He or she creates the learning community with reference to all its members – students, teachers and parents as well as other employees. The realisation of the necessity of mutual sharing of knowledge, learning, cooperating and co-acting by the community members seems to be crucial; then we can talk about organisational learning supporting human development.

The goal of this field including *people management* is:

Making principals realise the importance of values as determinants of their activity undertaken within their responsibility for the execution of the mission of the school and all other members of its community,

Improving the principal's competencies as a teacher and as a leader creating optimal conditions for learning, working and developing the entire school community and the school as the learning community, especially focusing on cooperation within groups and between them (students, teachers, parents and other employees).

Equipping principals with useful tools that can be used in the process of people management,

Deepening reflection on the understanding of the principal's role in school as an organisation serving the entire community, also beyond its walls, on its balanced development while preparing future generations for life, and thus, reflection on the operation of the entire education system.

The fifth field, leadership for smooth operation is connected to with the belief that the specific nature of organisations operating in the area of education mainly relates to the specific goals of their operation. It is difficult to define terms known from the area of organisational management in school, e.g. profit maximisation, efficiency of production. Organisations operating in the area of education are expected to broadly develop a young human, to prepare him or her to function in a changing social and economic environment. For the same reasons, it is difficult to define the effects of educational actions. The school principal as an educational leader faces the problem of communicating the school's vision and mission on the

one hand while on the other hand, he or she has to be able to anticipate the development of the organisation he or she manages in all its developmental areas. The concept of strategic management gives the principal tools making it easier to achieve the goals originating from the school's vision. This means that the educational leader has to understand that:

- school cannot operate detached from the close and distant environment,
- school's development is the development of all of its subsystems,
- high quality of actions undertaken at school is an effect of cooperation with its stakeholders,
- the nature of the expectations of schools is changing because the environment in which schools are operating is changing.

2.7. Conclusions

The Course of Educational Leadership ended in March of 2015 with a Leadership Conference during which the Declaration of Leadership was announced. It was a clearly expressed voice of objection against the sloppiness and lack of professionalism in school management; a voice of encouragement for the common orientation of Polish education on values. To this day, this voice echoes in our heads, and although this can be the voice of one crying in the wilderness, we feel that the reality is changing. Question: is the Polish school in fact changing or do we see the change inside of us? Even though it is only a micro-change, we still experience this change during meetings with graduates of the already completed pilot training. This energy is radiating.

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3. FUTURE EDUCATION FOR AN OVERLOADED PLANET: FROGS VERSUS SARDINES?

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Abstract

This essay is based on a workshop power point presentation from the 2015 ENIRDELM conference in which the author took a sceptical stance in a debate about future-focused education with a more optimistic colleague. The article proposes that the exponentially growing 'Machine World' has already exceeded the capacity of the planet ('Spaceship Earth') an urgent conclusion not yet centrally addressed by mainstream education. It suggests that the anthropocentric beliefs and ego-centric behaviours that underlie this global predicament and related stressors are not critically challenged by most educators. The metaphors of 'boiling frog' and 'determined sardine' are used to illustrate attitudes to the predicament of creating an appropriate future-focused education and suggestions of how to engage with and to teach alternative 'eco-centric' as opposed to 'business-as usual' perspectives are offered.

Key Words

eco-centric future-focused education, 'spaceship earth', ecological footprint, 'exponential overshoot', existential disaster.

3.1. Introduction

At the 2014 ENIRDELM conference I argued that mainstream education could not be trusted to prepare the next generation for a sustainable future. The 2015 ENIRDELM conference theme was "Leadership for Future-focused Education and Learning". In the last year there have been many encouraging signs of an increasing focus on future global problems which I listed a year ago. The www.case4all.info website and resource platform built over the last two years has many links that testify to the spread of this awareness of the 'wicked problems' facing Spaceship Earth. These 'wicked' problems are primarily related to the impact of the human-created 'Machine World' on the 'Natural World' and persistent beliefs that support 'business-as-usual' that creates these problems. But there remains much denial about the urgency of our predicament. This essay is based on a workshop power point presentation from the 2015 ENIRDELM conference www.case4all.info/?page_id=1407. It is a personal plea to educators to 'swim against the shoal' and question mainstream beliefs and behaviours that support business-as-usual on an overloaded 'Spaceship Earth'. Some suggestions are offered about how to engage with and to teach alternative perspectives.

3.2. The Two Worlds on 'Spaceship Earth'

The two worlds (Natural & 'Machine') that are increasingly incompatible have very different lengths of existence 3.8 billion and 300 years respectively. They operate in drastically different ways. The Machine World is shorthand for the exponentially expanding human systems that are widely assumed to be 'above' nature. Exponential growth without limits characterises financial, economic, technological and other Machine World systems. Natural systems are self-regulating or homeostatic. Their homeostatic balance involves growth followed by collapse. I will argue that current leaders, who have the power to control human systems, suffer from the 'boiling frog syndrome'. They seem unaware of the rapid progression towards collapse of many of those human systems. They do not appear to see that infinite exponential growth (the widespread driver behind human 'progress') is impossible on a finite planet.

3.3. The Overloaded Spaceship

The root cause of our global predicament is anthropocentric blindness to, or denial of, the alarming conclusion that 'Spaceship Earth is full', that its capacity to sustain business-as-usual is already severely overloaded. The 'Machine World' created by humans and their technology has overshot the capacity of the Natural

World to sustain it in the longer-term future. The exponentially expanding Machine World is a metaphorical 'square peg' already too large and growing too fast to fit into the finite 'round hole' of the Natural World on our only available planet. Ecological footprint calculations (Global Footprint Network, 2015) conclude that, for well over half my 75-year lifetime, our one planetary home has been in a state of 'overshoot'. Its capacity to sustain long-term human population and economic growth was exceeded in the 1970s. These calculations are based on the assumption that all humans wish to enjoy current standards of material consumption that are normal in the richer countries. The ecological footprint measures how fast humans consume resources (energy, settlements, timber, food & fibre, seafood) compared with how fast nature can absorb our waste and generate new resources (carbon footprint, built-up land, forests, cropland & pasture, fisheries). The average global footprint of the European resident grew by 33 percent between 1961 and 2007, while Europe's total population increased by 15 percent. (Ecological Footprint Atlas, 2010)

3.4. In just one lifetime

It took the whole of human history to reach the 2.3 billion human inhabitants who lived on the planet when I was born. On my 71st birthday in 2011 the UN calculated that the human population reached 7 billion, taking only 13 years to grow from 6 billion. On my 75th birthday four years later, there were another 0.376 billion additional humans consuming the earth's resources. That means an extra 94.2 million per year or around 230000 extra humans per day! This rate will raise human population from 7 to 8 billion in only 12 years (growing at 1.13% per annum) and in the unlikely event that this growth could be sustained, would cause it to double in the next 61 years (Geohive, 2015). Nature cannot provide enough to sustain geometrically accelerating human pressure on the earth (needed resources of land, food, water, waste disposal, etc.). In addition to the sheer weight of numbers, economic systems grow even faster, currently at around 3% globally, to satisfy not only by basic human 'needs', but also human 'wants' and 'greed' well beyond what is sufficient for human well-being and beyond the sustainable bio-capacity of the natural world.

The problem of overshoot of human population on the earth's carrying capacity was identified several decades ago. The core message of a seminal book *Overshoot: The ecological basis of revolutionary change* (Catton, 1980) was that

> "... our lifestyles, mores, institutions, patterns of interaction, values, and
> expectations are shaped by a cultural heritage that was formed in a time

when carrying capacity exceeded the human load. A cultural heritage can outlast the conditions that produced it. That carrying capacity surplus is gone now, eroded both by population increase and immense technological enlargement of per capita resource appetites and environmental impacts. Human life is now being lived in an era of deepening carrying capacity deficit. All of the familiar aspects of human societal life are under compelling pressure to change in this new era when the load increasingly exceeds the carrying capacities of many local regions—and of a finite planet. Social disorganization, friction, demoralization, and conflict will escalate."

This is not a message that people wish to hear. The conclusion has been reinforced by much further analysis over the four decades since Catton's warning, but continues to be largely ignored or denied by those who favour business-as usual – unlimited economic growth as the goal of national economies supported by educational systems.

3.5. Threats to the future

Our cultural heritage of equating growth with progress is now dangerously inappropriate and is the source of many stressors. Space does not permit more than a list of stressors on Spaceship Earth's socio-ecological system that are related to the overshooting by human exponential impact beyond the carrying capacity of the finite planet. But a future-focused curriculum in secondary and higher education should not neglect these dangerous realities that threaten our species:

Natural World Stressors

1. Climate disruption & sea level rise
2. Pollution of air, water and land
3. Depletion - fossil energy and minerals
4. Depletion - fisheries, forests, soils, water
5. Biodiversity and ecosystem losses (the planet's 6th Great Extinction.)
6. Global epidemics of disease

'*Machine' World Stressors*

7. Global debt-based financial system instability
8. Increasing inequality in wealth & poverty (the 1% and the 99%)
9. Illegal migration & criminal global trafficking
10. Regional ethnic, resource & religious conflicts

11. Nuclear weapon proliferation
12. Terrorism
13. Urbanization & mega-cities (31 cities with over 10 million population)
14. Cyber-warfare and internet fragility
15. Uncontrolled artificial intelligence (AI)

(Oldroyd, 2014)

We now have daily news of many of these stressors but we still turn a blind eye to the root cause that the rapid growth of human population, technology, wealth and waste has already overshot the planet's capacity to sustain their geometric progression.

3.6. The Boiling Frog Syndrome

Nations and their leaders still have a universal core belief, reinforced by mainstream education and the media, that economic growth will ensure human well-being, seen as endless material consumption and accumulation of financial wealth. Like a frog that sits in a pan of heating water, feeling comfortable and contented as the temperature of the water gradually rises, our leaders and most humans seem unaware of how rapidly the water will overheat. They simply want the comfort of 'business-as-usual' to continue indefinitely and deny what will happen in the near future! The desire for accelerating affluence that concentrates wealth is partly based on the discredited belief that some of this wealth will 'trickle down' to eliminate the scourge of poverty. Extreme poverty still afflicts many of the present 7.4 billion human 'passengers of Spaceship Earth'. My case for future-focused learning is that it must surely mount a critique of 'business-as-usual'. It must with some urgency focus on the exponential threats to survival and the underlying beliefs that promote business-as-usual.

3.7. Core Beliefs relating to a Sustainable Future

How do people and their cultures see the world? How do we construct our stories about reality, past, present and future? These are big questions, the stuff of philosophy, the social sciences, religion, physical science – in sum, our beliefs based on how we are socialised, educated, persuaded by our experience of the contexts in which we live. A future-focused education needs to deal with the basic beliefs with implications for the future. Such beliefs underlie how humans live on their and care for the one 'Spaceship Earth' that supports their existence. Beliefs influence behaviour and an education for an overloaded planet needs to address not only the impact that humans have on the earth, but also the underlying core

beliefs that lead to how humans treat their planetary home. One simple formulation arising from the 'two worlds' (Natural and Machine Worlds) used as short-hand tags above, summarises two broad 'ideologies' and contrasting ethics and consequences:

ECO-CENTRISM *SUSTAINABILITY ETHIC OF SUFFICIENCY*	EGO-CENTRISM *GROWTH ETHIC OF UNLIMITED CONSUMPTION*
Holistic beliefs that place humans within the natural world are guided by concern for the well-being of future generations and maintaining long-term stability of human and natural systems by designing human systems adapted to the laws of the natural world and the principle of self-regulation – a future involving living within planetary boundaries	Anthropocentric beliefs that see the natural world as a resource for humankind are guided by the desire for maximizing personal, business and national wealth through rapid economic growth that is equated with well-being, irrespective of long-term consequences for the planet and future generations – the overloaded planet
BALANCE/HOMEOSTATIS *ADAPTATIVE SUSTAINABILITY*	**EXPONENTIAL OVERSHOOT** *MALADAPTIVE COLLAPSE*

The choice between eco- and ego-centric alternatives is crucial for any future-focused education whether secular rational or religious faith-based. Related issues can feature in many subjects, for example:

- Economics – 'steady state' vs. growth models; regulated vs.' free market
- Geography – global footprint; distribution of natural and human systems
- Literature – contrasting fiction concerning the 'two worlds'
- Philosophy – planetary vs. consumer ethics; distributive justice
- Politics – oligarchy vs. democracy; centralised vs. localised government
- Psychology – human flourishing and well-being; core beliefs
- Religion – competing dogmas vs. holistic view of spirituality

- Science – material impact of human technological activity on nature
- Sociology – patterns of socialisation vs. critical thinking; population growth

But given the urgency of the trajectory of predicaments that human society is on, surely, there is little time left to add this particular future-focus to mainstream education. It may well be that it is too late, but we can make a determined effort, nevertheless.

3.8. Teaching about the predicament

Powerful, if simplifying, metaphors and concepts can create an understanding of 'big picture' to illustrate the story needed for socio-ecological survival and to help the majority understand the 'boiling frog syndrome'. Here are just a few examples for which resources are available on ENIRDELM's www.case4all.info website:

1. *'Spaceship Earth'* – to emphasise the finite and limited capacity of our planet
2. *'Machine World'* (square peg) – the creation of ever-expanding technology which has become maladapted to the Natural World (round hole);
3. *Hockey Stick Curve of Exponential Growth* – the impact of the 'Machine World' is increasing at a rate that is very hard to grasp; *"The greatest shortcoming of the human race is our inability to understand the exponential function."* (Bartlett, 2007)
4. *Global and Ecological Footprint* – that illustrates how the global consumption of materials has risen by 94% over 30 years (Giljum, et. al., 2014)
5. *Design with Nature* – to make sure that our products are recyclable just as is the cycle of organic life;
6. *Sufficiency Ethic of Enough* - for the well-being of all in contrast with the assumption of infinite economic growth and more, more, more for some;
7. *'Boiling Frog'* – to represent how we become blind to imminent danger from rapidly growing problems;
8. *'Lily Pond'* – to illustrate that with exponential growth, doubling times are hard to grasp. If a lily pond in which the lilies double their growth daily takes 30 days to be completely full, then it will only be half full on day 29!;

9. *'The Titanic'* – our overloaded planet is on a crash course with the systems that sustain human societies as the warnings are ignored;

10. *Self-adjusting Balance of Nature* – ecological processes operate in a cyclical fashion of growth and decline once the carrying capacity of their environment is exceeded.

3.9. Educators as determined sardines: swimming against the shoal

Can 'determined sardine' educators encourage holistic critical pedagogy (hand and heart as well as head) for our Overloaded Planet a.k.a. Spaceship Earth? Can we promote personal, community and political action? We need urgently to:

- *Understand* – key concepts: exponential great acceleration of human impact; limits to growth; basic ideologies that guide individuals and societies; etc.

- *Prepare* - relevant tools for others to grasp the wicked problems e.g. www.case4all.info ; UNESCO materials; Sustainable Development Goals; etc.

- *Teach* – relevant future-focused holistic inter-disciplinary curricula for leaders, teachers and their students

- *Build resilience* – personal and systemic capacity to deal with complex reality and wicked problems rather than surrendering to avoidance and denial

- *Local action on global issues* – exercise personal; community and political pressure for change that will contribute to a sustainable future

Above all, such educators need the critical vision and courage of determined sardines to swim against the shoal that accepts business-as-usual and uses education to serve it in the name of progress.

3.10. Personalising the predicament

Can 'boiling frogs' be educated to leave their comfort zones for the sake of a sustainable future? There are powerful motivating factors that should promote adaptive thinking and action once enough people become aware of the gravity of our current and future predicaments. There is a hierarchy of motivators arising from concern for the future self-preservation, well-being and flourishing of:

- Self
- Loved ones
- Fellow humans

- The Web of Life and its support systems
- Spaceship Earth in its complex interconnectedness

Personally, as a result of five decades of study and concern, I have become convinced of the dangerous trajectory upon which the Machine World is set. I now doubt my own belief that liberal humanism, education and science have the capacity to avoid the consequences of the wicked problems listed above. This is the reason for my pessimism about the prospects of the coming generations. I hope that I am mistaken.

But I refuse to retreat into abject surrender. I struggle on, building the www.case4all.info resource platform, writing blogs and venturing out to present occasional workshops for schools and professional audiences. I wish to be remembered as a determined sardine who swims against the current shoal that is heading rapidly towards existential disaster for our species. As an educator I want to wake up the boiling frogs!

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4. LEADING FUTURE-CREATING SCHOOLS - A REALIST-ACTIVIST APPROACH

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Abstract

This discussion paper starts with juxtaposing two conceptualizations of the future – future as something to adapt to and future as something to create – and drawing educational conclusions from each alternative. The former approach to the future is linked to New Public Management and an Essentialist educational philosophy, whereas the latter coincides with a vision of schools as arenas for societal transformation, in line with the Reconstructivist philosophy of education. The need for a transformative mandate for schools is argued for and a number of foci for future-creating educational leadership are put forward. The paper highlights the role of the youth as global transformative agents and underlines the necessity for visionary future-creating leadership to realize this vital potential in the rising generation.

Key Words

future, future-creating educational leadership, future-creating schools, reconstructivism, social activism, transformation.

4.1. Introduction

At the 2015 ENIRDELM Conference, I had again the pleasure of sharing a Symposium with my well-informed, wise, and caring friend, David Oldroyd whose paper on "Future Education for an Overloaded Planet: Frogs vs. Sardines?" appears also in these proceedings. Our shared Symposium was started with a PowerPoint presentation by David where he, with his characteristically convincing rhetoric clarity and eloquence, put forward an analysis of the pressures being brought upon our fragile home planet by humanity's current life style. I would like to refer you to David's paper at this point, as he and I share the same basic view of what is going on and what needs to be done about it. That having been said, my perspective in the analysis of mankind's present predicament and its implications is complementary to, rather than identical with David's.

I have been often called an optimist due to my perspective, which is certainly shared by countless others. To me, optimists and pessimists have a disturbing, and even dangerous, similarity: Both groups are commonly passive. Optimists do not see a need to engage in any particular transformative action because to them things are quite good as they are. Admittedly, there are economic crises here and there, disturbing incidences of terrorism, and signs of global warming. But to optimists, all these, and similar dysfunctionalities, are either merely exaggerated reports, temporary fluctuations, or relatively easily solvable problems. Pessimists, conversely, regard the various crises besetting the global society as doomsday signs. They do not see any point in trying to change things, as that would be of no avail anyway.

Hence, I have chosen the designation *realist-activist* to depict my approach to today's world situation. There are two main postulates implicit in this term: Firstly, it connotes a point of view that tries to capture both the challenges facing us and the potentialities inherent in our planetary reality. Secondly, it communicates the possibility and necessity to rise to action in order to stem the tide of the former and to realize the full constructive extent of the latter. Here, schools and their leadership must play a decisive role, as I will try to argue in greater detail further on in this paper.

4.2. Conceptualizations of the future and their implications for educational leadership

To begin with, it is interesting that while schools are in the business of educating the future generations, as the rhetoric has it, they mostly are busy teaching about

the past and the present. In every country, there is a school subject called "history". There are not very many schools teaching a subject "futures studies", though it is an academic field of theories and research. As a friend of mine put it, the way schools are often run is like someone driving a car by only looking in the rear mirror. But to the extent that schools and their leadership do engage with the future, how do they conceptualize it?

Let us look at how Dewey, in his My Pedagogic Creed (http://dewey.pragmatism.org/creed.htm), talks about the future: "I believe that education, therefore, is a process of living and not a preparation for future living. I believe that the school must represent present life - life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." The emphasis on education being about living here and now, and not mere preparation for future school or future adult life, makes good sense to me, and I will return to this theme later on. It is the implicit attitude towards the society in which the school is embedded that I find objectionable. If the school is to represent the world as it is, then it becomes a place of adaption to the prevailing societal order. This point has been sharply criticized by Tonna (http://www.jceps.com/index.php?pageID=article&articleID=88) according to whom all seemingly progressive thinking about education is still essentially adaptive, as it takes capitalism for granted, and does not detect the conflict-ridden positions of diverse interests and power relations inherent in it.

The conceptualization of society and its future as something we are to adapt to has an important implication for our view of human nature. For animals, the only way to survival is adaptation to or, in few cases, flight from the environment they find themselves in. Human rationality enables her to go beyond that, to *create* the kind of world and the form of future that she considers desirable. To deny students this possibility is to have diminished their sense and capacity of agency, to have limited the full expression of their deepest humanity. Plato, Comenius, and Brameld, to name but a few internationally known figures, held a view on this issue that is very different from the Progressivist position. They saw public education as an arena for visioning and creating a better world, for carrying out and learning about transformative action.

One very notable change has taken place in the world since the time when Dewey wrote his Pedagogical Creed. Scientific, rational, and ethical thinking bring us today to the realization, so well presented by David Oldroyd, that more of the same, which made good sense in the days of Dewey, is no longer an option. To use an analogical model offered by the Nobel laureate, Ilya Prigogine (1984), we

have arrived at a bifurcation point in human history where human civilization, as we know it, either will become destroyed, or needs to be reconstructed into a radically new structural regime. In his younger years, as the Minister of Education of Sweden, Olof Palme, had a vision of the school acting as a "spearhead into the future". What he had in mind was that schools would become, as Apple (2011) much later has defined, "arenas for building toward larger social transformations" (p. 227).

If public education is to be relevant to the true needs of humanity, schools and their leadership need to recognize the importance of working from a vision of a justifiably desirable future. Rather than establishing themselves as scenes of socialization into the existing societal order, schools need to work towards the realization of perhaps the most important potential of the rising generation: to be able to envision and engage in creating a new kind of human society. This was recognized by George Counts already in 1932 when he pointed out: "Our Progressive schools therefore cannot rest content with giving children an opportunity to study contemporary society in all its aspects. This of course must be done, but I am convinced that they should go farther. If the schools are to be really effective, they must become centers for the building, and not merely contemplation, of our civilization" (p. 37).

Leading a school as a future-creating, rather than a future-adapting learning organization, is a challenge to educational leadership, calling for visionary thinking and moral courage. In an age of New Public Management, when schools are viewed as business entities or factories mass-producing competent labor force, when examinations, grading and sorting are becoming increasingly important internationally, educational leadership rooted in a paradigm of education as transformative creation of the future is tantamount to swimming consciously against the dominant stream of educational thought and practice.

4.3. Transformative foci for future-creating educational leadership

In its April 14, 2008 issue, the Time magazine, reported about environmentally friendly automobile fuels. According to the article, it all started with a number of Western societies becoming conscious about the need of decreasing pollution caused by automobile exhaust fumes, and taking policy actions to encourage the use of so-called biofuels. This led to a large increase in the purchase of environmentally friendly cars, and consequently, in the demand for green fuels. Following the market logic of demand and supply, this resulted in a quest for cheap and effective sources of biofuels. It was soon established that soya beans

constituted a suitable option for raw material, and that the most fertile grounds for growing them were in the Amazon jungles. The article revealed that, while the turning of large areas of the rainforest into soya plantations helped to produce environmentally friendly fuel for a number of Western countries, the damage caused to the environment by deforestation superseded the ecological benefits of biofuels. Furthermore, we were told, this new use of soya beans, traditionally a cheap source of protein-rich nutrition for the world's poorest, pushed their market prices up, thus leaving large numbers of people in starvation.

I have chosen this particular case as my starting point in the present section, because I feel it brings to light a number of key aspects of the overall transformation educational leaders need to promote if they opt for future-creating educational leadership. Let us try and analyze what went wrong in the above-depicted well-intentioned initiative and why. Aiming at reduced fossil fuel emissions was a sensible goal but it was not pursued in an overall, holistic, global context. As a separate and single action it led to the opposite of what it was meant to achieve. In educational settings, future-creating leadership needs to operate within a *glocal* framework, where local needs and developments are connected to their global roots or manifestations and vice versa.

The example also shows that knowledge and skills, while vitally important, are not in themselves sufficient. They are tools whose true value is revealed in the purpose for which they are employed, and the ethical values they seek to serve. Hence, schools ought not to only be places where the young students learn the most recent knowledge, but where they learn to rethink and reconstruct the world. Environmentally friendly technology, and the know-how it builds on, are obviously potentially useful and beneficial. But when applied within the ethical and structural framework of consumeristic capitalism, they can be rendered fruitless. The case reported by the Time magazine is but one incidence revealing an intriguing paradoxality in the current state of the global society: While we produce more knowledge every year than formerly during several centuries, even if our technology is advanced to the point that it enables us to penetrate remote areas of our solar system or the inner spaces of an atom, large sections of humanity are living and dying in appalling conditions characterized by hunger, disease, ignorance, war, and ecological degradation.

Our scientific analyses show us that such a disequilibrium in the global system is unsustainable. We are witnessing daily signs of how the relative peace and comfort of the privileged minority among humanity can be disrupted by the effects of the injustices and disproportions underlying global economy and international

relations. The crises we are facing are not fundamentally scientific or technological in nature. Otherwise, they would have been solved long ago. The challenge is an ethical one, pertaining to our sense of belonging, responsibility, and solidarity. Thus, future-creating educational leadership needs to build on systematically implementing an ethical framework in the school. In today's world, our approach needs to be one of global ethics, lest it aggravates the existing demarcations between conflicting value systems.

Steering away from the false dichotomous choice between suffocating absolutism and paralyzing relativism, the educational leader is well-advised to follow a third alternative defined by the great Reconstructionist educational thinker, Theodore Brameld, in terms of "social consensus" as an expression of the "group mind":

> Truth as social consensus then becomes, we might say, the utopian content of the 'group mind'. This truth is any active agreement about the dominant goals, and means for achieving them, of the culture. Such a social consensus is neither merely verbal nor static; it involves action and hence involves application of the utopian content of the 'group mind' reconstructing institutions, practices, habits, and attitudes. Although it also involves continuous use of the canons of logic and experimentation, its ultimate truth is tested in the cultural demonstration, made possible with the aid of logic and experiment, that it produces the cultural design that it sets out to produce. In short, the kind of truths most sought by the reconstructionist are achievements of the 'group mind' conceived of in two ways: first, as means for active progress toward its goals, and secondly as end, in possession of its goals. (Brameld, 1956, p. 107)

Although the above comments of Brameld's are directed at society as a whole, they are equally relevant and necessary guidelines for an educational leader in her attempts to create social consensus as a framework for ethics and actions within her school.

Two aspects of the normative foundations of the Western society need to be particularly addressed and transformed, as witnessed by the biofuel case we have been analyzing. One is the value-base of consumerism and materialism, the other that of individualism, verging on narcissism. If the young generation is to be guided in creating a future conducive to individual and collective human flourishing, it must be freed from the fetters of materialism and individualism. These have their counterparts in the culture of the school that needs to be transformed. In this sense, we can agree with Dewey above about the importance

of education as a "process of living" in the present that creates the roots from which a desirable future can emerge. A school culture where the quantifiable dominates over the qualitative and means become ends needs to give way to one where global citizenship (UNESCO, 2015) and spiritual intelligence (Emmons, 2000; Zohar, 1997) are fostered.

The Enlightenment project of the separation of rational scientific reasoning from religious dogmatic orthodoxy has been carried on, in our days, into a supposedly non-normative practice of science. In Western countries, to the extent that ethical issues are taken up in school, they are seldom discussed in connection with teaching science, mathematics or languages. Even in Sweden, where I come from, and where the National Curriculum contains an entire part dedicated to values to be taught at school, exclusive attention paid to achieving curricular goals set for various school subjects has led, during the past decade or so, to the introduction of a new subject called "life knowledge", dedicated to fostering the ability to make individual moral choices, in many schools. A clear reconnection of knowledge and values in all educational situations is yet another transformative imperative for future-creating educational leadership.

Finally, I would like to take up the question of creativity and innovativeness that plays an important role in the development of biofuels. Creativity and innovativeness, like knowledge, when disassociated from an ethical justifiable purpose, can turn against the best interests of humanity. Mason (2008) observes that nowadays much of what is called "creative" refers merely to novelty or particularity, without having any deeper significance. He goes on to argue that the litmus test of creativity is not whether something is new, but if that thing matters beyond one's personal concerns. The misuse of the concept of creativity, according to Mason, has become a justification for the individualistic life-style, at the expense of public engagement and attendance to social inequalities, characteristic of rich, advanced societies. Moreover, the typically Western mode of creativity is indifferent to the earth's ecological imperatives. According to Mason, creative solutions are required, in order to achieve sustainable development, but only solutions that are based on a sense of common belonging and interdependence are workable (p. 237).

It is interesting that most people in Western countries are keen to benefit from most recent innovations within various branches of technology. That is why, for instance, cell phone and computer producers can introduce annually a new model to the market. Yet, these same people are quite content to live by societal institutions, such as political systems, economic arrangements, and governmental

institutions that date back to anything from fifty to three hundred years ago. Schools arrange science fairs to encourage technical innovativeness, arts exhibitions to promote aesthetic creativity, and basic business opportunities to advance entrepreneurship. However, they practically never get the students to visualize a novel governmental system not based on conflictual partisan politics or even a model of global economy not designed to primarily serve the national interests of each participating country. The same power of innovative thinking and creativity that today is channeled into other forms of invention, can be directed at renewing societal values, structures, and institutions globally. Leading schools to become spaces for developing social imagination and envisioning a radically different future is the final transformative focus for future-creating educational leadership to be taken up in this section.

4.4. Transformative, future-creating potential of youth

The transformative perspective, underlying future-creating schools and educational leadership, does not only admit of the pressing urgency for radical change in the global society and its underlying value systems. It acknowledges the great and historically unique potentials of our times: unprecedented possibilities of communication and transportation, of accessing knowledge, of drawing on the insights of diverse cultures, of creating new solutions, of securing global wellbeing. It takes into account that there are thousands of civil society organizations – local, national, and international – through which millions of people are engaged in transforming human society in keeping with universally accepted ideals.

Above all, the socially transformative perspective sees the young generation in a new light. The children and youth in our schools are not just the world's future – they are also its most valuable human resource at present. While filled with youthful energy, inspired by idealism, and most astute in their learning capacity, our young need to be led to see themselves as the first generation to change the direction of humanity's development, to turn the page, to explore new beginnings.

This view of the youth as a key transformative potential among humanity can be found in the work of the sociologist Karl Mannheim who, in his wartime lectures in Britain, later collected and printed as *Diagnosis of Our Time* (1999), saw youth as a latent and decisive societal resource in need of mobilization. Mannheim believed that if a society wished to be dynamic and make a new start, it would have to tap on the dynamic human resource of the young generation. More specifically, he regarded the youth as "revitalising agents", a role he derived from

an analogy based on the functioning of the human body. Mannheim's point was that the organs of the human body normally function at only a fraction of their full capacity, but that at times of physiological crisis, the latent potential is put into work.

Where Mannheim sees the promise, Stiglitz (2003, p. 316) notices the danger of failure to redeem it: If we do not provide the new generation with the opportunity to play its special role as the spearhead of positive global transformations, the young people will, instead of channeling their energies into constructive activities aimed at building a better world for themselves and their children, expend them in destructive ones. What young people lack, in order to be able to exercise their future creating capabilities, is inspiring leadership and a sense and skills of transformative agency. Educational leaders can play an important role with regard to both these interrelated requirements. At the core of both lies the need for schools to promote *action competence* (Breiting & Mogensen, 1999; Mogensen & Schnack, 2010) linked to societal transformation. Social action is not only something to be learned, but also the process through which learning about what a better future is and how it can be realized, can and must be learned. The two aspects of social action, as the contents and the means of learning, are inseparable and mutually constitutive.

4.5. Process of nucleation as an analogical model of creating the future

A legitimate question in connection with the idea of the school acting as an arena for creating societal future would be: Is this not too idealistic and impossible in reality? Obviously, education is not everything. It will not change the world alone. But it is a mighty force potentially capable of releasing enormous human energies latent in millions of energetic and intelligent young people who spend most of their waking hours at schools the world over. There is an analogical model from science that can give us a hint of how each school, even each class in a school, could play a meaningful, albeit partial, role in creating a better future for humanity. To introduce this model, let us take a closer look at the processes whereby a body of water in a pond turns into ice. This is an example of what is referred to as a phase transformation in physical chemistry.

Quite opposite to what a layman may assume, the transformation of water into ice does not take place as a homogeneous change of the entire water surface simultaneously. When the surrounding temperature falls below the freezing point, it becomes more economical, in terms of energies expended, for the water molecules to transform from their liquid state to the solid phase of ice.

Analogically, one could say that the solidification process, under the circumstances, constitutes a rational path to follow. What can be observed is that certain groups of molecules respond to the changed contextual parameter faster than others. Such ground-breaking molecules group together to form microscopic solid assemblies, like small islands in a sea of still prevailing liquid state. If these solid phase assemblies happen to be too small, they are called embryos, and they subsequently dissolve back into the liquid state.

As soon as the molecules clustering together reach a certain critical size, they form a stable crystal entity, known as a nucleus. Nuclei are not only capable of maintaining their solid structure in the face of still dominating liquid phase, but they now start to grow by attracting other molecules to their assembly. A body of water turns gradually into ice by nuclei forming randomly across it, and growing, until the entire surface is transformed into the solid phase. One more factor is important to know. Nucleation takes place much more easily when nuclei form on impurities suspended within the liquid or on the walls of its container. By impurities substances different than water and in a solid state are meant. Their significance lies in the fact that as solid surfaces upon which nuclei form, they enable nuclei to become stable at a smaller size than what would be required had this scaffolding not been available.

We can draw the following conclusions from the above model: Transformation from one type of societal structure (phase) to another, i.e. future creation, does not happen by the majority or all of those involved responding simultaneously and homogeneously to the possibilities and pressures of transformative change. The particles spearheading the transformative process are not, during its initial stages, those representing the dominant phase (liquid). To apply this to societal settings, we can say that the leaders for the required transformations cannot be expected to arise from among those representing the prevailing societal regime, but rather from the ranks of those who have best understood the necessity and desirability of a transformed state, and who are willing to act and live by its imperatives, the opposing forces of the still reigning paradigm notwithstanding. An important feature by which to identify such agents would be their openness of minds and lack of attachment to the dominating state of affairs and worldview.

These vanguard agents can best establish their alternative forms of individual and collective life in certain niches where the circumstances otherwise present in the prevailing regime do not apply (impurities in the transforming substance). The formation of transformative points of growth (nuclei) requires not only a certain viewpoint on the part of the individuals but even a collective vision that enables

the individual agents to form a stable yet dynamic unit. Now we can understand more easily the role that a school can play in creating the future (becoming a nucleus of ice), rather than adapting to the prevailing circumstances (remaining in the liquid phase). No one school can change the world by itself, but every school, when operating with the help of future-creating leadership, can become one more nucleus towards a paradigm shift. Such a model is not a scientific proof, but it gives some justification for realistic hope, especially as many processes of societal and even civilizational change can be shown to have followed this kind of dynamics.

4.6. Conclusion

The need for the kind of school mandate and educational leadership outlined above is currently recognized by a minority of educators and schools. But it stands to reason that it is merely a matter of time that, most probably as a result of increasingly catastrophic social, economic, and ecological developments, these ideas and ideals will be embraced by the majority. So, the challenge is for those who are realistic activists to collaboratively engage today in developing and testing new educational models that would act as nuclei of a new type of human society. Our youth are well equipped to form the crystals of a new structural regime in the global society. What they lack is true leadership. There are few adults, too few educators and educational leaders, who themselves have a clear and hopeful vision of the future and who are willing and able to inspire the youth, to enable them to channel their idealism into transformatively reconstructive action and learning. Were more of us to assume the role of realistically activist, future-creating leaders, we might surprise ourselves with the kind of deeply creative response only the young can demonstrate.

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5. CREATIVE LEADERSHIP AND THE PROFESSIONAL LEARNING COMMUNITY

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Abstract

This article describes and analyses the connections between creative leadership and the professional learning comminity which have become increasingly the subject of leadership science and creativity research. It argues that leadership has one of the highest learning impacts at both the individual and the organisational levels. As the interdisciplinary approach has been key in scientific research, the present article analyses important interconnections and a number of coherent relationships between leadership and creativity. The first statement of this article is the high impact of instructional leadership and strong correlation with the importance of creativity. The second staement is the clear evidence of trends and processes of creative leadership, one of the highest impacts being connected to the change agent or leading change phenomena. After setting out the contextual background, it focuses on personal components, creative process and organisations. Creative personality, modeling of creative process has brought about the analysis of the interconnections between creative leadership and the professional learning communities. The article concludes that horizontally the 7Cs elements are linked with the Curriculum 21 4Cs in the need for renewing leadership. Vertically, the sustainability of the professional learning community is related to creative process, from mini-c to BIG-C, especially emphasising the key role of redefinition and synthesis of creative leadership and the professional learning community in order to find the feasible connection between two key pillars of the topic.

Key Words

accountability, creativity, competency structure, creative leadership, professional learning community.

'Creativity involves breaking out of established patterns in order to look at things in a different way.'
(Edward De Bono)

5.1. Introduction

The main objective of this article is to analyse the feasible and required consistency between creative leadership and the professional learning community. Numerous recent studies have drawn attention to this new paradigm of research in educational leadership (Heck&Hallinger, 1999; Hill&Guthrie, 1999; Marzano, Waters, McNulty, 2005). On the basis of 20 years of teaching experience at the Hungarian-Netherlands School of Educational Management and three decades of research results, conference papers and number of publications on the global area of leadership, a significant consistency has been shown between the effectiveness of leaders and the improvement of students' learning (e.g. Marzano, Waters, Mcnulty, 2005; McTighe & O'Connor, 2005; Waters, Marzano & McNulty, 2003). Leading research studies have enabled the systematic modeling of the main characteristics of leadership and analysis of the tendencies thereof (Hendricks and Steen, 2012). A further objective of this article is to examine the evolution and development of leadership studies emphasising the findings of creativity research in order to analyse consistency, as reflected in the *Handbook of Creativity* edited by *Robert J. Sternberg* (1999) summarising "Fifty Years of Creativity Research" (Sternberg Ed. 1999). As an interdisciplinary approach has been key in scientific research, this article analyses important interconnections and a number of coherent relationships between leadership and creativity from various approaches.

5.2. The context

In our rapidly changing world interdependent social, economic, cultural, technological and demographic transfomations exist, which have also affected the education sector. Evidence-based challenges have become a dominant factor in education, namely globalisation and technology, stressing the role of global and digital competence in the process (Zhao, 2009). In this connection, the key question has emerged at the macro (global dimension) level:

'What knowledge is of most worth in the global and digital economy?'[1]

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[1] Yong Zhao (2009): Catching Up or Leading the Way. American Education in the Age of Globalization. ASCD, Alexandria, Virgina. 133-160.

This thought-provoking question is relevant at the micro level, since it is also strong connected to creative leadership. One of the most influential interdisciplinary factor in the above-mentioned fields is the increase of the learning capacity throughout society and the economy. Issues related to the idea of the learning-based society and the knowledge-economy have become central in professional discussions, raising the question of quality and effectiveness within education systems. The key concept of the 1990s i.e. accountability has led to the widely accepted "golden standards" of quality and effectiveness which still prevail in the theory and practice of leadership. The fundamental statement, the accountability paradigm has inspired research into coherence (qualitative) and correlation (quantitative) between the impacts of leadership and the student's performance. Professional accountability is an important dimension in strengthening the decentralisation of the education sector, which in turn raises the importance of leadership competencies and school development. Intelligent accountability, on the other hand, is about the balance between (i) formative and summative assessment and (ii) self-evaluation and outside control (Hopkins, 2007).

The emphasis on the role of intelligent accountability has also led to a focus on leadership capacity and impact. The latest study on the impact of the principles emphasises three key factors, namely: leading learning, being a district and system player, becoming a change agent (Fullan, 2014). This article will argue that leadership has one of the greatest impacts on learning at both individual and organisational levels.

Over the last two decades, the increasing scientific interests in the topic of creative leadership has resulted in high numbers of publications, books, handbooks, conferences (ACOSVO Annual Conference Creative Leadership: Innovate! Integrate! Inspire!, Conference on Creativity, Innovation and Leadership, Creative Leadership and the Rise of the DEO, Creative Leaders' Conference, National Leadership Excahnge and Conference, The Center for Creative Leadership Handbook of Leadership Development), seminars, workshops, journals (Journal of Management and Organization, Journal of Strategic Leadership) and organisations (Berlin School of Creative Leadership, Center for Creative Leadership, ENIRDELM) mainly paying attention to creative leadership in different contexts. Nevertheless, a quick search on creative leadership in Google, resulted in 41 700 000 (!) hits and is 1 510 000 in Google Scholar. This is a significant exponential growth indicating the high level of interest in creative leadership both by the wider public and also the scientific community. There has

been a great interest in effective and successful leadership at the beginning of this century. Interdisciplinary research is becoming increasingly prominent. Leadership has not been a privileged topic in education science, but change management, risk analysis, behavioural science, economics, cognitive psychology, decision-making, neuroscience have enriched the scientific knowledge of leadership. The strengthening of the *interdisciplinary approach* has led to adequate conceptual and a paradigm change in the theory and practice of leadership. Viewed from the researcher's perspective, this approach has brought about an emphasis on change management and a learning-centred impact (Reeves, 2009; Fullan, 2014; Marzano, Waters, McNulty, 2005). Marzano, Waters and McNulty raise the thought-provoking question*: School Leadership that Works. From Research to Action*:

'To what extent does leadership play a role in whether a school is effective or ineffective?'[2]

On the basis of research and scientific publications on creative leadership published in the last few decades, there is a tendency to analyse the topic from the personal components and competency structure through the creative process to the organisational dimension.

5.3. Personal components

The historical basics of personality-based creative leadership has started the key research publication written by J. P. Guilford, which is based on his internationally-known presidential address at the American Psychological Association (APA) Conference in 1950. In his speech and in later publications, he emphasised the role of divergent thinking in creativity with strong criticism of the traditional IQ concept (Guilford, 1950; 1956; 1959; 1967; 1968; 1971). Guilford has modeled creative personality on the basis of his factor-analytic study, describing 150 abilities of the Structure of Intellect (SI). This controversial but theory-oriented model emphasised creative personality, productivity as the outcomes of the Structure of Intellect: *originality, problemsensitivity, adaptive and spontaneous flexibility, fluency, elaboration and evaluation.* For instance, fluency (the ability to produce a great number of ideas or problem solutions in a

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[2] Marzano, R.J., Waters, T., McNulty, B.A. (2005): School Leadership that Works. From Research to Action. Association for Supervision and Curriculum Development. Alexandria, Virginia. USA. 4.

short period of time); flexibility (the ability to simultaneously propose a variety of approaches to a specific problem); originality (the ability to produce new, original ideas); elaboration (the ability to systematise and organise the details of an idea in a head and carry it out). Basically, in Guilford's Structure of Intellect (SI) theory, intelligence is viewed as the coherence of operations, contents, and products. There are 5 kinds of operations (cognition, memory, divergent production, convergent production, evaluation), 6 kinds of products (units, classes, relations, systems, transformations, and implications), and 5 kinds of contents (visual, auditory, symbolic, semantic, behavioural) in the SI model. Every dimension is independent, theoretically the Guilfird's model has 150 different components of intelligence, which is based on the factor analysis measuring different creative abilities. The model has proved that creativity is not equal to intelligence. In this connection, the basic phenomena of SI model was the IQ-tests could not measure creativity itself focusing on convergent thinking (Guilford, 1950). Generally, SI model has a scientific basis on measurement of creative personality in the next decades. In 1967, Guilford developed the Alternative Uses Test, pencil and paper test, measuring divergent thinking ability, 'spontaneous flexibility', looking for a lot of ideas focusing on the above-mentioned four phenomena: *fluency, originality, flexibility, elaboration* (Guilford, 1967). In parallel with Guilford's work, skill theory has played a key part of leadership. The starting point was listing skills, which was based on Robert Katz's paper: *Skills of an Effective Adminsitrator* (1955). Katz stressed three core skills: *technical, human and conceptual*. On the basis of his classical work, Katz has turned to the organisational dimension emphasising the role of problem-solving at the individual and also the process level. Problem-solving is a transversal competence, which have played an important role in the list of skills.

The above-mentioned psychometric approach to creativity measurement, known as the psychometric approach, and various creative personal components are only the one side of the coin. The other side is the characteristics of creative leadership skills. The key list of skills is based on different behaviours and attitudes. In solving the above-mentioned quantitative problems by means of the skill categories and structures, the process has become qualitative. For instance, Marzano et al on the basis of narrative review of leadership literature have identified 25 different categories. In their quantitative meta-analysis, they emphasised 21 categories of responsibilities (affirmation, change agent, communication, culture, intellectual stimulation, involvement in curriculum, instruction and assessment to visibility) in connection with the student academic achievement (Marzano, Waters, McNulty, 2005). In summary, the

structuralisation of leadership competencies has two directions. The first focusses on core competencies related to self-knowledge, vision, mission and motivations (Alvy, Robbins, 2010). The second direction operationalises leadership competencies. On the horizontal level, one feasible competence structure is based on knowledge, skills and attitudes. On the vertical level, each competence structure has differentiated dimensions and criteria. Thus four core competencies of leadership have emerged: setting directions, developing people, redesigning the organisation, and managing the teaching and learning program (Leithwood, Day, Sammons, Harris, & Hopkins, 2006). Regarding the deeper scientific-based structuralisation, the next step was creating competency standards in Ontario, which are based on eight key dimensions (Leithwood, 2012). The eight key dimensions of successful leadership:

- Defining the vision, values and direction
- Improving conditions for teaching and learning
- Restructuring the organisation: redesigning roles and responsibilities
- Redesigning and enriching the curriculum
- Enhancing teacher quality (including succession planning)
- Building relationships outside the school community
- Building relationships inside the school community
- Enhancing teaching and learning

The Ontario Leadership Program has five standards structuralising and operationalising core competencies: *'setting directions, developing people, developing the organization, leading the instructional program'*.[3]

The expansion of leadership skills, the structuralisation of core competencies, the needs and expectation from the practice has a strong consistency. Turning to creative leadership, the pivotal reference: *Curriculum 21* has some core skills: (i) creativity and innovation, (ii) communication, (iii) collaboration and (iv) problem-solving and critical thinking. (Jacobs, 2010) The 4Cs model, especially the importance of problem-solving and critical thinking skills, are a fundamental part of creative leadership. Nevertheless, this is the first approach to creative

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[3] The Ontario Leadership Framework A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action. Revised September 2013. http://iel.immix.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf

leadership and could cause a number of misconceptions. For instance that creative leadership simply equates to problem-solving. As Robert J. Sternberg, James C. Kaufman and Jean E. Pretz stated:

> 'Creative leadership can be of three general kinds – leadership that accepts existing ways of doing things, leadership that challenges existing ways of doing things and leadership that synthesizes different existing ways of doing things.'[4]

This quote has emphasised the creative process, turning from the personal components to the organisational dimension.

5.4. Creative process

Over the past three decades research and publications on creative leadership have focussed on conceptual analysis. Behind the different interpretations of the terminology, the key concepts of leadership are: transformational, transactional, servant, situational, distributed, instructional and integrated leadership. This article focuses on the concepts of transformational, instructional and educational leadership. The dominant conceptual changes are based on the work of James Burns, the *'founder of modern leadership theory'* (Burns, 1978). Burns differentiated a number of practice-oriented terms: transactional and transformational leadership. Transformational leadership has strongly connected to change managment. Thus one of the most influental model is 'Four I's': individual consideration, intellectual stimulation, inspirational motivation, and idealised influence (Bass, 1985; Sosik & Dionnne, 1997). Kenneth Leithwood (1994) has made a differentiated typology on transformational leadership on the base of 'Four I's' model and structuralising leadership skills:

> 'The school leader must attend to the needs of and provide personal attention to individual staff members, particularly those who seem left out (individual consideration). The effective school administrator must help staff members think of old problems in new ways (intellectual stimulation). Through a powerful and dynamic presence the effective school administrator must communicate high expectations for teachers and students alike (inspirational motivation). Finally, through personal accomplishments and demonstrated

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[4] Robert J. Sternberg, James C. Kaufman and Jean E. Pretz: A Propulsion Model of Creative Leadership. Creativity and Innovation Management August 2003. 145. file:///C:/Users/vvass/Downloads/SSRN-id584037.pdf

character, the effective principal must provide a model for the behavior of teachers (idealized influence).'[5]

The Leithwood et al's sophisticated works of structuralisation of transformational leadership is based on three broad categories (Setting Directions, Developing People, Redesigning the Organisation) and nine specific dimensions. The contextual and organisational category and the dimensions have played a key role of organisational culture and process. (Leithwood, K., Jantzi, D. & Steinbach, R. (1999); Leithwood & Jantzi, (2006) Nevertheless, there is a dichotomy between transformative and instructional leadership. Michael Fullan cited Robinson's meta-analysis on the impact of transformative and instructional leadership on student achievement. Fullan defined instructional leadership as leading learning, the effect is significantly 0.42 than the data on transformative leadership is 0.11. (Fullan, 2014) The high impact of instructional leadership has a strong correlation with the importance of creativity. Analysing this quantitative data, two aspects of the typology have inspired creative leadership. The first aspect is based on the differentiation of the concept of creative leadership in a sophisticated manner. The second aspect has raised collaborative, socialcultural dimensions of the typology. Concerning the first aspect, Robert J. Sternberg, James C. Kaufman and Jean E. Pretz (2003) created the key typology of creative leadership. They highlighted and analysed eight different types of creative leadership, for instance replication, redefinition, forward and advanced incrementation. As creativity research has become an increasingly more transdisciplinary scientific area, the typology of creative leadership has been enriched for instance by cognitive psychology and neuroscience. (Runco, 2006; Yoruk-Runco, 2014) Cognitive psychology has added research data on mental representation and the cognitive mind, especially drawing attention to association, transformation, knowledge transfer, and synthesising and redefining of the above-mentioned leadership concepts. Recently, there has been a significant consistency between creative problem-solving process and creative knowledge transfer of creative leadership.

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[5] Leithwood,K. (1994): Leadership for school restructuring. *Educational Administration Quarterly*, 30 (4), 498-518. Citation on: Marzano, R.J., Waters, T., McNulty, B.A. (2005*): School Leadership that Works. From Research to Action.* Association for Supervision and Curriculum Development. Alexandria, Virginia. USA. 15.

Turning to the second aspect, Nick Petrie stressed four dominant future trends of leadership development:

- More focus on vertical development
- Transfer of greater developmental ownership to the individual
- Greater focus on collective rather than individual leadership
- Much greater focus on innovation in leadership development methods

The greater focus of collaboration has emphasised leadership as a collective process. (Petrie, 2014) This statement on the one hand has enriched the typology of leadership and revised the competency structures. On the other hand, since the above-mentioned leadership trends have been key in scientific research, pivotal interconnections between them are the 4Cs, especially collaboration, creativity and innovation. Finally, in the recent educational research findings on creativity, *Ronald A. Beghetto* and *James C. Kaufman* summarised the fundamentals of creativity:

- Creativity takes more than originality.
- There are different levels of creativity.
- Context matters.
- Creativity comes at a cost.
- There is a time and a place for creativity.

(Beghetto and Kaufman, 2013)

The different levels of creativity are based on the above-mentioned changes of creative process.. This also called a 4Cs model, the mini-c level, which is based on everyday-life creativity emphasising originality and fluency of the personal characters. The last level is gaining more and more importance in creative leadership: BIG-C, which is based on higher-order thinking, synthesis and analysis, redefinition and creative knowledge transfer. In parallel, the fifth C is also playing a dominant role in the creative process: a cultural element with a strong interconnection between creative organisations and socialcultural approach.

5.5. Creative organisations

As *Mihály Csíkszentmihályi* (1996) pointed out in his well known book, *Creativity:*
'Therefore creativity does not happen inside people's heads, but in the interaction between person's thoughts and a social context. It is a systematic rather than the individual phenomenon.'[6]

The clear evidence from the trends and processes of creative leadership is that one of the highest impacts is connected to change agents or leading change phenomena (Reeves, 2009). In parallel with handling systematic change and the above-mentioned interaction, there is a strong coherence between the learning capacity of the leader and also the organisation. This „double-interconnection" is a basic factor of the socialcultural approach, which has raised the importance of collaborative learning at the organisational level. *Peter Senge*, who implemented his concept (learning community into the leadership scientific area) described five learning phenomena of learning community: personal mastery, mental models, team learning, building shared vision and systems thinking (Senge, 1990). These phenomena of learning community is strong consistency with leadership competency structures. As a result of research data and findings of the learning community and of creative leadership, the following interconnected phenomena are becoming increasingly prominent: reflective dialogue, focus on student learning, collaboration among teachers, sharing values and norms. In the professional learning community, leadership roles have been changed emphasising the concept of educational leadership has facilitative, constructivist and distributed characteristics (Roberts, Pruitt, 2009). Last but not least, characterising leadership styles of professional learning community, four dominant styles are key: responder, manager, initator and collaborator. These leadership styles, combined with seven elements (7C's) of effective leadership, are strongly related to professional learning community: communication, collaboration, coaching, change, conflict, creativity and courage (Hord, Sommers, 2008). Horizontally, these elements are connected with the 4Cs from the needs of renewing leadership. These are the expectations from Curriulum 21, but also the significant evidence of creative schools. Vertically, sustainability of professional learning community is related to creative process, from mini-c to BIG-C, especially emphasising the key role of redefinition and synthesis of creative leadership.

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[6] Mihály Csíkszentmihályi: Creativity. 1996. p. 23.

5.6. Results and Discussion

This article has raised some questions and dilemmas on the trends and process of creative leadership in order to analyse the consistency with the professional learning communities. This four-level analysis from the listing skills is based on creative personal components (first level). There is a significant interconnection between the expansion of skills, the core skills and competency-based structures, dimensions and categories (second level). Turning to the results of analysing the creative process in the main objective of this article, the 'double 4C's model' has resulted in finding the common point between creative personality and process, especially divergent thinking ability, spontaneous flexibility and problem-solving (third level). Finally, analysing the phenomenon of creative organisations focusing on 7Cs elements emphasising the pivotal role of collaborative learning (forth level). The next challenge and discussion is defining, structuralising and analysing the coherency of the four-levels, especially the phenomenon of creative knowledge transfer in relationship. On the basis of the different concpets of creativity, one of the key dilemma finding the balance between the cognitive and affective phenomena of the impact and capacity of leadership. To sum up, the trend shows increasing interests from the personal field via the analysis of the creative process to the phenomenon on professional learning community. This is not an evolutionary process, there are some interdependent, interconnected issues, which can enrich the theory, research and practice on creative leadership and the professional learning communities.

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6. THE COMPETENCY OF CREATING A VISION AND CONCEPT OF THE SCHOOL AND THE COMPETENCY OF EFFECTIVE COMMUNICATION OF A VISION AND CONCEPT OF THE SCHOOL - RESEARCH REPORTS

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Abstract

The main purpose of that paper is to consider how important for school leaders is competency of creating a vision and concept of the school together with all interested parties, and the competency of effective communication of a vision and concept of the school. The research was based on the mixed methodology including quantitative and qualitative research methods (in the first stage of research took part 2824 respondents, which is 11% of all school head teachers in Poland). The results set out that both discussed competencies are important for educational leadership (the dominant: "very important"). It is worth to stress that women more frequently than men consider the competency of creating a vision and concept of the school as important for an educational leader. The head teachers' declarations concerning their possession of these competencies show that the majority of them have some sort of problems with their practical application. According to Jan Łuczyński, the creation of a concept of the school is one of the most important tasks of head teachers, and therefore it may be alarming that 6% of the surveyed head teachers declared not having this competency.

Key Words

school concept, leadership, leadership competencies, research.

6.1. Introduction

Modern education faces many challenges, and educational leaders are in the very centre of changes. The idea of new "liquid modernity" (Bauman, 2006) gives rise to the necessity of reflecting upon the basic objectives of educational activities and the methods of achieving them, as well as upon the key competencies of contemporary school head teachers. The instrument determining the identity of an organization and its objectives, values and activities is a vision and concept of the school. The importance of the concept of the school and its skilful implementation can be illustrated by numerous initiatives launched by teachers and head teachers introducing their own solutions concerning the educational process. In literature, they appear under various names, such as an "independent school", "autonomous school", "school with its own profile", or "original school" (Śliwerski, 2003). They are often instances of success achieved by teachers and head teachers who introduce their own concepts of educational and didactic work, frequently acting against the requirements of the educational system (e.g. preparations for external examinations).

The objectives included in the concept of the school and the methods of achieving them ensue from the knowledge of child and adolescent developmental regularities, or according to Bruner (Bruner, 2006), they ensue from individual teachers' and head teachers' convictions (common-sense psychology and pedagogy) concerning the functioning of the child's mind, the way it operates, how it assimilates information, what boosts its development, as well as the methods of supporting the child's development by means of educational activities. The diversity of convictions concerning child and adolescent development is the foundation for the creation of various concepts of the school which determine the school's organizational identity. Therefore, the creation of a concept of the school is perceived as one of the most important tasks of an educational leader (Łuczyński, 2011).

One of the questions that may be posed regarding the concept of the school is the following: W*ho is to create it?* There may be many answers to this question, and they are all based on the leaders' understanding of leadership. From the historical perspective of the development of the leadership concept, there are four different paradigms, i.e. classical, visionary, transactional and organic leadership (Avery, 2009). In the classical paradigm, the vision and concept of the school is created by a leader, an outstanding person or elite group. The application of the vision or concept results from fear of or respect towards the leader (mechanisms of

conditioning in which one is motivated by getting a reward or avoiding a penalty) (Mazurkiewicz, 2012). The visionary paradigm is based on a vision of the head teacher, a strong charismatic person who creates a vision and concept and persuades organization members to accept it. Other people are required to be active and to participate in the implementation of objectives specified in the vision and concept of the organization (Mazurkiewicz, 2012). In the transactional paradigm, the vision and concept are the effects of a negotiated transaction, and their outcome depends largely on the leader's ability to exert influence on the organization members. Such influence consists in the implementation of the objectives determined by the leader and his/her ability to reward or penalize the group members (Mazurkiewicz, 2012). Organic (network) leadership implies other people's participation in the creation of the vision and concept of the school. This paradigm provides for the existence of various perspectives, individual differences and groups capable of self-management and self-improvement which do not need permanent formal leaders but are ready to transfer and share leadership (Mazurkiewicz, 2012). The leadership paradigms are presented on the table below (cf. Table 1).

Table 1. Leadership paradigms

Leadership paradigms	Classical	Transactional	Visionary	Organic
Source of group members' involvement	Fear of the leader or respect for him/her; aspiration for getting a reward or avoiding a penalty	Negotiation of a reward, a contract and expectations	A shared vision; the leader's charisma; individualized approach to group members	Supporting values and processes shared by a particular group; desire of self-determination

source: Avery, G. (2009). Understanding Leadership: Paradigms and Cases.
        Warszawa: PWE.

A conscious or intuitive choice of any of the above presented paradigms entails various roles played in the process of creating and popularizing the concept of the school by **communication**. Practising leadership in the centre of which there is a leader with his/her own concept of the school which is not discussed and made common by others requires only adjusting and providing clear orders (the classical

paradigm) or negotiating (the transactional paradigm). Leaders who, creating the concept of the school, allow others to make some contribution to it (the visionary paradigm) or who cooperate with others, discussing the meaning of common contents and processes of the concept with them (the organic paradigm), need other communicative competencies.

In the analyses presented in the subsequent part of the article, we shall focus on two competencies of educational leaders which, in the above mentioned perspective, may play an important role in the creation of the concept of the school. The former is generally defined as the competency of *creating a vision and concept of the school together with all interested parties,* the latter focuses on the communication aspect - *effective communication of a vision and concept of the school*. Our chief objective is to study how important these competencies are for the head teachers and to what degree they declare their possession. We have also examined what these competencies consist of in the head teachers' understanding, how they are used in practice, and what methods of developing them are applied by the respondents. The analysis is based on data collected during a research constituting a part of the project entitled "Leadership and management in education - the preparation and implementation of a development and improvement system for head teachers", whose main objective is to strengthen the educational management system through the development and recommendation of comprehensive solutions in the area of professional development and improvement of head teachers in Poland, starting from the year 2016.

6.2. Methodology

The research was based on the mixed methodology including quantitative and qualitative research methods. It was divided into two stages. In the first stage, all heads of schools and educational institutions in Poland were sent an invitation to take part in an electronic interview (CAWI - Computer-Assisted Web Interview). 2824 school head teachers responded to the invitation, which is 11% of all school head teachers in Poland. The objective of the first research stage was to identify how relevant a particular competency was for the respondents in their work as head teachers and how they self-assessed the degree of their possession of these competencies. The article focuses on an analysis of two out of 89 competencies selected on the basis of a review of the literature on the subject.

In the second stage of the research, a sample of 200 head teachers who had participated in the first stage of the research were selected at random and asked to participate in individual in-depth interviews (IDI). In the sample selection, three

strata were taken into consideration: the duration of the respondent's tenure as head teacher, the type of community in which a school is located and the respondent's sex. The objective of the research at this stage was the study of the respondents' understanding of the key issues related to the role of an educational leader and the deepening of knowledge of the leadership competencies considered by the respondents as their strengths and weaknesses. From the perspective of the analyses concentrated on selected competencies, the following aspects were particularly significant for us: (1) the respondents' definitions of the basic elements of the competencies, (2) the practical application of the competencies, (3) the factors influencing the development of the competency, and (4) the manner in which they would like to develop the competencies. Both of research stages are presented on the table below (cf. Table 2).

Table 2. Methodology of the research

| Stage I (quantitative)	Stage II (qualitative)
Tool: **electronic CAWI [Computer-Assisted Web Interview] questionnaire**	Tool: in-depth interviews, **IDI**
Research group: all school / institution head teachers in Poland **n=2824** (approximately 11% of all head teachers in Poland)	Research group: 200 respondents selected at random who participated in the first stage of the research **n= 171** (Stratified sample with respect to three characteristics: the respondents' tenure as head teacher, the type of community and the respondent's sex)
The objective of the stage: **to identify** how relevant particular competencies are for the respondents in their work as head teachers and **how they assess the degree of their possession of these competencies**.	The objective of the stage: **to study the understanding of a particular competency and the manner of its manifestation in practice**
Research period: April - July 2013	Research period: July - December 2013

source: author's own research

6.3. Results

6.3.1.   Quantitative research results

Both the competency of creating a vision and concept of the school together with all interested parties, and the competency of effective communication of a vision and concept of the school are perceived by head teachers as being important for educational leadership (95.6 % and 95.5 %, respectively) (cf. Diagram 1). In both cases, the dominant answer was: "very important".

Diagram 1. Assessment of the importance of the competencies.
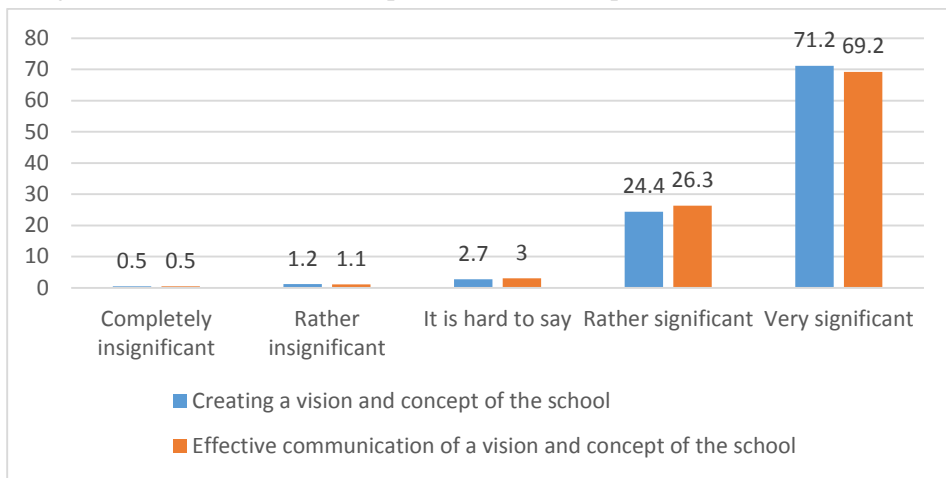
Source: author's own research

The respondents' answers concerning both of the analysed competencies are significantly statistically different with respect to two variables: age and sex (cf. Table 3). Women more frequently than men consider the competency of creating a vision and concept of the school to be important for an educational leader (73.7 % and 62.3%, respectively). A similar regularity was observed with respect to the competency of effective communication of a vision and concept of the school. It is more frequently considered to be important by women (74%) than by men (62.3%). With respect to both competencies, men more frequently answered: "it is hard to say".

It is interesting that *Creating a vision and concept of the school together with all interested parties* is first of all "very important" for persons aged 36-40 (75.6%) rather than for the older and younger respondents. The oldest respondents - aged 60 and older - most frequently said it was an insignificant competency (6.2%).

The youngest head teachers (aged 36 and younger) most frequently selected the answer: "it is hard to say" (6.7%). On the other hand, with respect to *Effective communicating of the vision and concept of the school,* the younger the respondents, the more frequently they selected the answer "very important" - 97.8% of people below the age of 36. The oldest head teachers (aged 60 and older) most frequently selected the answer: "it is hard to say" (7.2%).

Table 3. Statistical significance of the differences between the respondents' answers concerning the relevance of the competencies with respect to the following variables: the location of the school, age, tenure as head teacher, sex.
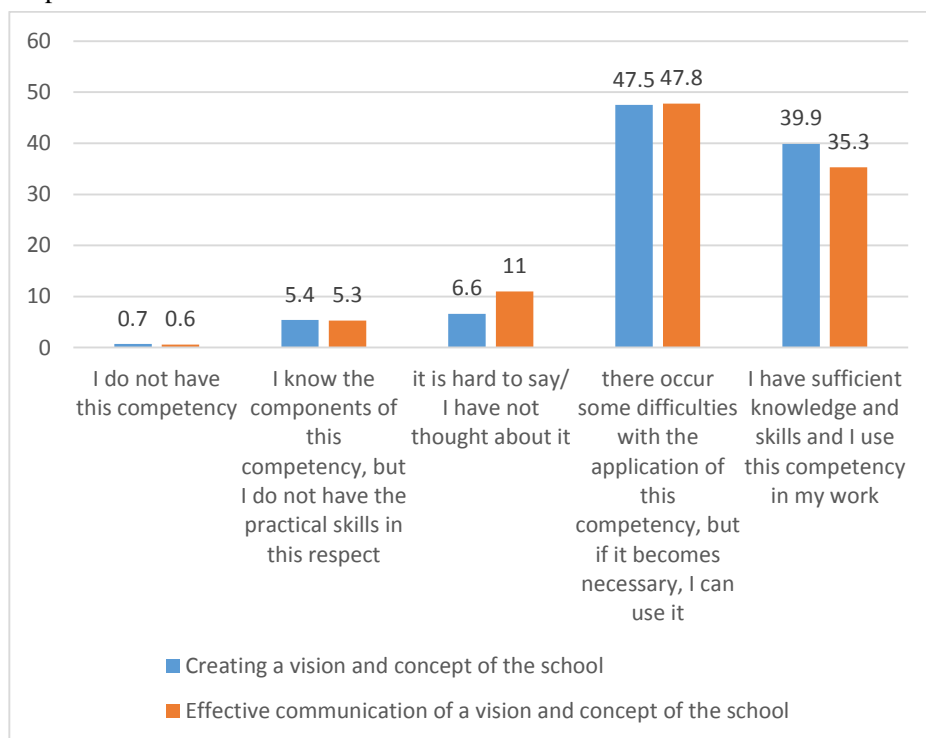
Competency	Variables			
	Location of school	Age	Tenure as head teacher	Sex
Creating a vision and concept of the school together with all interested parties	Not significant	N= 2822; $\chi^2 (20)=$ 61.088, p<0.000	Not significant	N= 2822; $\chi^2 (4)=$ 30.751, p<0.000
Effective communication of a vision and concept of the school	Not significant	N= 2822; $\chi^2 (20)=$ 72.223, p<0.000	Not significant	N= 2822; $\chi^2 (4)=$ 19.731, p<0.001

Source: author's own research

The other analysed aspect was the respondents' assessment of their possession of these competencies. With respect to both competencies, the respondents are convinced that they possess them. As it is shown in Diagram 2, 87.4% of the respondents declare that they possess the competency of *Creating a vision and concept of the school together with all interested parties*, and 83.1% of respondents declare that they possess the competency of *Effective communication of the vision and concept of the school.* However, in both cases the dominant answer is: *there occur some difficulties with the application of this competency, but if it becomes necessary, I can use it* (47.5% and 47.8%, respectively). It is significant that 6.1% of the respondents declare that they do not possess the competency of *Creating a vision and concept of the school together with all*

interested parties, and 5.9% of the respondents do not possess the competency of *Effective communication of the vision and concept of the school.*

Diagram 2. Respondents' assessment of the degree of their possession of the competencies.

Source: author's own research

The variables differentiating the head teachers' answers concerning the degree of their possession of a particular competency are the following: age, tenure as head teachers and the location of the school.

With respect to the competency of *Creating a vision and concept of the school together with all interested parties*, the degree of possessed knowledge, skills and the use of this competency increase with the respondents' age and duration of their tenure as head teachers (the differences are statistically significant, cf. Table 4). The oldest head teachers (aged 60 and older) most frequently indicated the possession of this competency – 91.0%, while among the head teachers aged 41-45 – only 34.7%. The youngest respondents most frequently declared that they did not have this competency (those aged 36 and younger) (14.5%). A similar

regularity can be observed with respect to their tenure as head teachers. 91.4% of the head teachers with the longest tenure declare that they have this competency, while 10.9% of the head teachers with the shortest tenure declare that they do not have it.

Statistically significant differences in the respondents' assessments of their possession of the competency of *Effective communication of a vision and concept of the school* are connected with the location of the school and their tenure as head teachers (cf. Table 4). With respect to the location of the school, the head teachers of schools in large cities (population over 100 000 inhabitants) most frequently declare that they have this competency (87.6%), and the head teachers of rural schools - the least frequently (79.9%). The level of possessed knowledge, skills and the use of this competency also increase together with the duration of tenure as head teachers. The head teachers with the longest tenure most frequently declare that they have this competency (86.2%), while, among the head teachers with the shortest tenure (up to 5 years), 78.5% of the respondents declare that they have this competency.

Table 4. Statistical significance of the differences between the respondents' answers concerning the assessment of the degree of their possession of the competencies with respect to the following variables: the location of the school, age, tenure as head teacher, sex.

Competency	Variables			
	Location of the school	Age	Tenure as head teacher	Sex
1. Creating a vision and concept of the school together with all interested parties	Not significant	N= 2822; χ^2 (20)= 63.502, p<0.000	N= 2822; χ^2 (12)= 70.513, p<0.000	Not significant
2. Effective communication of a vision and concept of the school	N= 2822; χ^2 (16)= 41.403, p<0.000	Not significant	N= 2822; χ^2 (12)= 33.295, p<0.001	Not significant

Source: author's own research

6.3.2. Qualitative research results

The analysis of the competencies related to creating and communicating a vision and concept of the school allowed the researchers to get to know the respondents' perception of these competencies and the manner of their practical application.

In the course of the interviews, the respondents were asked to select, from all competencies, 3 competencies which they considered to be their strengths and 3 competencies which they considered to be their weaknesses. In this perspective, the competency related to creating a vision and concept of the school was selected more frequently (27 choices) than that related to their communication (8 choices).

Twenty seven out of 171 head teachers indicated the competency of *Creating a vision and concept of the school together with all interested parties* as their strength (21) or weakness (6). Eight respondents selected the competency of *Effective communication of a vision and concept of the school* for analysis, and 5 of them indicated it as their strength, while 3 - as their weakness (cf. Diagram 3).

The respondents pay more attention to creating a vision and concept of the school than to communicating it to the interested parties. Twenty seven respondents indicated the competency of *Creating a vision and concept of the school together with all interested parties* as their strength or weakness, while only 8 head teachers selected the competency of *Effective communication of a vision and concept of the school* for further analysis in the in-depth interviews.

Diagram 3. The number of choices of the competencies related to creating and communicating a vision and concept of the school as the respondents' strengths or weaknesses
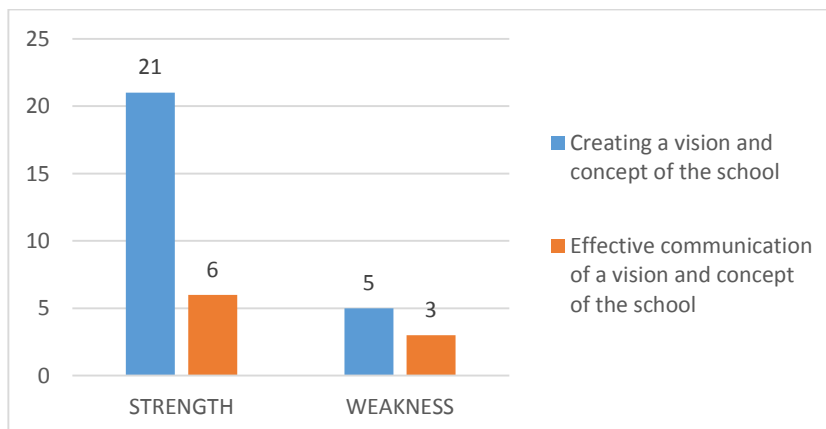
Source: author's own research

6.3.3. Creating a vision and concept of the school

The respondents stress the functional role of the concept related to determining the directions and development of the school. Creating a concept of the school helps the head teachers to carry out current tasks by prioritizing and to plan tasks, which increase effectiveness and condition development, as well as to find allies to assist the school in its accomplishment of objectives.

> I cannot imagine the institution's development without creating a vision, without some plan for the future. If our work is based on temporary activities, it will not be effective; it has to be well thought over and planned. I believe planning is very important. [source: DYR_IDI]

The interested parties' needs may be reflected in a vision and concept of the school. The respondents also stressed that the whole school community should be involved in the process of creating a vision and concept of the school: pupils, teachers, the non-teaching staff and parents.

> Presenting a direction in which the school should develop, but together with all subjects participating in the school activities. [source: DYR_IDI]

> Every subject has a certain interest in the school and the head teacher's role is to translate these "interests" into a vision and mission of the school. [source: DYR_IDI]

This means that the practical implementation of this competency requires several specific skills among which creating conditions for joint work on a concept, organizing and supporting it is of primary importance. This happens in the specific context of involving various groups (teachers, pupils, parents, the non-teaching staff) who have diversified knowledge, needs and skills in the cooperation process.

> Very specifically: we created our concept of the school during a meeting to which parents, teachers, the non-teaching staff and pupils had been invited. It was a workshop. Every group (5) presented their ideas in each area. [source: DYR_IDI]

The head teachers stressed the importance of skillful motivation of the previously mentioned groups, good cooperation with them and involving them in various activities.

> In practice: taking the institutional and social units of the school seriously (e.g. the pupils' council, the parents' council), appreciating their role, importance and treating them wisely. [source: DYR_IDI]

The respondents stressed that the involvement of all interested parties in the process of creating a vision and concept of the school resulted in their identification with the school's objectives and rules. The school community is developed in the same manner.

> Common objectives and their awareness integrate the interested parties' activities and give them a sense of community; introduce a culture of cooperation and prospects for activities; and implant common values in them. [source: DYR_IDI]

Another opinion in the discussion concerning the importance of the competency presented by one of the respondents should be also mentioned here. He considers creating a vision and concept of the school to be an insignificant competency in a head teacher's work. This head teacher finds the translatability of this type of documents into school practice to be insignificant.

> Because our energy is simply shifted towards creating a document rather than devising our own role in the school. I have certain doubts whether some things have to be fully described and discussed. (…) And what is the effect of creating such a vision, it will sound great for the inspecting authorities, (…) but in fact it has no effect at all. [source: DYR_IDI]

The respondents commenting their own process of developing the competency underlined the role of their professional and life experience as well as their theoretical knowledge (for instance, knowledge of the educational law). They noted also that external evaluation, discussions with various subjects and cooperation with the local community could be very instructive and useful for the head teacher's development in this aspect.

The head teachers participating in the study most frequently see the possibilities of further improvement of the competency of *Creating a vision and concept of the school together with all interested parties* in exchanging experiences with other head teachers. The experience acquired in the course of cooperation with the interested parties is also important. Furthermore, the respondents highlighted the usefulness of their participation in workshops, training courses and conferences as well as meetings with specialists.

6.3.4. Communicating a vision and concept of the school

Respondents claim that effective communication takes place when the head teacher manages to persuade the other teachers to accept his/her vision and concept of the school. The effectiveness is manifested first of all in the entire team's identification with the accepted vision and concept.

> I have to create a vision of the school by myself, i.e. determine the objectives (…) which my school should accomplish. And when I have already envisaged it, I have to be able to provide other employees with information and share my vision so that they know what to expect, and so that they are not surprised. [source: DYR_IDI]

According to the respondents, the practical application of the competency is connected with the organization of cyclical meetings with the teaching staff, parents, pupils and the local community. The respondents provided examples of such communication concerning a vision and concept of the school as, for instance, the choice of a school patron or a decision concerning the establishment of a class with a military profile. They emphasised the necessity of adjusting a message to its recipients as well as making it clear and legible. They also mentioned a low level of the recipients' involvement.

> There are somehow three different worlds here: the pupils', the employees' and the parents' worlds; and they all perceive things differently. From the parents' perspective, it is some sort of a vision. They come to a meeting in the school, yet their interest in school matters is small. I do not intend to go into details here, whether this is really the school's fault, or perhaps it results from some other factors. One would dream of such involvement when parents identify with it, come to the school, can be involved in school events other than parent - teacher meetings, which, by the way, are also problematic. As for the pupils, they are obviously very much involved in the implementation of various concepts; right now we have "a dream pupils council", which is extremely involved in things, and they have their own ideas, too. And yet another issue is communication with other teachers and persuading them to accept the vision, which is sometimes obscured by reality. [source: DYR_IDI]

A majority of the respondents who indicated this competency consider it to be important in the head teacher's work. According to the head teachers, this competency determines cooperation, communication and relations between the

head teacher and various subjects. Furthermore, they stress that communicating a vision and concept of the school is the head teacher's duty, as it influences the school's functioning. Teachers can only follow established guidelines, i.e. accomplish objectives, if they are aware of a concept and vision.

> Effective communication - there is nothing more important. Our work consists in communicating with everyone: parents, pupils and employees. If this communication is good, legible and additionally effective, then we can achieve success. [source: DYR_IDI]

The respondents mentioned numerous factors which they considered to be decisive in developing this competency. Those head teachers who considered the competency to be their strength mentioned other employees' support and their own character and authority. Those head teachers who considered the competency to be their weakness think it is an important competency. Among the factors influencing it, they mentioned their experience of ineffective communication and lack of time.

The forms of improving this competency mentioned by the respondents include exchanging experiences with other head teachers and finding examples to follow (good practices), as well as training courses, in particular in the field of motivational techniques.

> I think that I would like to learn how this is done in schools whose head teachers have this competency. I would like to know examples of good practice, skills of transferring, communicating this vision or concept to the entire community, not only the school, but the entire local community. I would like to learn how this is done. [source: DYR_IDI]

Concluding, effective communication of a vision and concept of the school is another important competency which head teachers more frequently consider to be their strength rather than weakness. The respondents notice that, in this context, effective communication is in fact persuading other subjects - teachers, parents, pupils and a local community - to accept the head teacher's vision and concept of the school. In practice, this means cyclical meetings and discussions. The message has to be clear and transparent, and communication has to be adjusted to the recipient who frequently is not very interested in the matter.

According to the head teachers who indicated this competency as their strength or weakness, it is worth making an effort to effectively communicate a vision and

concept of the school, because it influences the school's functioning: it increases the effectiveness of activities, unites various subjects around the common vision of the school, and helps them to act in accordance with it. Moreover, by effectively communicating such basic issues like a vision and concept of the school, the head teacher develops relations with all interested parties, determines the character of cooperation with them, and creates the atmosphere of the school community.

6.4. Conclusions and discussion

The head teachers participating in the study claim that both the competency of creating a vision and concept of the school together with all interested parties and the competency of effective communication of a vision and concept of the school are important for educational leadership. The head teachers' declarations concerning their possession of these competencies show that the majority of them have some sort of problems with their practical application. According to Jan Łuczyński, the creation of a concept of the school is one of the most important tasks of head teachers, and therefore it may be alarming that 6% of the surveyed head teachers declared not having this competency (Łuczyński, 2011). This means that, in Poland, in approximately 1500 schools, creating a concept uniting the school community may be a problem. Additionally, another 6% of the head teachers could not decide whether they had this competency or not. With respect to the head teachers' possession of the competency of communicating a concept and vision of the school, the situation is similar.

The importance of the competency of creating a vision and concept of the school together with all interested parties can be seen in the declarations of those head teachers who mentioned its role in the determination of the direction of the school development, taking into consideration the needs and interests of all subjects: pupils, parents, teachers and the non-teaching staff. Therefore, the practical implementation of this competency has to comprise the involvement of the above mentioned subjects, learning their needs, and inviting them to cooperate. Consequently, such creation of a vision and concept of the school is very important for the integration of the school as a community and the various subjects' identification with the everyday objectives of the school.

In this context, the critical statement of one of the respondents undermining the importance of developing a concept of the school as a bureaucratic document serving the purpose of assessing the school's activities gains a special meaning. In the Polish educational law there is a standard stating that a school should have its concept, but it is not accompanied by any expectations concerning the content and

form of such a concept (e.g. a document). Still, in many schools such concepts are being prepared to meet the requirements of external inspections. Analyses of this type of documents carried out by Łuczyński (2011) showed that they were not very useful "in practice due to an instrumental approach to the specific content of the educational activities. The methods of determining the objectives, mission and vision of the organization borrowed from the economic sphere are incompatible with educational issues". For these reasons, a concept of the school should be treated as a set of guidelines, objectives and values which first of all ought to serve the school community, and therefore its form should depend on the school's needs. This also implies that the language of a concept should convey the basic processes taking place in school, and therefore it seems justified to use the language (terminology) of psychology (particularly developmental psychology) and pedagogy.

An analysis of the material on communicating a vision and concept of the school indicates that this communication is first of all oriented towards the internal subjects of the school (teachers, parents, pupils), and to a lesser degree towards the local community.

Gaining professional experience and individual traits (character) are of key importance in the development of head teachers' competencies.

6.5. Limitations

The fundamental limitation of the analyses refers to the material collected during the qualitative research, and in particular the material concerning the competency of communicating a vision and concept of the school, which, due to the applied methodology, is not extensive.

The analysis of the head teachers' declarations contains a fundamental contradiction which may ensue from the fact that the study required the respondents' relating to the presented competencies. On the one hand, the head teachers stress the importance of the interested parties' involvement in creating a vision and concept of the school, and on the other hand, they claim that in order to communicate a vision and concept of the school they have to possess their own concept, and then persuade others to accept it, using the communication process. This may give an impression of the head teachers' Machiavellian cynical way of treating the relations between them and other teachers, pupils and parents. On the basis of the conducted analyses, it is difficult to state unequivocally whether this impression is correct, because it may have been influenced by the way of

formulating the competency "labels". The former indicated the interested parties' involvement in creating a concept and vision of the school, while the latter focused on its effective communication, which could be understood by the respondents as communicating the concept of the school to the interested parties.

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7. NEWLY ARRIVED PUPILS IN SWEDISH SCHOOLS: EXPERIENCES FROM AN INTERACTIVE ACTION RESEARCH PROJECT

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Abstract

Newly immigrated children and young people beginning school in Sweden raise certain challenges. These may result not only from their (and their parents') weak Swedish-language skills, but also from a schooling background that differs from pedagogical frameworks in Swedish schools. This places demands on school heads to organize and lead the school's work in such a way as to meet these pupils' needs, while teachers need to develop relevant pedagogic and didactic competence. This situation was behind the initiation of this project which ran in schools of four Swedish municipalities, its aim being to develop the organization and pedagogy of the participating schools in order to facilitate the schooling and integration of newly immigrated pupils. This report aims to describe and discuss the project. It focuses on collegial learning and highlights principals' participation in the project, as well as their role as pedagogical leaders of the processes initiated in the project. The project was based on the use of research circles, a think tank and lectures. The report will also examine and discuss in what degree these promoted collegial collaboration, learning, development of pedagogical and didactical methods and competence related to the schooling of newly arrived immigrant pupils.

A central conclusion is that the principal has an important responsibility and function to create an intercultural learning environment where opportunity is given for the school's professionals to meet, discuss pedagogical, didactical and organizational matters, exchange experiences, learn from one another, collaborate to plan for action and afterwards reflect on the implementation and results. This highlights the importance of the principal setting aside time for work with pedagogical leadership in the school's everyday activities.

Key Words

newly arrived immigrant pupils, research circle, think tank, interactive action research, pedagogical leadership.

7.1. Introduction

The world today is for many people an unsettled one, marked by wars and social unrest. As a result, an increasing number of refugees are seeking a new life in other countries. For decades Sweden has had a generous refugee policy. In recent years, Sweden is the country within the EU that has received the highest number of refugees per capita (www.migrationsinfo.se). As a consequence of this, Swedish schools receive a large number of immigrant pupils with non-Swedish background, the majority from non-European origin. In Sweden the term *newly arrived pupils* (nyanlända elever) is used for pupils who are born outside Scandinavia and the European Union. A time limit of four years is set for how long pupils are to be regarded as newly arrived (Lahdenperä, 2015).

The large number of newly arrived pupils, which are being received by the school during the ongoing semester, poses major challenges and dilemmas that can be hard for the school to deal with. These may result not only from the newly arrived pupils' and their parents' weak Swedish-language skills, but also from a schooling background that differs from pedagogical frameworks in Swedish schools. Also, their experience with how the society they have arrived in functions is markedly limited, which creates difficulties relating their learning in school to that which they are familiar with. Furthermore, a number of the newly arrived pupils have had little or inadequate previous schooling. Together, these factors place demands on schools, not least on the school principal, to organize and develop an organization creating conditions that will enable school staff to develop relevant, partly new skills and competencies.

7.2. Aim

The purpose of this paper is to describe and discuss a combined research and development project that was run in collaboration between researchers and school professionals in the form of interactive action research. The aim of the project was to develop the participating schools' organization and pedagogy as to facilitate the schooling and integration of newly arrived pupils. With particular focus on principals' participation, their role as pedagogical leaders promoting and supporting collegial cooperation, development of intercultural competence and forms of teaching for the benefit of newly arrived pupils are highlighted. The guiding research question is

What good experiences, respective limitations, and areas of development can be identified to learn from and have in mind for similar future projects?

7.3. Background

The Swedish school system is goal-and-result oriented, with a high degree of decentralization, steered according to the model of management by objectives (MBO). This entails a space for action and responsibility on the local level for the individual school, principal, teacher and other staff members to, within the national guidelines, develop an organization and teaching according to local conditions and requirements. When it comes to newly arrived pupils this means that it is up to each school to decide whether the newly arrived pupil will start directly into a regular class, or engage in a preparatory class.

The decentralized steering puts demands, opens the way and gives opportunities for principals and teachers to work towards educational development in the everyday running of their schools. Currently, many schools have chosen collegial learning as an effective means of meeting the challenges that schools are facing in the goal-and-result orientation, as advocated by, among others, Hattie (se for example Hattie, 2009).

In 2013, the Swedish government decided to make efforts towards increased effectiveness of learning and integration of newly arrived immigrant pupils (Regeringsbeslut 2013-02-21, Dnr U2013/1101/S). The National Agency for Education was given the task of implementing measures to increase the academic success of newly arrived pupils. The task also included the organization of professional development for teachers and principals in primary/lower-secondary schools and equivalent school forms as well as in upper-secondary schools and upper-secondary level special needs schools.

The Swedish Schools Inspectorate followed up the reform by conducting a review of how a selection of schools deal with newly arrived pupils using the following questions:

- Is teaching planned, conducted and adapted with the newly arrived pupils' needs and backgrounds in mind?
- Does the school work towards trusting the pupil to have his or her own ability, motivation and influence? (Swedish Schools Inspectorate 2014a, s 6)

The review revealed a wide variation between schools. The Swedish Schools Inspectorate also pointed out a number of factors that can be seen to facilitate the newly arrived pupil's schooling. Fundamental to success, indicates the Swedish Schools Inspectorate, is consensus in terms of approach – that all staff within a

school share responsibility, cooperate and that teachers have the skills and competence required for the education of newly arrived immigrant pupils.

The Swedish Schools Inspectorate's recipe for what needs to be done to deal with the aspects identified seems simple to implement. However, the reality of schools states otherwise, since a school is a complex and multi-faceted organization. For example, developing consensus in the approach to such a complicated issue as to how a functioning organization for newly arrived pupils could be organized, how cooperation between different categories of teachers can be designed, and how teaching could be conducted appears to be complicated. Nor is it simple to define the competences that staff need or, furthermore, what the competence measures that are felt to be needed should include and the time span for their implementation.

7.4. The Project

Mälardalen University and Dalarna University, two of the universities running the obligatory state-financed educational programmes for principals in Sweden, were, in conjunction with this assigned by the National Agency for Education the task of running the project "The Education of Newly Arrived Pupils" (Nyanländas lärande). The project, which ran in schools in four municipalities, aimed at organizational and educational development as a means of improving schooling and integration for newly arrived pupils. It also aimed to build further knowledge and understanding about how the organization can provide the best conditions for the language, reading, writing and knowledge development of newly arrived pupils. According to the description of aims, the project had the following content and orientation:

1. Increased knowledge and understanding about what is involved in the learning of a new language, what the process of learning a second language involves, and what is required for successful language acquisition.

2. Foundational knowledge and understanding about how to work towards language and knowledge acquisition in subject teaching.

3. Increased knowledge and understanding about how the organization can provide the best conditions for both newly arrived pupils and pupils who do not have Swedish as their first language to develop good language, reading, writing and knowledge skills.

The project commenced in early autumn 2013 and concluded in late autumn 2014. Four municipalities, with different geographical and population structures, as well as different experiences with new arrivals to Sweden, were involved in the project, each with one school. At each of these schools, professional development was offered in the form of a research circle, a think tank for principals, and lectures to all of the staff whose work involve newly arrived pupils.

7.4.1. Theoretical, Methodological and Organizational Considerations

Forming the basis of the project were the educational challenges faced by principals and teachers receiving newly arrived pupils and when old, proven methods for organising and teaching prove themselves not to work particularly well. One means of approaching this issue was to investigate whether collective interaction, cooperation and learning of school staff in the form of research circles and a think tank could be a successful way to describe, analyse, understand and deal with various types of challenges and problems perceived.

7.4.1.1. Pedagogical Leadership - The Role of the Principal

Since the mid-1950s the role of the principal has changed in pace with the development of the school. The principal's role and tasks have gone from an administrative leadership (Berg, 2011) to also exercising a social and a pedagogical leadership. The administrative leadership has been expanded with responsibilities including the physical environment, budget, payroll, finance and marketing. The social leadership involves responsibility for the psychosocial work environment, employee care, comfort matters, etc. In addition to this, the principal has the task to exercise a pedagogical leadership, in the meaning of to lead the teachers in their educational work (Nestor, www.skolverket.se/; Skolverket, 2010, 2012/2015). The concept of educational leadership is a Scandinavian concept. It is related to the internationally used concepts of supervision, instructional leadership and distributed leadership (Törnsen, www.skolverket.se/). It is a multifaceted concept based on dialogue and collaboration that aims to contribute not only to the students' learning, but also to teachers' and the principals' learning. According to research and reviews by the Swedish Schools Inspectorate this is an assignment principals have conducted in a far too limited extent (Skolinspektionen, 2013, 2014b; Skolverket, 2010, 2015).

The research study *Rektor – en stark länk i styrningen av skolan* [*The Principal – A Strong Link in the Running of a School*] (Nihlfors & Johansson, 2013) highlights

the central significance of the principal in the running of a school, using a metaphor of the principal as a link, and the importance of the principal being a strong link. Being a strong link, performing a strong pedagogical leadership, requires what Oxenswärdh (2011) highlights about a broad and deep understanding of assignment and responsibility. Not just the principal's understanding but all school actors' understanding and interpretation of the assignment is significant for the way in which they assume responsibility for fulfilling what they are commissioned to do.

7.4.1.2. Intercultural Learning Processes

In multicultural schools the principals have an important function and responsibility for the development of the school's interculturality. Interculturality requires communication and interaction. It is important that the principal in an *intercultural leadership* (Lahdenperä, 2008, 2015) creates arenas where opportunities are given to collaboration, to learn from one another and also to reflect. This is not simple, since the whole school organization must be involved in organizational learning with the goal to develop continuously within an intercultural learning environment (Lahdenperä, 2004, 2008).

The aims and questions that were formulated in the project, concerned to a great extent to create an *intercultural* learning environment. The theoretical input was about intercultural relations and learning processes as well as multilingualism and an approach that allowed for language development.

Interculturality is referred often both as a medium and as a competency of school staff in general, and school management in particular — as a way to reduce segregation and to work towards integration, as well as, to increase equality in terms of results within the education sector (Banks, 1992; Leeman, 2003; Lahdenperä, 2004, 2015). In an OECD report from 2009, Nusche de summarises aspects that according to earlier research serve to work towards improved school results among children with immigrant backgrounds too. Among the most important factors, intercultural instruction is stressed.

Interculturality can therefore be regarded as a starting point and a working approach when it comes to developing schools with diversity in mind (Lahdenperä, 2004). This development applies to management, teaching, parental cooperation, school development and the intercultural competence of staff – that is to say, those goals that we interpreted to be essential for the project in question. It was therefore important for the project to develop arenas for intercultural

learning. An important element of intercultural teaching is working towards eliminating obstacles and resistance to learning and development that are based on one's own upbringing and experiences, one's sense of group belonging and one's cultural values (Lahdenperä, 2004). The key question is about being put in contrast to another way of seeing and understanding different phenomena and alternative cultural expressions, such as can be offered, and it is the aim of the project — through participation in a research circle and a think tank. As such, the project participants – from the research circles, the think tank and the teaching team – with their professional experience, personal experiences, feelings, thoughts, misgivings and dilemmas were central for the achievement of intercultural learning processes.

7.4.1.3. Collegial Collaboration and Learning

In many Swedish schools, and in those municipalities directly included in the project, there is a great deal of experience of working with pupils of non-Swedish background when it comes to integration, second-language acquisition, and learning. There are staff members who have many years of experience within the area of immigration and who have sound theoretical knowledge and valuable, proven experiences. Set against this background, one central idea with the project was to make good use of this and organize in such a way to allow for collegial collaboration and learning in which experiences and knowledge were developed and shared not only with participants within the research circles but also with other members of staff in the respective schools and between the participating municipalities.

7.4.1.4. The Research circle as Interactive Action Research

The research circle as a form of collegial and collective learning (see, for example, Lundgren 2000, 2003a, 2003b) fits well into a school in which the teaching, in accordance with the Swedish Education Act (SFS 2010:800, 1 kap. 5 §), should be based on scientific foundation and proven experience. The research circle opens the invitation to "pedagogical dialogues" that can create common frames of reference concerning the exchange and testing of arguments (Wallin 1997). Participants are transformed at the same time from being consumers of knowledge to producers of applicable, relevant knowledge.

The research circle (see, for example, Holmstrand & Härnsten, 2003) is seen as a means of researching within participant-oriented action research, because there is a will towards equal collaboration between the researcher and the practitioners.

The academic world and the world in practice meet. The purpose of the research circles is to highlight questions or problems from the everyday experiences of the participants from different perspectives. Mutual increase in knowledge is the focus. Lundgren, von Schantz Lundgren, Nytell and Svärdhagen (2013) argue that a research circle has the further purpose of suggesting and trying out alternative solutions. A research circle can, in this case, be described as a micro-world (as described by Senge [1995]) since it initiates processes of change in one's everyday work, and can be studied and altered at the same time as these processes are taking place. The research circles can also be seen on the one hand as a working form that can contribute to research results, being shared and used in society at large; and on the other hand as a method that can initiate research and new research questions (Holmstrand & Härnsten, 2003; Persson, 2008; Lahdenperä, 2011).

7.4.1.5.   A Think tank – An Arena for the Principals

Those members of school management that took part in the research circles were also given the chance to take part in a think tank for principals. In total, they met four times. The motive for inviting the principals to take part in the *think tank* was to create an arena for themselves, along with other school management figures, to reflect on their role as leaders and on those challenges that newly arrived immigrant pupils present. The thought was also to involve school management and to find connection within the everyday running of schools. We wanted to avoid the so-called project effects, where a temporary organization has effects during the duration of the project but where the project, at its conclusion, has not led to any change in the everyday life of the schools.

The *think tank* can be seen as a form of research circle in which the focus is on reflection and learning. Eldin and Levin (1991) argue for "co-generative learning", a form of interactive learning process that assists participants in three ways: a) through the creation of insight, understanding, and opportunities that the participants discover in their social world, b) through their teachings on how to learn more, and c) through their teachings on how to create new ways to act. A think tank is by definition a place for participation and is based on the principals' practices; as such, participants are "forced", within an environment that allows for it, to analyse and examine their own perceptions, values and competencies as leader. As for the work in the research circle, the think tank also includes input on theoretical models, research results and alternative approaches such as instruments for analysis and for more in-depth thought and learning in connection mainly with their role as leader. Common measures in the form of small

investigative tasks and reading of literature serve to increase understanding of those phenomena and experiences on which the think tank focuses, with the goal to develop intercultural competence at the management level.

7.4.1.6. Organizational Design

The project began with a planning and development meeting for educators / researchers, where there was agreement on direction with an interactive action research project using research circles as the method. The interactive component comprised the integration of various activities and the presentation of these to all staff members at each of the four participating schools. These presentations were a means of minimizing the risk that only those who took part in the research circles increased their understanding about the issues involved with newly arrived pupils. It was important to create a synergy effect between different actions and theoretical contributions.

All staff and principals at the four schools took part in lectures that served to introduce the project and, further on, to increase understanding of those issues that the project was about. The lectures were entitled as follows: *Intercultural Education; A School Culture for an Inclusive Approach;* and *Educational Leadership for Newly Arrived Pupils.* There were also three video lectures entitled as follows: *Multilingual Development; Written Language Development and Multilingualism;* and *Multilingualism and Learning.* The principals of the schools were responsible for organizing the work at their respective school.

Each school organized a group of six to eight staff members who worked with newly arrived immigrant pupils. They took part in *research circles* along with their principal once a month. Each circle had one or two leaders who came from the two universities participating in the project. They contributed with their professional knowledge and served to lead the work as the participants carried out their own smaller studies related to organizational and educational areas of development, good examples and teaching issues, all related to working with newly arrived pupils. Between meetings, participants read different kind of literature and took part of other material that were then discussed at the research-circle meetings and that were also used as inspiration for those "action research tasks" that were completed. The acquired knowledge was then tested in practice within the organizations for the purpose of improving the schooling of the newly arrived pupils.

Colleagues of the participants in the research circles at the respective school were involved through their attendance to lectures. They also were involved by presentations given by the research circle participants. The results were also presented at two regional conferences to interested parties who, in way or another, were at a professional level involved in meeting with newly arrived immigrant pupils. As well, at a closing seminar, participants from the four research circles presented their experiences.

The researcher team held four meetings under the direction of the scientific leader of the project. These meetings were important for mutual planning, discussions, exchanges of experiences, theoretical specialization and meta-guidance. The administrative project leader worked as "facilitator" by organizing practical details such as meeting places, travel arrangements and other bookings, and by maintaining contact with the National Agency for Education. A professor of Swedish as a Second Language was also affiliated with the project, completing, for example, a series of lectures and in such a way contributing with specialist knowledge and competence. The teaching team's collaboration, intercultural learning processes and work in different groups formed a basis for synergy effects that were an important part of the design for learning that the project was based on.

7.4.2.   Research on and in the Project

7.4.2.1.   Data collection and analysis

As a research method for investigating and describing processes, results and effects in the project case descriptions were chosen. It can be difficult to identify, represent and summarize all the different processes that all the activities that took place during the duration of the project in the different schools gave rise to. Qualitative case studies intend to give opportunity to investigate separate case in a thorough and multi-faceted manner (Cohen, Manion & Morrison, 2007). In such a way, a case study can be regarded as being "an intensive, holistic description and analysis of a single entity or phenomenon [Note: Our translation]" (Merriam, 1994, p. 29). Schein (2006) emphasizes how this is a favorable starting point to develop knowledge and understanding.

To collect data, a number of different methods were employed, so-called triangulation (Cohen, Manion & Morrison, 2007). Triangulation can provide rich data material and consequently the opportunity to obtain more comprehensive information about the phenomenon being studied. The research circle leaders and

the researcher responsible for the project wrote memos on what had taken place at the research circle meetings. The research leader met regularly with the principals involved for discussions in the think tank about how the project was progressing. In conjunction with this, the principals were interviewed on four occasions. At a so-called "kick-out" (i.e., in conjunction with the conclusion of the project), participants in the research circles presented details about how they had worked and what conclusions they had arrived at, as well as plans for continued work. These presentations were recorded and pertinent parts printed out.

7.5. Results

Results and experiences from the project are presented in three case studies in which two research circles and the project's think tank are described and discussed in brief.

7.5.1. Case study one - "Mini Research Projects"

This case study describes the forms in which the work in a research circle at a school in an industrial municipality was carried out, i.e., how five "mini research projects" were run and, finally, the roles of the principal and the vice-principal within the research circle work are described. The school is a grade 1 to 6 school and has about 350 pupils, of which 80 percent do not have Swedish as their mother tongue. The research circle comprised the principal, the vice-principal, eight teachers and a study instructor. The participants met a total of eight times over a period of just over one year.

A mini research project involves research circle participants identifying a pedagogical problem that they then choose to investigate. The work of the participants involved reading literature, sharing experiences with one another, and conducting a simpler, empirical collection of data and, based on this, testing out possible solutions to the problem in their own teaching.

7.5.1.1. Language and identity development

The principal of the school wanted to make known which languages were spoken in the different classrooms and raise this as a strength and something that the pupils could be proud of. In such a way, the project demonstrated the linguistic diversity that exists at this school.

7.5.1.2. Interaction and language usage

The starting point of this sub-project was the fact that the newly arrived immigrant pupils were felt to have too little time to be able to develop their Swedish language skills during school time. Two teachers and a study counsellor compiled examples of activities that teachers could use to increase the level of pupil cooperation. The project also found place among other teachers, who tried out these different teaching methods.

7.5.1.3. Apps as a digital learning tool

Two teachers saw the potential with the use of apps as a digital learning tool in the development of pupils' language skills as well as with their subject knowledge. The apps allowed for better communication between teachers and pupils. Both teachers also conducted a study visit to a school that had experiences with using apps in their teaching.

7.5.1.4. "Unpacking" a text – making a text comprehensible

One teacher began by trying to make new texts that the pupils came across in their learning comprehensible, terming the idea "unpacking" a text.

7.5.1.5. Parental involvement

The school's vice principal began by looking at the important role that contact with pupils' parents plays, not least when many of the parents had limited Swedish, and the way in which this affected the interaction the school had with these parents.

7.5.1.6. Reflections

In summary, the five mini research projects resulted in the research circle participants, in a tangible and concrete manner, addressing the pedagogical issues in the school's everyday organization that they needed to learn more about. The principal and vice principal of the school had the role of organizing activities in such a way that would free up time for the teachers to take part in the research circles, find the time to prepare, study, find information, etc., but also to be able to test out their ideas in their own teaching, even if this could be integrated into the everyday organization. The task of the principal and vice principal was also to stimulate and encourage the teachers in their work within the research circles at the same time as they had the chance to develop their own understanding of the

educational problems and the teaching that their teachers were working to develop. In a follow-up interview with the school's principal and the vice principal just over six months in, it became clear that all the mini research projects had been granted a continuation, and that a number of the research participants in informal ways were working further on their "research tasks".

7.5.2.   Case study two - Collegial interaction and learning

One of the research circles took place in a small town in central Sweden. The town has been receiving refugees over many decades, which has led the schools to be described as multi-cultural. In the research circle, the following professionals took part: the principal of one of the primary/lower-secondary schools, the principal of the upper-secondary school, the project leader for the municipal office that receives and tests newly arrived immigrant pupils, mother-tongue teachers, study instructors, teachers of introductory and preparatory classes, and teachers of Swedish as a Second Language.

An overall conclusion that can be drawn from the work in this research circle is that it proved to be valuable as it provided an opportunity for professional groups to witness the results of dialogue, collegial learning and collaboration. Although all participants were involved in work with newly arrived immigrant pupils, for several of them the research circle was the first organized time they sat down and talked about their joint mission. Worth highlighting is the positive significance of the research circle as a forum for meetings between the principal and staff on a deliberative democratic foundation with the opportunity for every participant to voice one's opinion and to be listened to. An important aspect of this is that the participating principals gained valuable insights and knowledge by listening and learning from their experienced employees, which contributed to their understanding of the assignment and responsibility for the task. This, in turn, led the focus in the circle to be directed toward organizational aspects and quality work, and as an important dimension in this the research circle served to support the participating principals setting aside time for work with pedagogical leadership in the school's everyday activities.

7.5.3.   Case study three – Improving intercultural school leadership

The scientific leader offered those principals taking part in the research circles the opportunity to take part in a think tank for principals. The group met a total of four times. At the first meeting, the challenges facing management were laid out in the form of problems, dilemmas and difficulties. The purpose of the first meeting was

also to form the think tank in terms of approach and relations. Prior to the first meeting, participants responded to a questionnaire that was about the challenges they saw with regards to their leadership in terms of newly arrived immigrant pupils. At the first meeting, these questions were developed in the form of focus-group interviews. The theoretical development involved an analysis of the culture of the school organization when it came to monoculturalism or interculturalism. The thought was that participants would learn how to analyse the culture of the organization in terms of diversity and possibly develop it in this regard. This meeting resulted in mutual commitments to visit or to conduct classroom studies of the teaching of newly arrived immigrant pupils. At the same time, they would examine the problems teachers had in the teaching of this pupil group or the pedagogical approaches that had positive results. Discussion on pedagogical competence began.

The second meeting involved discussions related to the level at which these principals were involved in the teaching situation of newly arrived immigrants, and the way in which they were involved. The theoretical focus took up integration, interculturality and intercultural conflict resolution, as well as school difficulties. We conducted a mind-mapping of the teaching difficulties and the good educational approaches that the participants had observed during their classroom visits. Commitments ahead of the next time involved a review as to which tools these managers possessed that would allow for professional development of their staff.

On the third occasion, the focus was on the problems teachers had in their teaching and the problems management experienced in their leadership, as well as the different means used by principals in the professional development of their staff. Reflections on lectures that were held at the respective schools and the developmental needs of schools took up half of the meeting time.

During the kick-off, the wish to continue with the think tank was made clear. The fourth meeting focused on what the participating principals do to move their schools from having a mono-cultural to an intercultural organizational culture. In addition, the lessons that could be taken, the conclusions that could be drawn from the project work, and the new questions that the project had raised, were discussed. This occasion also included professional guidance in the form of a reflection team that was presented as a means by which management could work.

According to the participants, the think tank was the only place they have been able to talk openly and raise their questions and queries without the worry of doing

or saying something wrong. "*An indispensable opportunity for reflection and support in the role as principal*". You leave the meetings feeling stronger and having new insight. Quotation from a participant:

> Being able to talk to others who somewhat share the same challenges and who understand what others do is very interesting. Your think tank provides for a long-term understanding of the subject. Both parts are important, but the long-term understanding is more attainable through meetings that are headed by somebody who has the task of getting participants to be more aware. Without the leader, it becomes too easy simply to focus on solutions for the here and now, and that is not good enough. (Principal)

To summarise, the think tank with the principals formed an important part of the interactive school and management development project, and enabled the problematics of the project to be established at the management level within the organization. It became quite clear that those principals who had taken part in the think tank felt a greater responsibility for the newly arrived immigrant pupils and dismantled the "Mother Teresa – Syndrome" – that is to say, that a teacher "privatizes the issues" and takes complete managerial responsibility for newly arrived immigrant pupils. The principals grew in their intercultural management role and gained increased understanding of the framework that both limits and opens up opportunities for them as principals. The fact the principals worked in four different municipalities with the same type of newly arrived immigrant pupils opened up for opportunities to compare the political and systematic conditions of their leadership. At the same time, it was valuable in terms of research to gain more knowledge and understanding at the school level of the reality that principals face as leaders in intercultural school development.

7.6. Conclusions and discussion

The purpose of this paper has been to describe a project aiming to improve the schooling and integration of newly arrived pupils, with particular focus on the role of principals in leading the processes promoting this. In summary, we conclude as follows:

- Staff, together with their principal could chart and make visible organizational, pedagogical and didactical challenges; and in conjunction with this, develop organizational changes and new pedagogical methods

- The research circles proved to be a dynamic tool for making visible the work of the teachers, which created motivation to initiate collegial and intercultural learning

- The principal plays a key role in the initiation, organization and development of the school for newly arrived pupils and their integration

- The collaboration between educators/researchers and the school professionals developed new knowledge and understanding that can be used in educational contexts and future research

- School professionals were given analytical tools and learnt how to problematize, question pre-conceived notions, and work with research oriented methods

Among the above conclusions, in our discussion we first and foremost want to focus on the role of the principal. The research study Rektor – en stark länk i styrningen av skolan [The Principal – A Strong Link in the Running of a School] (Nihlfors & Johansson, 2013) highlights the central significance of the principal in the running of a school. By way of analogy with the metaphor of the principal as a link is the summarizing experience from the initial work in the project that when it comes to work with newly arrived immigrant pupils, initially the principals appeared to be weak links. In light of the understanding of the assignment and responsibility for the assignment (Oxenswärdh, 2011) related to newly arrived immigrant pupils, principals can, at the introductory stage of the project, be understood to have relatively little understanding of and responsibility for the assignment. It became apparent that they mainly cultivated an administrative leadership (Berg, 2011), and only to a certain extent a pedagogical leadership (Skolverket, 2010, 2012/2015). The principals relied greatly on their colleagues. Those working with newly arrived immigrant pupils were in many cases engaged, knowledgeable teachers and study instructors. There is a positive side to this. It can be understood as an expression of how the principal trusts his or her colleagues, delegating and giving them responsibility and space in which to act. At the same time, this can be problematized as deficient pedagogical leadership. Since the principal has the mandate to steer organizational aspects and the budget, limited frames of reference related to intercultural leadership (Lahdenperä, 2008, 2015) can result in the organization for newly arrived pupils not receiving the support from management nor the economic resources that may be needed for good quality and for goals to be met.

What we see as another important area in our conclusions, concerns intercultural and collegial learning. Interculturality requires communication and interaction

between actors from different professional groups. It is important that the principal in his/ her pedagogical leadership create arenas where opportunities are given to exchange experiences, reflect, learn from one another and to collaborate. This is not simple since the whole school organization must be involved in organizational learning with the goal of continuously developing within an intercultural learning environment (Lahdenperä, 2004, 2008). To reach this goal, the coordination of different project elements – research circles, lectures, a think tank and teacher collaboration/ cooperation – allowed for synergy effects and for views towards continued quality development. In light of the documentation, collected experiences and feedback from the participating schools, this proved to be a good design. We see the opportunity to follow up the effects of the project at the level of the pupil as a particularly interesting continuation.

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8. VALUES CONTAINED IN THE NATIONAL REQUIREMENTS FOR SCHOOLS AS A DETERMINANT OF THE CONCEPT OF EDUCATIONAL LEADERSHIP IN POLAND

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Abstract

The article deals with the issue of coherence of two models created in recent years in Poland in the area of education: the model of the modern Polish school described in the requirements for education, and the model of educational leadership, created for the needs of training future principals of educational institutions. The requirements specify the areas of the work of schools and educational institutions that are deemed priorities from the point of view of education development. The research problem developed in this article concerns the question of coherence between the concept of school, as it is couched in the form of requirements for education, and the created model of educational leadership. These two models were compared taking into consideration the values that are their foundations. The research was based on text reading as its method. The conducted analysis allows for a conclusion that in the axiological dimensions both these models are coherent.

Key Words

requirements for education, educational leadership, values.

8.1. Introduction

Since 2009, external and internal evaluation is compulsory in every educational institution in Poland as an element of the modernised pedagogical supervision (Rozporządzenie 2009). The external evaluation examines the educational standards, so-called national requirements for educational institutions. These standards comprise the characteristic model of a modern school. The Polish State sets out here which fields of operation of schools and institutions are regarded as especially significant, with priority given to the development of education. The requirements concisely determine the required state of different areas of institutional operation, e.g. "The educational processes are organised in a way favourable to learning". The meaning of this and other requirements is particularised in the so-called 'descriptions' of the requirements determining the expectations for educational institutions on two levels (basic and high). The national requirements are adjusted to the specific nature of different types of institution; thus, one set is for schools, another for preschools, and yet another for pedagogical libraries. The requirements were modified twice, in 2013 and in 2015 (Rozporządzenie 2013, Rozporządzenie 2015), as a result of studies and analyses conducted by institutions involved in the execution of the project concerning the modernisation of pedagogical supervision.

Principals of schools and institutions are obliged to meet the national requirements and to follow the values which are the foundation of the created modern model of Polish schools. Since 2013, there have been attempts to work out a model of educational leadership in Poland. Institutions working on the modernisation of pedagogical supervision were also involved in this project. That is why it is interesting to find out to what extent the concept of school is expressed in the form of national requirements and whether it is consistent with the created model of educational leadership, taking into consideration the basic values of the national requirements and the necessity of school principals to act in accordance with them. This research problem will be developed in the article.

8.2. Research method

The research method used in the study was "reading the texts" (Batko 2015). According to Batko, "the thing giving us particular insight into an organisation is a word (…). We read texts in order to understand organisation, to understand hidden meanings" (Batko 2015, p. 109). This method, originating from hermeneutics, usually requires multiple reading and interpreting as well as commenting on the studied texts. Critical reflection finalises this process. "Pre-

understanding" resulting from the reader's immersion in a certain culture is an important element of coming into contact with the text (Gadamer 2004) because it determines how we anticipate the direction of our interpretation. While reading, we refer to the contexts, we engage our knowledge and experience and we build understanding of the examined texts. We try to discover things that are not visible on the surface of the text, not expressed directly, not couched in words, things hiding behind the text and disappearing in the lexical layer.

In my opinion, using such an approach to resolving the problem is an especially interesting challenge in the context of my own involvement in the works on the very documents examined here, since I have participated, as a member of the planning teams and as an expert, in the project concerning the modernisation of pedagogical supervision and in the second stage of the project *Leadership and Management in Education*. It seemed interesting to me to find out to what extent and in what way I would be able to uncover the subsequent layers of the texts, and what my reflections would be after the analyses and interpretations, especially in the context of my specific knowledge of these documents, resulting from working on the projects.

The research was conducted using the available source materials: legislative acts, materials elaborated within the project *Educational Leadership* and literature in the field connected to the issue under investigation. The analysis was carried out in several steps. It started with analysing and interpreting the national requirements for schools contained in the attachment to the Regulation of August 2015. First, terms used repeatedly in the content of the requirements (Rozporządzenie 2015) were identified and their frequency was calculated. This procedure, used in the analysis of the content, shows the significance of terms stressed by selecting key terms and repeating them. Next, the language and semantic context of these terms' occurrences were examined and the the requirements was read closely once again. Taking into consideration the results of the previous analysis, the requirements were interpreted more deeply to answer the question: what were the values written into the content of the requirements? Subsequently, the list of values and the specification of the competencies of an educational leader were analyzed – materials developed in the project *Educational Leadership*. The last step was comparing the axiological models included in the concept of requirements and the concept of educational leadership and drawing conclusions. In the discussion, the results of these analyses were compared with other texts and studies concerning educational leadership in Poland. Conclusions from the entire study are presented at the end of the article.

8.3. Why values?

The way a school functions depends on a number of factors; however, the reasons for decisions and actions are particularly important and these reasons include values. The term "value" is defined in multiple ways. Social sciences such as economics, law, sociology and psychology apply the term "value" to things that are desired or worth desiring (Mariański 2006). For the purpose of this article, I present below several proposals for understanding the term "value" that I find useful in the context of the issue under investigation.

Brigitta Nedelmann understands the term "value" as "giving expression to desired social situations" (after: Mariański 2006, p.337). The school operations model is a proposition of some "social situation" but is it the desired one? What is the "good" school today, for whom is it "good"? (see discussion, for instance, in MacBeath et al., Mazurkiewicz 2011). Jean Rémy defines values similarly. In his opinion, values express the goals at which the group aims and which are shared by a significant majority or by all the members of this group (after: Mariański 2006, p.337). Jürgen Friedrichs sees values as a conscious or unconscious idea of what is desired, which reveals itself in the preferences of selecting alternative actions. According to Friedrichs, values control attitudes (after: Mariański 2006, p.337). In the context of education, it means that school communities and their leaders, by preferring a certain model of school and of educational leadership, create attitudes according to these models that, in turn, determine social and organisational behaviours. Michael Fullan suggests a similar view. He claims that values influence what we do and how we do it; they comprise a source of basic goals and tasks giving a clear sense of purpose and direction of actions (after: Haydon, 2007). Such an approach is shared by Roksana Ulatowska who proves that values penetrate our aims and goals thanks to actions. When we undertake a certain action thoughtfully and intentionally, it becomes our intentional act (Ulatowska, 2015). The legal aspect, interesting for me due to the fact that the model for school is set down in the law on education, is considered by Hanna Malewska-Peyre. According to her, a value is what the social stakeholders (people or social groups) recognise as precious or what they deprecate, recommend or ban, recognise as perfect or condemn. This approval or disapproval can cause various (group or society) social sanctions and can be institutionalised in the form of an act of law (after: Mariański 2006, p.337).

Taking into consideration the aims of this article, it seems justified to place the reasoning on this subject in the area of management. In the literature on human

resources management, values are seen, among other things, as human needs motivating people to take actions (e.g. the need for appreciation or self-development), and authors frequently refer to the theory of Abraham Madlow (Stoner J.A.F., Wankel Ch., 1994).

Considering the above-mentioned definitions of values it seems important to ask: is it possible to create a catalogue of universal educational values, shared and desired by all school communities? It is worth noticing that the requirements for schools and educational institutions are legally binding and can be understood as a decreed model of operation, obligatory for everyone, despite such huge social diversity involving ideologies, lifestyles, religions, individuals' experiences and their knowledge, needs, desires, aspirations, personalities and opinions on what a school should be like etc. The political aspect is quite clear here: decisions on how the modern school should look are made based on adopted assumptions resulting from the knowledge of modern theoretical approaches and studies, but also on ideological assumptions. Additionally, values can be defined differently: what does freedom or diversity in education mean? Understanding these terms in reference to education can be determined by the adopted theoretical assumptions and educational practice. To execute values like participation, cooperation or engagement of students, it is necessary to know the meaning of these terms, actions helping to implement these values in school practice, and the attitudes necessary to conduct actions in the desired way. However, continuous discussion on the subject of values, and mutual learning about different ways of understanding certain values by different persons and entities, in specific contexts, can also be a value itself. It can be added, based on Jürgen Habermas, that non-strategic communication would be desirable in this case because it allows for negotiating meanings in search of reaching agreement and not pursuing one's own interests (Habermas 1999). Taking into account such an approach, the created models of school and of educational leadership, and the axiological model included in them, can be called negotiative in the spirit of social constructivism, redefined for the needs of a specific school community.

8.4. Axiological dimension of the national requirements for schools and the concept of educational leadership - analysis results

Analysis of the content of the requirements indicates that a school/institution[1] and a student are at the centre of thinking. These are the terms repeated more than twice as frequently as other terms (the list of identified terms and their frequencies is presented in Table 1). Other subjects creating the school environment appear

much less frequently: teachers, parents, the local environment, other employees (non-educational) - once; principal (once). Thus, the interpretation of these results leads to the conclusion that the subjects receiving the most attention are school as an institution/organisation, the community and students in schools. In five cases, it is mentioned that it concerns "every student" in school, e.g. "Teachers create situations encouraging every student to take diverse actions". At the same time, it is worth noting that other subjects: teachers, parents, and the local environment are also mentioned in the requirements; they are not omitted. However, the phrase "other school employees" and the word "principal" occur only once, both in the requirement "Managing a school or an institution serves its development". In the description of this requirement, we read: "Managing a school or an institution favours the participation of teachers and other school or institution employees as well as students and parents in the decision-making process affecting this school or institution." This phrase indicates that it is expected that the concept of participative management will be introduced at school.

The next terms connected to education occurring with high frequency are: "development," "education," and "learning". Simplifying, it can be concluded that to some extent they are synonyms. Thus, it is visible that in the proposed model, learning and development - of school and students - are emphasised. Examples of the regulation provisions: "Planning educational processes in schools or institutions serves the development of students;" "Students initiate and execute diverse actions for their own development, the development of the school or institution and the local community, and engage in them in different ways." An equally frequent term is "education" - one of the requirements directly says that in school "the value of education is promoted," emphasising the importance of schools' actions aimed at creating a common belief that education and learning are important and desirable as autotelic values.

The next terms of relatively high frequency are "process" and "needs." It is worth noting here that the word "process" occurs most frequently in the phrase "educational process," while in the case of "needs", we talk about the needs of a student, group, class, school, or the local environment. According to the meaning of the provisions of the Regulation, the needs of these subjects should be recognised and met during the conducted educational processes. Examples of provisions where these terms can be found:

"Organising the educational processes enables students to associate different fields of knowledge and to use this knowledge;" "Teachers use different methods of work adjusted to the needs of a student, group and class."

In the requirements, verbs connected to the process of management and taking actions are the most frequent. These are words like: executing, analysing, acting (taking actions, executing actions, conducting actions etc.), organising, managing, planning, using. Most of the time, the subject who is supposed to perform these actions is clearly stated, e.g.: "Students initiate and execute variable tasks for their own development;" "Teachers, including teachers working in the same class, cooperate with one another in planning, organising, executing and modifying the educational processes."

Usually, active voice and indicative mood are used indicating the activity of the acting subjects. The used verbs express ordered and logical actions, a process; making decisions based on data is mentioned - as in the cited examples: "initiate and execute," "cooperate in planning, organising, executing and modifying the educational processes," or in other examples: "At a school or institution the achievements of every student are monitored and analysed, taking his development into consideration, and conclusions from these analyses are drawn and implemented;" "Managing a school or an institution favours using the current knowledge in pedagogy, psychology and related sciences."

Other terms semantically associated with each other are: "cooperation" (occurring 8 times) and "mutual" (7 times), while cooperation of different subjects and mutual development are described, e.g.: "Students cooperate with each other in performing the activities resulting from the actions of the student council;" "Teachers cooperate in planning and executing educational processes;" "The cooperation of schools or institutions with the local environment influences their mutual development."

Other terms occurring 5 or more times are: "achievements of students," "diversity," "exams," "serve," "own." Such terms as "activity" and "initiative" (in total these words occur 6 times) are also semantically close.

Further analyses and interpretations allow for a conclusion that in the concept of the school operations model in Poland, collectivity in action is significant - co-action of different subjects, cooperation, collectivity, participation understood as participating in actions and making decisions concerning school and students. Participation concerns all the key subjects of school: students, teachers, parents. Although values which make cooperation and participation possible, such as: "partnership," "trust," "respect," "responsibility," "security" occur as terms only once. The meaning of the provisions indicates that these values are in fact present in the promoted vision of modern Polish schooling. For example:

"Rules of conduct and coexistence in a school or institution are agreed and obeyed by students, school and institution employees, and parents. In a school or institution, actions against discrimination are carried out including the entire community of the school or institution;" "Parents co-decide on the matters of a school or institution and participate in the undertaken actions;" "In a school or institution, the undertaken educational and preventive actions are analysed with students and parents, including those aimed at eliminating risks and strengthening proper behaviours."

In the provisions, including those cited above, it is clear that the following issues were considered: dialogue, negotiating different issues with different subjects of the school, equality of all the subjects (stressing that the undertaken educational actions concern "every student" is especially noticeable), and clearly postulated school openness - to diversity, new knowledge, contacts with different subjects etc.

Summarising the results of the analysis, it can be concluded that the central values included in the requirements are: the development of a student, a focus on the learning of students and the entire school community, the primacy of the learning of students over teaching, and, in connection with that, the non-paternalistic role of a teacher. Actions intended to enable this require activity and initiative from different subjects. Educational processes have to be organised in a way that facilitates learning. Taking actions, as indicated by the analysis, should be done in a reflective way, based on the obtained, analysed and interpreted data, using the potential of different persons and entities, in dialogue, and using examinations, both internal and external. School should enable the development and fulfil the educational needs of every student, ensure good relations and cooperation, and create a climate favouring learning. As it is stated above, the requirements clearly include the concept of participative management. The task of a principal is to create conditions enabling participation. The requirements include the concept of managing a school as a learning organisation. The importance of a school's concept of operations, co-created and implemented by the school community, (the first national requirement) is emphasised,

The described axiological model should, it seems, determine the vision of educational leadership if the national requirements are to be implemented. Does the leadership model created in the project *Leadership and Management in Education* address the challenges included in the national requirements, obligatory for every school in Poland, and if so—how?

Reading materials created in the project *Educational Leadership* indicate a high consistency between the model of schooling included in the requirements and the postulated model of educational leadership. Among the indicated values deciding the shape of educational leadership we can find most of the values defined above as the results of the analysis of the axiological dimension of the national requirements. The list of values created in the project of leadership contains the following: freedom, equality and social justice, respect, trust, responsibility, courage, honesty, development and learning, openness, dialogue, orientation towards serving, participation, diversity, reliability, reflectivity, solidarity. Based on these values, a competence model was built, assuming that the following are priorities: reflection on what the foundation and the source of goals and tasks is for the educational leader, what is desired, what will determine his attitudes and give him a sense of purpose and direction of action. The analysis shows that the competence model created for the purpose of the process of educating principals of schools and educational institutions in Poland consistently also contains references to the values contained in the national requirements. Among the key competencies and their elements, the following are mentioned:

- focusing on the school operations concept resulting from the adopted assumptions concerning education, including: creating the school operations concept on the basis of assumptions on learning and development, in cooperation with all the involved parties, concentrating on the process of learning of all the members of the school community and creating situations favouring learning and development;

- communicating with others with the aim of building an agreement and maintaining relationships; listening and giving constructive feedback;

- building a school culture focusing on the process of learning of all the members of the school community by creating situations favouring learning and development;

- managing a school as a learning organisation;

- cooperating with the environment for mutual development;

- popularizing the values of learning in the local society;

- creating and executing a human relations policy aimed at the development of employees, including: building a participative model of making decisions in different areas of school management;

- building a model of school management based on cooperation;

- reflectivity.

Other key competencies concern fields connected with the educational leader's own development and readiness for continuous learning, building self-awareness in the context of the adopted role, conceptual and strategic thinking, systemic school administration, empowerment of school's employees and care for their development, and systemic thinking and conscious implementation of the vision of leadership. It is assumed that the development of these competencies will be determined by the axiological model created within the project. The above-mentioned competencies show that educational leaders are usually identified with principals because in the current conditions of schools' operations they are the ones responsible for the administrative dimension.

8.5. Discussing the results and conclusions

The conducted studies on leadership indicate that leadership comprises two key descriptors: leadership style aimed at teaching and the style aimed at administering (Piwowarski & Krawczyk 2010). According to the results of the TALIS 2008 survey studies, most principals represent both styles at the same time; however, Polish principals significantly more frequently declared a leadership style aimed at teaching (Piwowarski, 2014). Other comparative studies conducted by Rafał Piwowarski and Peter Litchka suggest that Polish principals think that, for the success of students and schools, honest and hearty appreciation of the staff and encouraging people to act are important in educational leadership. Whereas American school principals regarded as important: showing how to behave properly, determining directions and encouraging people to act (Piwowarski 2014).

Studies by Jakub Kołodziejczyk show that defining leadership by principals can be interpreted in the categories of those concepts which see the leader as the most important stakeholder (classic, transactional and visionary paradigm), as opposed to the organic paradigm in which leadership can be held by a group or dispersed between a lot of people (Kołodziejczyk 2015). Conducted partly on the same data, the analysis of the types of leadership with reference to the typology proposed in the GLOBE research (Dorfman, Hanges & Brodbeck, 2004) by Marta Shaw and Joanna Kołodziejczyk (Shaw & Kołodziejczyk, unpublished data) confirms the conclusions drawn from the studies by Jakub Kołodziejczyk. The studies indicate that leadership that can be determined as participative leadership is not the predominant way of thinking of principals in Poland. 38.59% of principals recognised educational leadership in such way. Another 48.5% were inclined to

see an educational leader as a charismatic leader, and 33.9% connected educational leadership with the autonomous/procedural type of leadership.

Thus, the results of the studies on educational leadership in Poland are not unambiguous and further exploration of this issue is necessary, especially in the context of applying the model of educational leadership created in the project to school practice. Referring this to the main aim of this article, it can be concluded that coherence of both concepts can be seen in the system of values constituting the school model included in the requirements and in the model of educational leadership. On the other hand, it is worth considering the different views of principals on the concept of educational leadership, as indeed shown by the studies here cited. Some of these concepts are based on axiological models different from the one postulated in the project of educational leadership. So, to make the possibility of implementing the national requirements for schools in the currently-proposed shape believable, further social discussion on this issue is required. Implementation of, for instance, the concept of participative management included in the requirements would be hard if the beliefs, attitudes, management styles, and management methods and techniques used are closer to, for example, prescriptive management.

In the end, it is worth mentioning again that, in Poland, principals are responsible for the implementation of the national requirements. In the specification of educational leadership competencies, no values that would conflict with the national requirements were found, although the focus on educational leader development is significant, while development of students is less accentuated. Here, I would like to add that the term "educational leadership" does not appear in the national requirements; only management for the development of a school/institution is mentioned. Maybe educational leadership is worth implementing in the operations model of modern schools, the image of which we can find in the national requirements.

Table 1. Terms occurring the most frequently in the requirements and their frequency

Term	Frequency of occurrence
School	56 times
Institution	53 times
Student	48 times
Development	22 times
Teacher, executing, actions	15 times
Education, learning	13 times
Needs, process	12 times
Parents	11 times
Analysing/analyses	10 times
Cooperation, organising, leading, using/taking advantage of	8 times
Mutual, local environment	7 times
Achievements of students, management	6 times
Planning, conclusions, diversity, exams, serving something, own	5 times
Educating, shaping, school operation concept, classes, curriculum, adequate	4 times
Activity, initiative, evaluation, improvement, recognition, ensuring, supporting	3 times

Source: own elaboration

1 the term "institution" is not used as the synonym of "school" - usually it is written "school and institution". This is imposed by the fact that the requirements are directed to schools and educational institutions

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9. FACILITATING LEADERSHIP: THE ANSWER TO THE QUEST FOR RESPONSIBLE LEADERSHIP

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Abstract

From our research in professional and business ethics (a/o PhD-research at the University of Antwerp (Siebens, 2013) as well as from our personal experience we've learned that the traditional approach of leadership, being directive and hierarchical, does not work anymore. It has become ineffective, even counterproductive, as a consequence of the rapid pace of change all over the world. Organizations are confronted with a lot of new challenges. We believe that leadership actually also has to confront the relatively new situation of diversity, that is pluralism. Thirdly most leaders, especially in education, are confronted with highly skilled and specialized co-workers. Knowledge workers – soon 50 % - are intrinsically motivated and don't appreciate hierarchical control. (Weggeman in Kusiak, 2012). For them leadership needs a clear participative and ethical dimension. So, we may not be too surprised that the interest for leadership is great: a/o participative leadership, situational leadership (Blanchard & Johnson, 1981), effective leadership (Covey, 1992), spiritual leadership (Verstraeten, 2003), integrity based leadership (Kaptein, 2003), situational leadership, transformational leadership, participative and shared leadership, ethical leadership (van Weltzien et al, 2002). In addition many authors present a range of best practices. Whatever the concept used, it will have to address the realm of complexity and change, intrinsic motivation and the power of knowledge. Eventually we can and must put the crucial question: "Which leadership style may be labeled as 'accurate' in these times of insecurity?

Key Words

leadership, control, ethics.

9.1. Preliminary exploration through a selection of literature

Despite extensive research it remains unclear which aspect(s) do(es) characterize a well and ethically performing leadership. Despite the huge amount of literature about ethical leadership, all with its own approaches, concepts and definitions, we (Siebens, 2007) came to a definition of ethical leadership in general as "leadership with an ethical dimension, paying attention to the needs and interests of all stakeholders (stakeholders' imperative)". According to Fisscher, Karssing and Nijhof's research (2005) the following competences are needed to accomplish this: a deeper, richer and better way of understanding responsibility towards all stakeholders and of arguing decisions (in the framework of responsibility). But it still remains unclear what this could mean in day-by-day situations.

9.1.1. Management literature

A lot of research has been published about leadership. As is often the case this is much more an indication of serious problems and shortfalls than of success. Part of this literature is about effective leadership and is narrowed to the daily functioning. It focuses on functional characteristics and thus on the management part. Still another part is about the reverse: the need for spirituality and the ethical anchorage of leaders.

We may conclude that leadership is not synonymous to management. We notice that the focus of the latter is on day-to-day technicalities (organizing and controlling) based on technical rationality. According to Drucker (Bennis, 1987), "managers do things right, leaders do the right things". According to Bennis and Thomas (2002) there is also a difference in time perspective: managers are managing the short time output, whereas leaders are oriented towards long term objectives. It's also about the difference between extrinsic and intrinsic motivation. A leader is someone who stimulates and supports intrinsic motivation.

Whether or not there is an essential difference, most people still simply define a leader by his ability to lead, meaning to create a vision and to encourage other people to act accordingly. However, we must pose the question whether this concept is still correct. Is it correct to define the leader as the one who is looking further and broader than everyone else in the organization, as the one who has all the answers? We must even go one step further. The traditional view on leadership – vision based leadership – implies the presupposition that it's up to the leader to build a vision on the organization. We strongly disagree with this 'Roi Soleil' point of view of the leader: "Le roi gouverne pas soi-même" and "L'Etat, c'est moi'. In

modern organizations, especially in organizations with a large number of knowledge-workers, everyone has a personal vision, which doesn't imply that everyone automatically shares the same vision. Leadership probably may no longer be characterized by its competence to build a vision for itself, but by its competence to disseminate all necessary information, enabling co-workers to realize their own personal opinion and by its competence to structure, coordinate and finalize the group and organizational processes towards a shared, common vision. So, we don't agree with the simple utilitarian and opportunistic definition of Machiavelli (2004) and the opinion of Louis XIV. We must admit that indeed leadership is often about staying in power, as managers are often afraid of losing their control, status and position. This fear of managers to leave the traditional role of the autocratic leader for a partnership approach is the psychological pendant of the famous fear of co-workers to participate in teamwork and participative projects (Siebens, 1999).

9.1.2. Leadership within the discipline of professional and business ethics

Business ethics has also paid a lot of attention to the issue of leadership, as a direct topic in itself (a/o von Weltzien (ed.), 2002; Kaptein, 2003; Maak & Ples, 2006; Siebens, 2007) as well as a subtopic within a reflection on a/o quality care, stress at work, corporate governance and participation. We may state that almost all ethical discussions on professional life and business organization include a clear link to the topic of (the consequences for) leadership.

But often literature on business ethics still repeats the old, autocratic vision on leadership when it states that ethical leadership means that the leader has a clear view on ethics in his organization (most of the time described as the values, virtues or principles) and succeeds in his implementation of this view in the organization. This ethical leadership approach still is leader-centered. Among others Edelmann (1994) makes up an alternative list of characteristics of ethical leadership, which includes the requirement to inform the co-workers, to consult the co-workers about everything they are involved in, to give them support and advice, to show compassion in case of private problems, to defend co-workers against outsiders, to respect the privacy of the co-workers, to control transparently, to be honest when evaluating and to be fair in compensation. But still there is no definition about ethical leadership agreed upon.

9.1.3. Learning from performing leadership in education

School leadership, understood in a participative and shared sense, is a core aspect of the concept of the 'policy making competence' in Flemish education (Dang Kim, Devos, Mahieu, Van Petegem & Warmoes, 2005; VLOR, 2005; Vanhoof & Van Petegem, 2006). Our PhD-research (Siebens, 2013) on the intuitive definition(s) of responsibility with principals in Flemish secondary schools revealed values and virtues, integrity and spirituality, stakeholders and their needs, caring, communication and participation as being the core concepts of their self-image as a responsible school principal (Siebens, 2013 & 2014a).

It's our opinion that the main sources for the fundamentals of good leadership is pedagogical theory itself. We can learn from (good and bad) teaching practices. After all, teaching is essentially about leading groups of people, focused on output (effectiveness). One of the most controversial, inspiring and influential pedagogical theories of the past decades is Freire's (1970) theory. According to Freire we can distinguish two fundamental styles of education and so of leadership: the 'educaçao bancaria' (banking concept) versus the 'educaçao problematozadora' (problem-posing concept). Whereas the first one is oriented towards the learning of subject matters, the second one is orientated on the learning process. So, the first one focuses on the agenda of learning, whereas the second one focuses on the process. Freire's distinction runs parallel with the fact that the first style is based on a one-way-direction from teacher to pupil. The banking concept considers people as adaptable, manageable beings. The second educational style starts from the conviction that the pupil already has a lot of experience and expertise, but has to bring this into the open, must reshape this into conscious knowledge. Therefore, the teacher's role is not so much bringing in new knowledge, but activating the intrinsic learning competences of the pupil by putting questions and confronting the pupil with problems. In the second and highly favored style of teaching we can recognize Socrates' opinion on educational dialogue and Habermas's description of a 'Herrschaftsfreie Dialog'.

9.1.4. Leading as group dynamics

Good leadership must be understood within its environmental relationship: co-workers, the group (and its dynamics), the organization and the broader environment. So, leadership is a dynamic, interrelational phenomenon. Hereby, a different source for understanding leadership is the literature on group dynamics. Literature on group dynamics often introduces a continuum between two extreme types of leadership: autocratic versus laissez-faire style; directive versus non-

directive; task- versus relationship-orientation (Blake and Mouton (1978) call it 'concern for production' versus 'concern for people'). So, the most important criterion used in this literature to make a distinction between different leadership styles is on how the leader uses his formal power, and more especially what he is aiming for.

An important issue within the discipline of group dynamics is about efficient meeting techniques. Besides the traditional focus on the chairmanship of meetings, the focus is all on the process, being a combination of group dynamics and formal procedures. This implies that the chairman first of all pays attention to how things are discussed and decided, and on the intentions. Not so much on what is discussed and decided.

9.1.5. Characteristics of (ethical) leadership

It may be obvious that the quest for the 'Holy Grail' of leadership is still unfinished. There still is no unanimous definition. As a conclusion to this chapter about a literature review we can formulate a/o the following essentials about leadership adapted to our times:

- Leadership is about leading. Thus, any type of leadership must make clear what, who and how is being led;

- Any leadership definition, especially about the ethical aspects of leadership, must be practical, meaning that it must offer operational and practical applications for day by day management;

- Leadership must be approached as a dynamic, situational phenomenon;

- Leadership gets a bigger inner strength the more it opens to change. So, change must be an intrinsic aspect of the concept;

- Leadership has to do with power, even when it is about ethical leadership, but basically it must be based on authority;

- Leadership is linked to the organisational culture;

- Leadership needs to be based on real communication and participation, and so cooperation (teamwork) is crucial;

- Leadership must be ethical within a stakeholder-approach, that is participative (at least to the co-workers). That is the reason why we define real leadership as ethical leadership, as "leadership with an ethical dimension, paying attention to the needs and interests of all stakeholders (stakeholders' imperative)" (Siebens, 2007).

9.2. Towards a deeper perspective on: 'facilitating leadership'

It may be obvious that the quest for the 'Holy Grail' of leadership is still unfinished. However, one thing is for sure: most of the concepts and theories about leadership start from the unspoken presupposition that every leader needs followers to be a true leader. Is this presupposition correct? Can we imagine an alternative vision on leadership, not built on this hierarchical presupposition? In this chapter we dare to add yet another approach, which will help us to describe and define the notion of ethical leadership.

As stated by Senge (1990; 1999), leadership has to do with enabling people, groups and organizations to create their own future and the specific processes of change necessary to realize it. Therefore, the facilitating leader is a leader who creates the necessary conditions and facilitates excellent group dynamic, organizational context and processes for participative group discussion and decision-making. This also includes the coaching of hierarchical 'subordinates' to be facilitating leaders themselves towards their colleagues. Thus, we fully subscribe to the view of Daniëls and Fabry (1995) on leadership: "Talk to people about their purposes and objectives. Help them to get insight in the situation in which they are situated and let them determine the targets and goals themselves. Then, give them the power over the processes in which they are involved, see to empowerment. And, as manager and coach, keep an eye on the process – review – without interfering in everything." [1] So, we can define facilitating leadership as a style of leadership oriented towards the competence and ability of a group or organization to realize highly efficient and effective, qualitative, ethical decisions. It enables and supports the individuals and the group or organization as a whole to build their opinions and finally to reach a decision in consensus, by facilitating the right group dynamic and organizational context, procedures and processes. Doppler and Lauterburg (1995) define the role of the new type of leadership as "to create the general preconditions that make it possible to co-workers with a normal level of intelligence to perform their tasks autonomously and efficiently". We fully endorse this definition of modern leadership, if enlarged to the level of groups and organizations as a whole. This type of leader is not so much involved

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[1] So, the expression 'facilitating leadership' does not mean that leadership has to be facilitated, but that leadership ought to be facilitating (to the stakeholders, first of all the employees).

in the agenda of the decision itself – except maybe to articulate suggestions – but is strongly involved in the participative quality of the group processes and discussions. Therefore, we define this role as facilitating leadership. As 'primus inter pares', first-among-equals, and by becoming a colleague in the true meaning of the word this facilitating attitude will be the basis for the leader's (informal) authority and the acceptance of his (formal) power.

One of the keys is the vision on and focus of control (Siebens, 2014b). The facilitating leader is not so much interested in controlling the agenda as in controlling the decision-making process itself. A facilitating leader is concerned about the who, how and why, not so much about the what. Because the facilitating leader is trying to control the democratic, participative and so the ethical quality of the process, diversity, non-linearity and sudden changes are therefore less of a problem. Whereas the autocratic and psychopathic leader strongly requires an attitude of obedience, the facilitating leader aims for an attitude of commitment. The facilitating leader wants to stimulate and support self-control (see illustration 1) - in second order social control - supporting and guarding the social cohesion and the social capital of his team and organization.
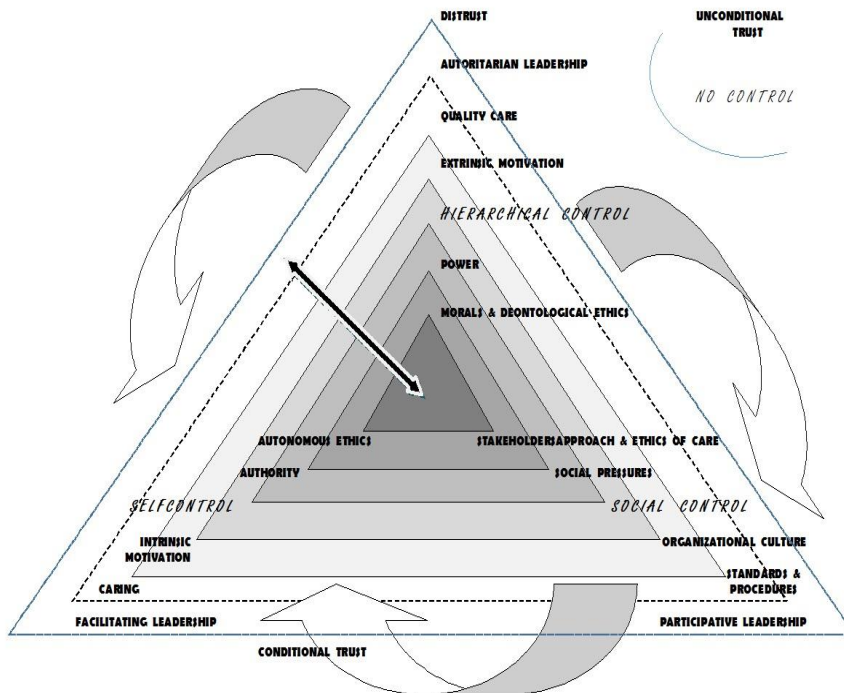

Illustration 1 - control, social control and self-control (Siebens, 2014b)

This type of leadership is focused on empowering the co-workers. Because of his educational approach such a leader could be called a coach, who supports the growth and development of the potential of all stakeholders, especially the co-workers, and so to enable them to improve their job. However, we must not directly identify facilitating leadership with coaching, because this would imply a purely individual approach of leadership: leadership as a one-to-one-relationship with co-workers. He is a 'network-leader'. The facilitating style of leadership is situated within a decentralized context of bottom-up thinking and decision making, characterized by diversity and pluralism. Accepting the inner value of every person in his team (and every stakeholder in general) and by supporting personal ethical growth and responsible behavior that is focusing on inspiring employees to look beyond their self- interest and to focus on the common organizational goals he is also an ethical leader.

What does a facilitating leader actually do? First of all he supports the practical process (a/o reminding the participants about meetings, booking meeting rooms, ensuring that all necessary resources are available), ensures that the agenda is followed, maintains a collegial and supportive environment, ensures that the decision-making is built on an open and argumentative dialogue, summarizes the points of view of participants, points at the intentions (ethics) of the participants, brings taboos into the open, is the devil's advocate if necessary. Also interesting is what the facilitating leader may not do: being the expert, taking the decision for the team, rejecting the decision of the team. From an ethical point of view, the facilitating leader also has to guard the basic competences of responsible behavior: right intentions, integrity, empathic feeling towards other stakeholders, decision-making concerning all needs of all stakeholders and mental flexibility. He may, however, not support a closed, ideological and/or autocratic regime, culture or way of reasoning.

So, our point of view on leadership differs fundamentally from what most of the actual management gurus tell us about leadership. Gardner (1990) and Tosi (1982) define leadership as "an influence process". Our approach of leadership is much more in line with Savra's theory (1994) on facilitative leadership for local governments and civil services. Smith (2003) defines this style of leadership as "a people-centered, quality and results driven process of developing and supporting a culture in the workplace that facilitates goal achievement through effective relational processes". However, this author focuses facilitative leadership directly on a culture supporting the achievement of goals, whereas the notion of facilitating leadership focuses on the overall empowerment and personal growth of all co-

workers. Conley and Goldman (1994) define facilitative leadership as "the behaviour that enhances the collective ability of an organisation to adapt, solve problems and improve performance", with 'collective' as a strategic key word. Though this notion of leadership includes the basic intuition of transformational leadership, viz. the notions of self-esteem, self-fulfilment and self-actualisation, and the competence of a team to transcend its own self-interests and incorporates the interests of other (internal and external) stakeholders, it does not value enough the individual one-to-one-level in leadership. Therefore, 'facilitating' leadership clearly is a wider concept than 'facilitative' leadership. That is why we do not use the label facilitative to the style of leadership we support, especially when it concerns school leadership.

We fully agree with Schwarz (1996): more recently, heroic leadership has found his way in many organizations". Heroic leaders paint a vivid and compelling picture of the organization's mission and vision, and inspire and persuade the colleagues to help create this vision. This kind of leadership energizes members and can accomplish a lot. But with heroic leadership, the source of wisdom, direction and inspiration is still the leader. It's still leader-centered. Rightly Conley and Goldman (1994), and Hargreaves (1991) warn us about pseudo-facilitative behavior, where leaders use the language of facilitation while covertly trying to lead their employees to a preordained conclusion. This intrinsic risk of a hidden-autocratic style of leadership – which we so often have to perceive in the leadership style of our colleagues - is exactly what facilitating leadership is dealing with.

This approach of leadership implies among others the following basic characteristics and competences:

PERSONALITY	Curiosity, studious
	(Self-)critical
	Creative, innovative
	Loyal
	Integrity
	Empathic, compassionate
	Modesty; putting himself into perspective

STYLE	Open-minded, flexible, accepting change
	Strategic thinking on the long term (sustainable)
	Open to the environment, to stakeholders
	Participative, sharing power
	Team-player
COMPETENCES	Communicative, relational, social competences
	Meeting skills
	Empathy
	Caring
	Entrepreneurship and innovative attitude
	Professional knowledge and learning competence

Illustration 2 – main characteristics and competences (general conception) of the facilitating leadership style

Are there any concrete performance indicators for facilitating leadership? We suggest that, among others, the following indicators are measures of the facilitating degree of leadership.

Facilitating leadership is characterized by and based on the personal modesty of the leader considering the main questions of the organization (such as the mission and vision) and the way to manage them. This means that the leader has the competence to put himself into perspective considering his own opinions as being relative and not necessarily the definitive answers to the questions.

This style of leadership accepts critics as an opportunity to learn: "the practice of improvement" (Elmore, 2006). Facilitating leadership is the natural companion of quality care; innovation and change should increase. In a way the number of internal and external critical remarks and discussions is an indicator for the openness and the level of facilitation of leadership.

- Facilitating leadership must be built on intense participation with all co-workers. So, the number of consultations and meetings on all levels of the organization can function as a clear indicator.

- Facilitating leadership aims to engage as many people as possible with the decision-leader's level of facilitation. Optimally all co-workers are involved in self-steering teams.

- To enable all co-workers to be engaged in the decision-making processes effectively and efficiently, they must to be informed accurately. Therefore, the way in which data are gathered and disseminated is an indicator for facilitating leadership.

- Learning and self-development are significant points of concern. Facilitating leadership is characterized by the attitude of educating people. Therefore, the number of formation events and training programs indicate the growth of a learning organization.

- Learning has to do with evaluating the actual situation and policy. Therefore, the presence of periodical evaluations indicates the level of facilitating leadership.

- This style of leadership should increase autonomy and job satisfaction, and decrease stress levels.

- Though facilitating leadership is in itself a very good internal alternative for whistle-blowing, the possibility, agreed norms and rules, and a clear and well-known structure for whistle-blowing is required.

9.3. What is specific?

Where can facilitating leadership be situated against the traditional continua/dichotomies and aspects in management literature about leadership?

- Autocratic versus laissez-faire style (and in between the democratic style): facilitating leadership cannot be situated on the side of autocratic leadership, neither on the side of laissez-fire;

- Directive versus non-directive: facilitating leadership is non-directive;

- Task- versus relationship-orientation: a facilitating leader will pay attention to both aspects, be it that his attention for the task aspect will be procedural, concerning group dynamics and intentional and not concerning the agenda.

- Soft versus hard: given the importance of coaching and learning, does the notion of facilitating leadership imply that it has to be considered as a 'soft' leadership style, neither interested in nor capable of evaluating the subordinates for their mistakes and misbehavior? Certainly not. A leader who wants to facilitate his subordinates to perform their job the best they

can, will also have to give them feedback, especially when the feedback is not exclusively positive. Not formulating any point to work on means not offering the opportunity to learn and grow. Evaluating is also a way of facilitating. So, facilitating leadership includes being 'tough', from time to time (Siebens, 2013).

9.3.1. Shared and/or distributed leadership

Can we consider facilitating leadership as a synonym for shared or distributed leadership, both notions often used as synonyms? Though the aspect of sharing power by participation is clearly a fundamental aspect of the facilitating leader, these notions of leadership are not just synonymous. Firstly, shared and distributed leadership are quite different: distributing the power of decision making starts from the idea that the decisional power is owned by the leader and then gets distributed to some individual co-workers, whereas shared leadership is not distributed individually, but remains in the possession of the whole team. Secondly, the ideas of distributed or shared leadership do not define the role and style of the leader within the process of decision making, nor the level of participation. Distributing or sharing leadership can be limited to the lower levels of participation as giving advice or elaborating the decisions taken by the leader (Siebens, 1998). So, these notions of leadership do not necessarily imply the full notion of participation in the whole process of decision and policy making.

9.3.2. Situational leadership

The notion of facilitating leadership also includes a basic insight of situational leadership. Some colleagues need knowledge and skills, others a deeper understanding or confidence and self-esteem, and some need reflection or a clearer rationale of their actions, resilience or just more motivation and happiness. But, the notion of situational leadership itself does not tell us the whole story about leadership. It's just an aspect. Facilitating individual employees and teams in order to become their own leaders implies taking into account their specific situation and needs at a particular time and place. Though the concrete way of acting can be very different from one moment to the other, one employee to another, facilitating remains the basic idea and intention behind the way of acting of the leader. It's much more an (ethical) intention behind the leadership. It implies that facilitating can differ a lot, can have many different faces.

9.3.3. Feminist leadership

Is it correct, as many authors do (a/o Praetorius, 1998; Eagly, Johannesen-Schmidt & van Engen, 2003; Painter-Morland & Werhane, 2011) in line with the feminist ethics of care (a/o Gilligan, 1982, 1985a & 1985b), to define this facilitating leadership style as a female leadership style? [2] Insofar trust, encouragement, communication, relation, ethical values, integrity (and so on) are identified as aspects of facilitating leadership and, at the same time, as characteristics of feminist ethics one could state that facilitating leadership is close to feminist leadership. However, it is still unclear whether a gender specific leadership style is the reason behind the different way of behaving (called 'gender role') and the different hierarchical position of women and men in organizations, or that these different hierarchical positions and different expectations considering the behavior between women and men is the reason of a gender different style of leadership. Though it is still unclear that a facilitating leadership style is typical for women, it is clear that it can be entitled as a feminist leadership style. We can only hope that as much men as possible are willing to adopt this style in their leadership.

9.3.4. Effective leadership

What about effective (and efficient) leadership? Effective leadership is focusing first of all on the objectives, the quality of the output, whereas facilitating leadership is focusing much more on the process (to get this result). Though this does not imply that a facilitating leadership style is not interested at all in the quality of the output (effectiveness). Also on the conceptual level they both strongly differ. Whereas the first one must be situated within a utilitarian, consequential way of thinking, the second one is situated within a holistic (inclusive), process and a stakeholder oriented way of thinking. Considering the facilitating style of school leadership these fundamental differences imply a much broader definition and approach of quality and quality care. Especially when it concerns leadership in education the focus on effectiveness, output and performance – the economic approach of education - overlooks the essence of the educational process and the relationship between the student and the teacher.

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[2] For an overview, see: Tong, R. Feminist Ethics. In Freeman, R.E. & Werhane, P.H. (1997).

We should also notice a difference in the role to play by the leader and his co-workers. Whereas the targets and objectives in a context of effective leadership are set by the leader or even by someone from outside the organization (in case of a school the ministry of education or the inspectorate), the facilitating leadership style donates this to the team itself. It's the difference between a rather passive versus an explicit active role.

9.3.5. Servant-leadership

Since the 1970s Greenleaf (1977, 1991) has defended a notion of leadership called 'servant-leadership'. This concept of leadership implies the idea that a servant – the one who is really doing things – must be the leader, and so that the one who is leading must be serving the others. This notion of leadership historically refers to the etymological meaning of the Latin word 'ministerium': service.

Comparing the concept of facilitating leadership with Greenleaf's concept of servant- leadership one could wonder what is new. Indeed, both concepts do have many elements in common. Most of the 10 characteristics of servant-leadership, as defined by Spears (1995), are also applicable to facilitating leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community. However, Greenleaf's concept ends up with the formulation of his philosophy and does not make it operational nor does he translate it into practical tools.[3] By the way, Greenleaf's concept defines leadership as serving individuals in the organization, not the organization as such. Greenleaf's concept simply states that the leader has to serve, but it does not clarify what and how. And leadership is much more than a one-to-one relationship between a leader and his employee. This turns servant-leadership into a quite superfluous notion of leadership, according to some authors an empty box. Facilitating leadership is about why (the final objective of the common good) and how (by force or misleading, by seduction or by invitation, by information and participation or by critical confrontation).

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[3] We refer to the conceptual presentation of a good ethical concept as presented in Siebens, H. (2005).

9.3.6. Transformational leadership

The notion of facilitating leadership clearly includes the basic insight of transformational leadership. That is why Conley and Goldman (1994) define facilitative leadership as "the behavior that enhances the collective ability of an organization to adapt, solve problems and improve performance", with 'collective' as the strategic key word. So, the ultimate format of facilitating leadership is the self-steering team. However, besides the notion of transformation, the notion of facilitating leadership also includes basic insights of why and how to perform this with people. Again we notice that transformational leadership fundamentally has an instrumental and leader-centered approach, based on a consequential way of thinking, whereas facilitating leadership is people and group centered.

9.3.7. Laissez-faire leadership

Laissez-faire leadership implies the least possible guidance from the leaders, leaving complete freedom to the employees to make decisions and to solve problems. The original idea, stemming from mercantilism, pleas for an economic policy without interference of the government, which is considered as a 'natural' economic order producing a maximum well-being for each individual and the community. This leadership approach believes that people perform at their best when they are left alone to respond to their responsibilities. Therefore, within the approach of laissez-faire management, the leader is virtually absent.

This definition stresses the negative side of this leadership style. Positive, however, is the fact that it fully supports the autonomy considering individual freedom of choice and action. The laissez-faire leader believes in the freedom of the individual and its ability to act in an ethically autonomous way. He dares to be out of control. The employees are presumed to act as 'entrepreneurs'. Of course, this positive effect is based on a highly technical competence and a full-grown attitude of autonomous self-control. So, whether or not the laissez-faire leadership style has a positive impact on the team and the organization depends completely on the ability of the employees to perform without continuous hierarchical control, even without social control. However, the absolute absence of leading is motivated by an unrealistic, even naive belief in the competence of self-control of the employees.

9.4. Based on ethics

As concerns school leadership, educational science - though recently gaining renewed attention for ethics (a/o Starratt, 2003; Verwey, 2005; Strike, 2007; Shapiro & Stefkovich, 2011; Deckers, 2012) - still locates the ethical quality exclusively within the personality of the leader (values and virtues). [4] However, the ethical quality of a leaders' style is situated in how the leader functions within the whole of his/her organization, aiming for the realization of a school that tries to take the needs, interests and objectives of its stakeholders into consideration. Exactly in this definition of a responsible school organization lies the essence, the reason and the ultimate argument of a leadership that defines its purpose in facilitating his/her school team, "The democratic and enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual decisions. The ultimate goal is to democratically attain commitment to and ownership of decisions." (Goodnight, 2004). By aiming for an organizational culture of participation and a situation in which every individual co-worker can take a part in the decision processes facilitating leadership is supportive for the ethical principle of subsidiarity. (At the same time stressing collective decision-making supports the principle of solidarity). This way facilitating leadership supports a society in which individual persons are able to and get the opportunity of taking their personal and collective responsibility for their lives and the life of others (the stakeholders), (cf. Sen's capability principle). So this type of leadership fully supports active and responsible citizenship, building social cohesion and capital in our organizations and society. Finally, facilitating leadership also incorporates the basic intuitions of Lévinas's philosophy about empathy as the appeal from the Face of the Other.

From an ethical point of view facilitating leadership is highly demanding: the school leader has to function on an autonomous level and must be oriented towards self-control (and social control) instead of hierarchical power. This implies that his ethical competence – the competence to act responsibly - is a

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[4] Strike (2007) is one of the very few exceptions. The author situates the ethical quality of the school leader within his/her performance as the creator of a good school community (being intellectual, democratic, multicultural, professional etc.). Besides the process of ethical decision making Strike pays a lot of attention to the accountability of the school and school leader to society.

crucial precondition for facilitating leadership. Given that this leadership is aiming for employees and teams able to act and decide autonomously, this competence is a crucial one (Siebens, 2013).

9.5. Obstacles for facilitating leadership

We subscribe to Tarr's (1995) opinion about servant-leadership that it is not a very popular idea. The same can be said of facilitating leadership. People think it is a weak type of leadership and it is common opinion that our time needs strong leadership. Others have the opinion that such a highly participative and collective type of leadership necessarily must end up in chaos.

One of the crucial preconditions for a real participation of employees is the willingness of the employer (team leader, line-manager, CEO) to share his power. Participation demands a completely other self-image and style of leadership from the leader. Many years of experience as a school principal have learnt me that a lot of medium managers demand for a participative, shared and spread, and facilitating leadership style towards themselves, but do not use such a style towards their own employees. Such an inconsequent behavior makes their claim not only untrustworthy, but also unethical. This implies the necessity to reflect among leaders, especially medium managers, on their own leadership style towards their subordinates, which is also a format of the facilitating role of the leader.

Very often also a lack of motivation is hindering the co-workers to engage in a participative process of decision-making. Often they don't (want to) understand that participation also includes the willingness to think out of the box, including to think further and broader than their own personal needs and interests and a short term return. The explicit preference for a collective decision process, instead of an individual kind of decision-making, poses the same kind of problems. Other competences and skills are needed, priorities must be re-evaluated, people must become sensitive of their prejudices et cetera. In general, the whole culture must change. One of the main counter-arguments against any form of leadership clearly linked to participation – which is the case for facilitating leadership – is the argument of idealism and naivety.

Besides these obstacles, generally ethical and particularly facilitating leadership faces some specific obstacles within the context of schools. The high number of highly skilled personnel, used to work in a very autonomous way, confronts the school leader with bigger and more frequent problems such as the coordination of

different opinions, creating smooth co-operation and teamwork, the necessity of personal integrity, the conservative nature and the high sensitivity of a great deal of the educational personnel when it comes to change and innovation, culminating in hesitation, resistance and even opposition, unwillingness and rebellion. Despite the core business of school organizations as teaching and thus learning organizations, facilitating leadership is often experienced as a threat to the traditional way of working and the organization of work in schools. [5]

9.6. The added-value of the concept of facilitating leadership

What can be stated about the added-value, more specifically the ethical added-value of the concept of facilitating leadership? At an operational level the facilitating type of leadership may be argued as follows:

- It enhances the autonomy and at once the self-respect and self-esteem of the co- workers;

- Its choice for partnership instead of autocratic, hierarchical leadership is an expression of trust. "The degree of trust versus control is a key element in any form of co-operation between people. … Confidence and loyalty between people promotes co-operation and improves the atmosphere. Without trust we have no way to solve problems and develop innovation." (Ahonen in his opening speech of the   23st ENIRDELM-conference in Helsinki, 2014);

- It offers people the opportunity to build a deeper vision on the purpose of the organization and their individual jobs, and triggers them to discuss the meaning and content of the 'common good' they have to prioritize. It offers people the opportunity to create a spiritual meaning of life;

- It is explicitly oriented towards the ethical dimension of intentions and motivations: why, instead of what and how;

- It increases the competence of the team and the organization to understand and implement the needs and interests of other/all stakeholders, that is increasing their empathic competence;

- It makes room for a diversity of views, within an open and argumentative dialogue, enabling the team to grow;

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[5] It's beyond the scope of this article to analyze in depth what is known as negative, toxic, destructive, antisocial (et cetera) behavior. This specific aspect of (school) leadership is subject of actual research, which will be published in 2017: Siebens, H. (2017) Ethical Leadership vs. Destructive Behaviour.

- It is in line with actual scientific knowledge about stress at work and about motivating people (Siebens, 2015);

- By involving the co-workers in the decision-making processes the facilitating leader is adding value to the quality and the management of his organization.

As a conclusion we can state that the concept of a leadership style focusing on facilitating (the nucleus) has a clear added-value: 1° as a concept for leadership in general, 2° as an ethical concept, 3° for the overall performance of the team or organization and 4° specifically for the ethical performance of the team or organization (quality of work). We can even state that this concept also has an added-value towards society as a whole, considering a/o individual citizenship and participation, social cohesion and solidarity.

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10. DEVELOPING LEADERSHIP FOR TOMORROW´S FINNISH SCHOOLS

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Abstract

This article aims to bring principal´s leadership to the fore in light of the renewed 2016 curriculum in Finnish comprehensive schools. As the curriculum is the governing instrument in schools, it is also the guiding document for the principal. Traditionally the curriculum has been viewed as a document focusing on school subjects. However, the National Core Curriculum 2016 for basic education in Finland reflects changes in society and, in its general aims, takes into account the teaching and learning for the future. In order to develop principals´ leadership, a more comprehensive and wider leadership approach has been proposed and is expressed as 'extensive' leadership. The philosophy underpinning this broader approach to leadership emphasises more how leadership is practiced than how it is defined. As curriculum underscores the culture and school as a learning community, these issues permeate the leadership as a whole. Therefore, the curriculum presents challenges for leadership development. In this article, principalship is discussed from a personal perspective, both as a profession and as a position integrated with the quality components of personality, the self and identity in leadership as tools in leadership development.

Key Words
curriculum, extensive leadership, personality, the self, identity.

10.1. Introduction

This study is titled Developing Leadership for Tomorrows´ Finnish schools. As the core content of principalship is educational leadership, curriculum is a governing instrument for school principals´ leadership. A principal is expected to be well acquainted with the curriculum, knowing general issues as well as subject teaching. Traditionally the curriculum in Finland, as in many other countries, has been an ideological document focusing mainly on school subjects and curriculum content. However, the renewed Finnish Core Curricula 2016 for basic education allows space for emphasizing an overall perception of the school as a learning organization, which signals interesting challenges for school leadership. The new curriculum guides principals in leadership content and responds to the question of 'what' in school leadership.

In my previous research (Saarukka, 2013) I created a structure (see Fig.1, p.8) in order to clarify and describe leadership approaches in the multifaceted profession of principalship. The focus has been on 'how' the principal is acting more than on 'what' he or she is doing. The structure consists of three dimensions: *person, profession and position,* identified as integrated elements in leadership. Within each of the dimensions certain qualities according to *personality issues, identity* and *the self* were identified. These qualities I have named 'components'. Through research findings, different approaches in practising school leadership were identified and named as quality features of the components. These will be reviewed in subsequent sections. Similar findings are mentioned in international research on successful school leadership (Notman, 2014) as outcomes of research focusing on *the person within the professional* in principalship.

The issue arising is as follows: How is principalship to be developed in order to respond to challenges in curriculum? The issue has a general application, but in this article it is applied to the context of School leadership and the renewed Core Curricula 2016 in Finland.

10.2. Theoretical framework

In this section I present an overview of Educational Policy in Finland, qualifications of principals, elements of the renewed National Core Curricula 2016, reflections about challenges for principals according to curriculum and developmental approaches according to principalship in tomorrows´ schools.

10.2.1. Finnish Educational Policy and School Leadership

An overview of the contextual landscape of the Finnish school system and aspects of its effects on school leadership will increase the understanding of principalship and curriculum as a governing instrument. The elements in principals´ leadership vary depending on duties as decided by the school governing authority.

Throughout the history of basic education in Finland there are significant milestones, which have impacted on school principalship. Compulsory schooling as a nine-year education started in mid 1970s. The principles for local School Curricula based on National Core Curriculum were developed in the 1980s. Full-time principals could be recruited in larger comprehensive schools from mid 1980s and deregulation processes according to school administration started at the same time. From a holistic view, the national movement from management by objectives and rules to professionalization of leadership and teaching lasted several years, from 1970-1990. During this time principals´ duties continuously increased, a fact that also demanded a revised content in the training programs for principals. Furthermore, the decentralization processes influenced principals in relation to organizational functions, power and responsibility. Several details in relation to Central administration were delegated to local level (Hansén, 1997). The school law from year 1983 confirmed changes in principalship from management issues to pedagogical leadership (Uljens and Nyman, 2013). The transformation of organizations from hierarchical to flatter systems with more flexibility in structures and in decision making processes, indicate trust and confidence as topics for growing interest concerning societal changes also reflected in schools (Bottery, 2004). Confidence as a phenomenon related to policy and administration is a core philosophy in the Finnish educational policy.

Transformations in school leadership roles from decrees about details in leadership (Act 443/1970; 290/1978; 718/1984; 171/1991) to the present general statement (628/ 1998) are obvious. The former list (e.g. from 1978) of principals´ duties was long and detailed. The duties had both educational and managerial character. A recognized main areas in leadership were management and supervising, and also on ensuring that daily issues concerning staff, students and the physical environment was in order. The decree about school leadership from year 1984 states:

> Educational leadership consists of the duty to lead and supervise education and fostering, and to observe teachers´ classroom work.

Management in leadership consists of duty to plan and write the year plan describing school-activities, to lead staff meetings, to be responsible for the school building including cleaning and heating, to decide about pupils holidays and other practical issues concerning material, inventory and stocktaking (*www.finlex.fi*; Act 718/1984,§14)

In the legislation act (628/1998) there is no assigned formal detailed control of principals´ leadership other than through the overall evaluation of schools. The legislation act comments on evaluation of education in comprehensive schools. The goal for evaluation is to confirm that the instructions in the governing documents including curriculum have been reached. The provider is responsible for the evaluation process and in practice this duty is given to the principal. Outcomes of evaluation are intended to lead to further school improvement.

To be a principal in a Finnish comprehensive school means to be both a leader and a teacher. A principal must have a Master of Education in Pedagogy together with a qualification as a teacher. Contrary to many other countries, Finnish principals in basic education and upper secondary education have to teach classes in addition to their leadership duties. Principals are either full time or part-time leaders. A full time principal will have applied for the job as a leader, whereas a part-time principal has applied for a job as a teacher. Besides classroom teaching, the teacher has accepted a part-time job as principal. It is obvious that full time teaching and a few hours per week time to fulfill the leadership duties require many flexible solutions. The leadership intentions in this case have to be balanced in relation to the time given for practising principalship. A number of comprehensive schools have part-time leaders because of the small number of students. For a part-time principal the high number of teaching hours is affecting the leadership practice. This article focuses on full-time principals in comprehensive schools.

After the movement from centralized to decentralized policy it can be stated that the Finnish Education system has sustained leadership and political support (Hargreaves & Shirley, 2009). Continuing adjustment of schooling in order to emphasize changing needs of individual and society has been implemented, but basic values and visions for education have remained unchanged since the 1970s (Sahlberg, 2010). According to school leaders and teachers, the essential elements in school-improvement are *trust and proficiency.* This is contrary to many other countries where control and inspection are common and paramount in the educational system.

As a consequence of the process of deregulation, the school principal´s position as autonomous leader have been strengthened due to national decrees (Act 628/1998). The decrees claim that every school should have a principal and that the principal is in charge of the school. This open national statement also has an implication for local authorities with regard to create principals' job descriptions. In contrast to the tradition in many other countries, the basic issue is that every principal also has to have teacher´s qualification thus underlining the educational aspect in principals´ leadership. The legitimacy to be a leader of education and to lead educationally (Hellström, 2006) leans on the strong educational competence of the principal. At the same time there may be a dilemma in building the leadership identity when teaching is one part of the role as principal (Ahonen, 2008).

The 2016 National Core Curricula in Finland opens up several new perceptions about educational practices affecting principalship. Horner (1997) stresses that the key in organizational transformation lies in the evolution of the role of leadership. She mentions facilitation, coaching and managing relationships as new and different responsibilities, and points out that through collaboration, openness and the creation of a shared meaning, leaders can elicit the commitment of others and guide the work process. Inertia in change is sometimes mentioned as a barrier in developing the school as a learning community (Berg, 2003). Furthermore, notions and beliefs about school from the society perspective are well grounded in tradition.

10.2.2. Qualification of principals

The formal competence required for school leadership is declared in legal acts (968/1998, 865/2005). The qualification consists of Masters` degree in Education or in a Subject teaching, qualification as teacher and experience from practising as teacher. Furthermore the qualification includes University Exam in Educational leadership and administration (25ects), or as an alternative, an Exam in School administration provided by The National Board of Education.

The content in the academic study program for qualification of principals at Abo Akademi University consists of leadership theory, communication, school administration on national and local levels and an orientation in school legislation. Aspiring principals are challenged to develop an ability to create pedagogical visions and a personal management philosophy and to demonstrate a good knowledge of basic leadership theories and awareness of different management strategies. The content in the present qualification program is focusing on issues

relating to (a) individual abilities of the principal as a person, (b) principalship as a profession, and (c) principal in the position of school leader.

The leadership program is offered as part time studies and consists of seminars where issues according to given aims are presented, discussed and processed through theoretical orientations and group investigation. Each participant has to create a reflective developmental leadership portfolio including documentations on literature and the study process, and present issues demonstrating a growing awareness of leadership abilities and management strategies.

10.2.3. The National Core Curricula 2016

Curriculum formulation is embedded within governing principles and the state´s interests in the area of education. In Finland responsibility for developing the National Core Curricula is given by law to The National Board of Education. Local educational authorities, mainly representatives for municipalities and teachers, create the local curricula based on the National Core Curricula, and schools start working to follow the revised curricula from the beginning of the academic year 2016 (www.oph.fi/curricula).

The curriculum 2016 underlines development of schools as learning communities focusing on issues related to school culture. Subjects are still important in teaching and learning, but there is a new focus on versatile competences and subject teaching integrated in large learning issues, e.g. multidisciplinary phenomenon.

In the Core Curricula for subject learning objectives are included in the competence aims. This is a new way of combining competence-focused and subject-based teaching and learning. Local authorities and schools are encouraged to promote the development of these competences and to consider their own innovative ways of reaching the aims.

The holistic perspective of promoting education according to The National Core Curricula consists of issues related to educational philosophy, pedagogical principles and organizational strategies. Initial principles for schoolwork are common *values* decided by principal and teachers together. Parents and students are allowed to comment on the agreed values. Some of the issues in the Core Curricula are normative expressing governing principles. Lindensjö and Lundgren (1986) use the notion *context of formulation* to describe the formulation of educational policy, and *context of realization* in which the curriculum is converted

into practice (Elde Mølstad and Hansén, 2013). Principals and teachers are working in the context of realization.

Furthermore, principles and instructions about assessment are also revised in the Core Curricula. The focus is on *formative assessment*, where assessment *for learning* and assessment *as learning* are emphasized. The task is to encourage students to learn to understand and analyze their own learning processes and to take responsibility over their own learning (www.oph.fi/curricula).

10.2.4. Challenges for principals

The Core Curricula 2016 consists of guiding principles for school activities and aims for subject teaching and evaluation. The challenge for the principal is to transfer the context of formulations into a context of realization (Lindensjö & Lundgren, 1986). The principals´ challenge is to identify and conquer the 'free space' for teaching and learning activities (Berg, 1995) according to schools governing regulations. As mentioned when viewing the principles of deregulation, strictly educational regulation issues have decreased and a broad perspective both on administration and educational issues is allowed.

As the principal is in charge of activities in school (Act 628/98), the general aims in curriculum are the principal's primary responsibility. The challenge for principals is to develop relationship between education, school and the changing society. According to curriculum, each school is invited to strengthening the value basis by paying attention to the uniqueness of every child. The personal identity is activated through identified values and needs. The basic right for students is high quality education. Relationship with a changing society must be considered, through more detailed description of the tasks, and they include both teaching and educating (raising up). In developing the school culture an atmosphere of cooperation should be created, and student participation encouraged. The importance of varied learning environments is underlined in order to develop the school as a learning community. The challenges in relation to these general aims are situated in the *social context*.

As head of education, the challenges for principals are to lead the learning processes and recognise how to support teaching in order to achieve competencies needed in a changing society. Competences are described as challenges set out for schoolwork and teaching, not directly as learning objectives for pupils. The principal should initiate descriptions of the conception of learning and take into account the latest findings from educational research, specifically in integrating

the learning environment, working practices, and defining the support for learning and for student assessment. The challenges relating to leading learning processes and initiating and supporting teachers work are situated within the *educational context.*

10.2.5. Tomorrow´s Schools

The National Board of Education (NBE, 2013) highlights a vision for the future leadership of schools and emphasizes some essential elements of school leadership. First of all, the *school size* is an important factor and affects school leadership. To develop motivation for leadership within the constraints available within schedule is challenging. Secondly the school authorities are allowed by municipality decisions to *organize the school administration* and decide about different tasks for principals. *Responsibility about finances* is an important area in principals´ administrative duties according to NBE. Principals are usually well educated in pedagogy but the lack of knowledge in areas such as administration and finance is obvious. Thirdly principals´ *educational leadership* is emphasized as the most important task, and educational authorities are calling for managing strategies and educational development. Fourthly, as the national educational policy in Finland is built on trust and confidence, authorities, school providers and principals allocate time for developing initiatives. Local *school assessment* and principal-lead evaluation of the academic school year are the suggested methods for control. Participation in national and international evaluation programs is voluntary in basic education. As head of the school, it is principal´s task and duty to conduct assessment processes, analyze and discuss assessment results, and inform providers, parents and stakeholders who might be interested in results from the evaluation. Challenges in order to develop leadership within provider directed frames is recognized as leading *the mission*.

Visions guiding future oriented development concerning school leadership (NBE, 2013) are also included in the National Development program 'Tomorrow´s Schools' given by Ministry of Education and Culture in Finland (2015). Attention about renewing contents in the academic study programs for principals is therefore taken into account. Two developing structures are proposed: *Extensive leadership* as the most interesting and important way of creating sustainable educational leadership, and *Shared leadership,* the concept of involving members of staff in shared responsibilities, initiatives and decisions.

To sum up the theoretical framework, the educational policy is supportive in relation to developing the school as a learning community. As school leadership

is given broad autonomy by national and local authorities, organizing creative structures about how leadership can be practised is in the hands and mind of the principal as an individual.

10.3. Dimensions and Components in School Leadership

School leadership in practice is usually task oriented, focusing on obligations the principal is responsible for and has to take care of. In relation to the elements of school leadership, I will pay attention to the structure consisting of dimensions and components. Dimensions in leadership are identified in terms of the principal as a *person*, principalship as a *profession* and leadership as a *position.* The three integrated components *personality, the self* and *identity* disclose approaches about leadership activities, and imply how to develop quality in principalship (figure 1).
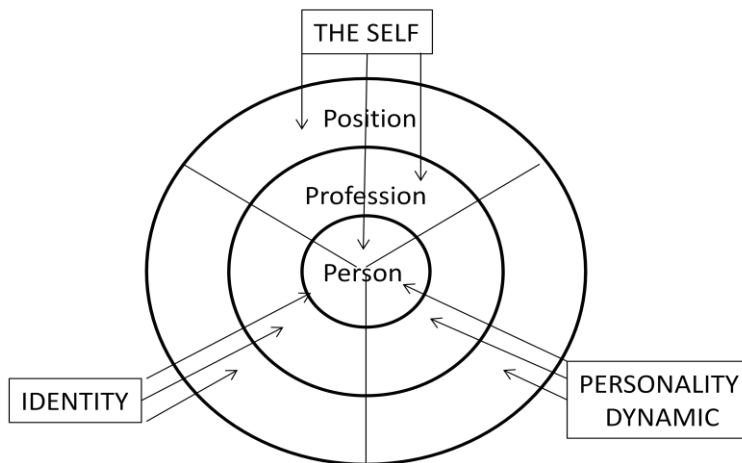

Figure 1. Dimensions in Principals´ Leadership and integrated Components

Research findings concerning a principal´s personality and personal development can contribute to our understanding of how and why a principal is behaving in a certain way. The question is: Who is the individual inside or behind the leadership role? What traits or desired characteristics are expressing desirable leadership qualities? How can self-development according to leadership be recognized? The line between psychological and pedagogical characteristics of a human being is narrow. We might admire a person for qualities such as "wisdom," "social competence" or "courage" but would not be sure if a person with those traits will be the right person for school leadership (Hollander, 1978). Self-development as a research area is wide and connects on a basic level to several scientific areas. Through delimitation of the broad domain, attention in this paper will be given to

perspectives in personal development essential for school leadership. Important fields including in processes concerning principals´ self-development consists of ingredients such as inner dynamic, personality traits and human relations (Tomlinson, 2004; Hollander, 1978; Parikh, 1991; Seagal & Horne, 1987).

Self-development is connected to the ability to understand oneself as an individual and the capacity to recognize the need for development. Tomlinson (2004) contends that a central area for professional and personal development is acceptance of the self. Elements in self-development are e.g. knowledge, skills, attitudes, creativity and consciousness (Parikh, 1991). Tomlinson (2004,11) underlines that "*managing self-development starts with knowledge and in-depth insights into the five elements of your own inner dynamics, your body, mind, emotions, neurosensory system and states of consciousness*."

Another view when recognizing aspects in personality in order to find a departure point for analysis is to investigate personal traits. Several principles are in use for this identification, but to keep a holistic view, traits can be condensed into three areas: actions, attitudes, and behaviours. Hollander (1978, 21) addresses that "early trait research emphasized heredity factors in making individual leaders". Through history there has been both acceptance and criticism with regards to theories about leader traits (Derue et al., 2011; Hoffman et al., 2011; Judge et al., 2009; Zaccaro, 2007). It is obvious that analysing complex processes in relation to self-development in the human personality through trait theory only is too superficial and a deeper knowledge is needed.

To be able to recognize personality related skills on a broader level than focusing on traits, investigating the theory named 'Human Dynamics' from views addressed by Seagal & Horne (1987) will contribute to our understanding. According to these researchers each personality consists of an interplay between mental, emotional and physical capacities. These capacities are recognized as fundamental and universal in the human system. When processing human activities, awareness of capacities, their processes and how they develop can contribute to greater understanding of personal reactions and behaviour patterns (Bergström, 2004; 2015).

As principalship always is relational, awareness of characteristics in personality and effects of dynamic interactions are important issues for principals (Brüde Sundin, 2009). Relational interactions are cornerstones in all daily activities in schools, and these processes are challenging for principals in developing expressions of self-realization. In social processes, self-realization is affected by

interaction with individuals and groups, and building up self-identity is part of the self-development process. From this point of view, communication is an essential tool in principals´ self-realization (Hämäläinen and Sava, 1989). In every organisation several group and relational structures affecting the leaders self-development and self-realization can be identified, e.g. as structures in work procedures, in communication and interaction, according to power, and in norms and attitudes (Charpentier, 1979).

How can self-development and self-realization according to principalship be recognized and developed? As *behaviour* is the most obvious and undeniable component of self, one can make judgements about oneself from the insight on how we behave – our physical capabilities (Branson 2010) The connection between self-concept and behaviour consists of a structured inner system of behaviour-governing components of oneself, being graded from more invisible to visible elements: self-esteem, motives, values, beliefs, emotions, and behaviour (Branson, 2010, 51). Personal development takes place as soon as one of the behaviour-governing components are influenced.

Gronn (1999, 69) states that there is a developmental, biographical sense of ourselves as constantly becoming and as having been, and this way of sensing ourselves gives us our identities as individuals. With reference to Giddens (1991) *identity* is not something given and constant but must be recognised as a process. Self-identity is constantly produced and reproduced and integrated in individual´s activities. Self-perception consists of personal and social identity (Lord, Brown & Freiberg, 1999). Personal identity is the way a human defines him/herself in relation to other individuals based on similarities and differences one recognizes when comparing one self with others. The interpretation is depending on how unique a person experiences him/herself to be. The social identity is about how a human defines oneself when in interaction with others. Through the social identity self-perception is anchored in a broader reference (Ruohotie, 2005). The personal identity is activated through values and needs. An individuals´ belief on personal capability and possibilities guides his/her goal setting and work performance. A principals´ identity is connected to the ability to recognise leadership as a personal issue, connected to 'myself as a person'.

To be a principal affects *personality* related ways of practising leadership and behavior is the expression of how to do related to *the self* in different leadership situations. To know about contents and duties in leadership are outcomes of *identity* as a leader. According to Senge et al. (2004, 186*):*

" If you want to be a leader, you have to be a real human being. You must recognize the true meaning of life before you can become a great leader. You must understand yourself first."

10.4. The leadership mission – an analysis of 'what' and 'how'

How can dimensions and components be visualized in relation to leadership behavior? Are there connections between how the principal is acting and how activities are managed? As illuminated in figure 1, three quality components in each dimension can be recognized. They are expressing attitudes and values (how to lead) more than objects (what to lead) in leadership. Characteristics in components described in table below:

Quality components in person:
Personality dynamic: Owning self-knowledge
The Self: Insights about self-realization (expressed in behavior)
Identity: To identify oneself as owning leadership qualities
Quality components in profession:
Personality dynamic: Ability to manage human relationships
The Self: Ability to behave professionally
Identity: Owning a professional leadership identity
Quality components in position:
Personality dynamic: Ability to communicate to those with whom interaction is needed
The Self: Ability to perform as needed in situations according to the position
Identity: Can identify what is assumed in the leadership position

Townsend and Bogotch (2008, 3) are asking essential leadership questions for school leaders and educational researchers through analyzes of "The Elusive What and the Problematic How". According to them

"the 'what' is about knowledge required to do the job well in connection to the curriculum, about management and human relations. The 'how' is the set of processes used by the school leader to communicate, implement, evaluate and relate the knowledge to those with whom the leader interacts, together with attitudes and values that are shared between both leaders and followers."

In the previous section, discussing challenges for principals in relation to curriculum, three areas were identified: the social context, the educational context, and the leadership mission as an overall assignment according to school authorities.

In relation to the *social context*, the qualities in principals´ leadership related to the individual are clearly important: In order to understand 'other' it is important to understand 'oneself'. The most significant leadership tool is the ability to communicate with people in the school. As communication is closely connected to relationships, personality related aspects are important in the social context (Hamrefors, 2009). These facts do not exclude the quality components in profession and position from the social context. Through the profession the principal is expected to use relevant methods in cooperative processes to develop school as a learning community. Furthermore, through the position, the principal has the legal duty, responsibility and power to make decisions and declare leadership statements to be followed in the school.

Challenges according to the *educational context* are affected by components related to profession. The relationship between different leadership concepts a propos curriculum is exemplified in some recent research examples. Leithwood, Jantzi and Steinback (1999) show several different expectations concerning leadership behavior in order to motivate schoolteachers in bringing about improved educational outcomes. This challenge can be fulfilled e.g. through strong, directive leadership focused on curriculum and instruction from the principal. Practising effective principal leadership is one of the models emerged in the early 1980s as outcomes of research on effective schools. The model was named 'Instructional leadership' (Hallinger, 2003). During the 1990s the educational discussion about school leadership emerged creating other descriptive terms for principals' educational role, because of dissatisfaction with the instructional leadership model. The reason for criticism was related to assumptions that the principal was too much as the center of expertise, power and authority (Hallinger, 2003). As the principal is expected to be aware of teaching methods, the role as leader of education in practice can be expressed in terms of a counselor, a mentor or an instructor. Ylimaki (2011, xi) is using the term curriculum leadership, and suggests that

> "Whereas 'instructional leadership' in many texts is used to describe the principal´s role as the top pedagogical decision maker in the school, I prefer using the term 'curriculum leadership' because the meaning of curriculum

extends beyond teaching practice to the political aspects of educational content decisions."

To be a leader of education in practice includes being aware of how to lead those responsible for teaching. The principals´ need of knowledge about human behavior is obvious; furthermore there is also a need for knowledge and experience of social processes and behavior in groups. The holistic view of school as a learning community is a challenge for a principal. When leading education for development of the school it is as important to develop structures, as it is to lead educational practitioners. The core mission can be expressed as *leading for learning*. To lead a school demands developing learning strategies. As a learning community the school has to be in the forefront when developing educational issues and pedagogy in practice. The renewed National Curriculum for compulsory education in Finland emphasizes both organizational and educational issues in school as a learning community.

10.5. Extensive leadership – a challenging process

What elements of educational leadership could be applied to extensive leadership? When searching previous findings from research in the field of school leadership, it appears that a majority of the studies concentrate on what a principal's daily work is about (Mäkelä, 2007; Sandén 2007; Pesonen, 2009; Augustinsson-Brynolf, 2009). Brüde Sundin (2009) highlights the importance of communication and relationships in principalship and Juusenaho (2004) analyzes different leadership approaches according to gender. Horner (1997) stresses that measures of personality and dimensions of personality have been shown to correlate with ratings of leadership effectiveness. Bennis (1989) described leaders as people who know what they want and why they want it, and have skills to communicate that to others in a way that gains their support. Answering the question above implies some elements recognized in extensive leadership: awareness of the leadership process, dimensions of personality and communicative skills.

How can *extensive leadership* as a developed leadership model be understood? When developing qualifications for principalship, awareness of the elements regarding task-orientation and quality-orientation have to be considered. Principals need to develop multifaceted abilities and broad knowledge about education, the school as an organization and human resource development. Principals might already have these abilities, but aren´t aware of how to activate them, or doesn´t register the space of action level inside local and national restrictions. Through identified awareness of limitations and possibilities inside

the school organization and its culture, the leadership process in a community of practice can be realized. Horner (1997, 277) addresses that a community of practice is defined as "people united in a common enterprise, sharing a history and thus certain values, beliefs, ways of talking, and ways of doing things". In practising extensive leadership, the principal shows courage to identify and take into account all possibilities to use resources for educational development integrating 'what to do' with 'how to do' and the strategic issue of 'when is the right time to act'.

The expression 'extensive' implies not only a broad view in leadership but also a perspective of depth. In relation to the leadership question 'what', extensive leadership in a broad manner, responds to the large scale of leadership duties according to curriculum that principals of today have to deal with. On the other hand, in relation to the leadership question 'how', extensive leadership responds in a deep manner to the dimensions and components related to attitudes, qualities and maturity in leadership. The identified qualities in the elements relating to *person, profession and position*, as formulated in the previous section are expressions of inner abilities and values in extensive leadership.

In searching for a definition and understanding of extensive leadership, the three components and their qualities can guide the research and contribute in creating nuanced expressions.

Components according to person:
When the principal identifies a clear individual identity as owning leadership qualities, self-realization is expressed through behaviour, and self-knowledge is confirmed e.g. in the comment 'I know myself'.

Components according to profession:
The principal can identify a professional leadership identity, has developed abilities to behave professionally and can show and express understanding for others.

Components according to position:
The principal can identify what is assumed in the leadership position, has ability to perform as needed in situations according to the position and has ability to communicate to those with whom interaction is needed.

The components and how they are expressed in leadership can be summarized and compared with the concept of sustainable leadership (Hargreaves, 2009) as how

to accomplish goals that matter, inspire teachers and students to work towards those goals and implement deep, broad, and long lasting activities.

10.6. Conclusion

The focus of interest in this article is principals´ leadership and the challenges in leading 'tomorrow's schools'. The school as an organization, compared with other institutions, has different challenges for the leader. A principals´ duty is defined by national statements of governing and signed through legislation acts and curriculum. The principal is responsible for the school and the fulfilment of educational aims through teaching and learning as stated in curricula and governing principles decided by the providers. Aims for developing school leadership are proposed by educational researchers in the name of national development strategies. A principal has a large area of autonomy when fulfilling leadership duties. Berg (1995) has named this area according to principals´ autonomy as the "free space" for activities.

In the previous sections I have discussed the leadership elements in extensive leadership. Through analysis of dimensions and components in principals´ leadership and educational development issues according to curriculum, the attention has been drawn on basic aims of 'extensive' leadership. The philosophy expressed as 'extensive' needs further observations and analysis, before a final definition can be decided, but common elements such as in sustainable leadership can be identified. The approach of extensive leadership as a discursive practice might satisfy the theoretical basis in leadership development.

The philosophy of a learning community as defined in National Core Curriculum 2016, will be an interesting challenge for principals. A knowledge of Learning Organization Theories (Senge, 1995; Albinsson, 1998) can contribute to an understanding of the community of practice and support principals' leadership. The overall challenge in principals´ leadership is to develop professionalism in the occupation. In this study the elements of professionalism are viewed from two directions: 'What' to lead according to curriculum, and 'how' to lead in relation to personality related dimensions, attitudes and values as identified through components. Townsend & Bogotch (2008) claims "the practice of educational leadership is artistry when the elusive 'what' and the problematic 'how' come together in a way that promotes both simultaneously."

As a final comment, I refer to Doherty, Gurr and Drysdale (2014, 95) addressing an example of the nature and practices of a successful school principal. They

underline that "*successful school leaders need to be able to facilitate growth within themselves as they grow their schools, and to adjust their leadership to the context in which it is exercised*".

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11. THE REFLECTING TEAM AS A WAY OF MAKING LEADERSHIP

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Abstract

Improving Research and Development in Educational Leadership and Management

Reflecting team (Andersen 2007) were developed in the area of family therapy in order to help people cope with difficult situations in their life. We have seen reflecting teams as a useful method to introduce in educational settings. In classroom situations of deviant and antisocial behaviour, teachers often find the situations very difficult. Many of them may feel it as a heavy duty and challenge to handle these missions. For school leaders the reflecting team method can be a part of empowering the teachers to find new ways to handle the classroom activities. For the teacher the reflecting guidance can be a way of developing leadership in the classroom. Discovering new perspectives may lead to a difference that makes a difference (Bateson 1972). In our project, we have established a guidance group of teachers in a primary school. The aim of the project is to see if providing knowledge about reflecting teams can convince school leaders to support education of teambuilding and leadership and enhance teachers leadership in classroom situations.

Key Words

reflecting team, differences, teachers guidance, empowerment, supporting leadership.

11.1. Introduction

In this article, we discuss guidance as a useful tool for developing educational leadership in a primary school. We have previously shown how guidance and reflecting teams have affected daily work in a preschool and a primary school. Moreover, we have demonstrated how open questions have contributed to reflections and change in pedagogical practice (Sträng, Sørmo 2014). We have also noticed how statements of colleagues can provide changed behavior and new solutions on complex challenges (Sørmo 2014).

During our presentation at the ENIRDELM conference in Dublin 2015, we raised the question if guidance and reflecting teams could be useful for school leaders? Every preschool and school must meet society's needs and requirements, in terms of goals and visions. In daily work, the activities are not always adapted to the societal demands. Though the school leader is responsible for the achievement of goals, it might be useful for the organization to find new ways of dealing with intractable challenges and obstacles. In our recent project we examine if the implementation of reflective processes also can contribute to new methods and philosophies of teaching and school leadership.

11.1.1. Reflecting guidance

Reflecting guidance will enable teachers to seek for new paths when fruitless measures do no longer work (Lassen 2014). For a school leader it is vital that the teachers are united in their social mission, but it is equally important that the teachers have necessary skills to handle the challenging situations in the classroom,

A main question is which competences that are needed. School leaders often report that teachers seek their support when they are not able to withstand new challenges or hardship. The leaders may look the right target group for these questions, but that does not mean they have the best answers. Besides, they might not be able to provide extra efforts towards pupils with negative behavior, noisy classes, or in the sometimes difficult communication with parents. The classroom contains several loose connections where i.e. plans and activities do not correspond to the common understanding or the school leader's insight (Paulsen 2011). In this case, the school leader might need new keys that contribute to empowerment in various situations faced by the teachers, because it is hard to get help from the outside (Sørensen, 2002). Reflecting guidance can help acquire new thoughts and perspectives. Hence, school leaders who experience such guidance

between the staff members, have the opportunity to see how such activities can be a useful resource for the whole organization (Paulsen 2011).

In Norway, many schools experience a lack of resources to run the daily activities optimally. Education is a priority area for most politicians, but is often regarded as economically bottomless. Political documents are anyway useless if teachers are not able to find and develop new methods and thinking. The purpose of reflecting guidance could be a way of searching for new and hopefully sustainable opportunities in teachers and school leaders' daily work.

Our project aims to implement a sustainable tool through guidance. In this article, we present our thoughts around this project. On a later occasion, we will get back to how or whether we succeeded.

11.1.2. Professional background

Language as a means of fostering development is related to all aspects of life. This sentence was the initial standpoint for the establishment of reflecting teams (Andersen 1997) which made it possible for individuals to discover new or different perspectives on the challenges of life. The prerequisite to succeed in applying a method in educational context is to secure it is firmly rooted in the schools leadership and planning. Moreover, it requires a high degree of willingness as the participants acknowledge this as a useful and including tool to develop themselves as teachers and the school as a professional workplace. Last but not least, this effort has to make an impact on the pupil or the child so they benefit by the progress of the adults. To a great extent, this is about focusing the attention on everyday changes; we chose to call these *differences.* We are not talking about any kind of differences, but differences that make a difference (Bateson 1972), i.e. something indicating a change in practice. Against the backdrop of Professor Tom Andersen's work in the field of family therapy, we have tried to convert vital elements into everyday school as meaningful tools in the guidance work. There is a connection between the mentors work with the mentees and the therapists work with clients. We often witness that guidance deals with the mentors role, but these reflecting processes focus the attention on the challenges of the individual seeking guidance, the mentee. It has nothing to do about the mentor being good at asking, having the right questions or another apt method. The mentor should focus all his attention on listening and looking for connections and significant words. It should be a situation where people are talking together – a conversation. All attention should be on the person needing help. By using a reflecting team alongside the mentor, this attention gets stronger

and this becomes a vital tool for the mentor (Andersen 2007). For Tom Andersen it was important to stress that the conversation is on the mentee's premises. Topics difficult enough to block the communication should therefore be addressed later in the conversation when the mentee opens the possibility in one way or another. This calls for the mentor to observe and search for such opportunities. The mentor must not add anything into the conversation that is not there, or interpret statements along the way. The words chosen by the mentee are vital. This means that the school leader needs to facilitate a symmetrical guidance rather than one of contradictions that obstruct this opportunity (Bjørndalen 2008). Should the school leader wish to be the mentor, this will disturb the symmetry of the dialog, because there is a power relation in the conversation. To envision a leader acting without power can be challenging. The leader may claim to be in such a symmetrical situation, but the mentee might find it difficult to deal with this statement. A leader is a leader in any context, both in and outside the workplace (Lauvås /Handal 2014).

11.2. Method

We have previously seen how guidance with reflecting teams has been useful in both the development of work in preschool (Sträng, Sørmo, Jensen 2012) and how reflecting processes along with guidance with reflecting teams have contributed to the empowerment of a primary school with great challenges (Sträng, Sørmo 2014). In addition, our education in guidance put a lot of effort into training teachers to use reflecting team as method in guidance. In this context, we have received feedback that teachers largely wish to practise this form of guidance. In the project at Berg school, we challenged the principal to adopt reflecting team in the schools teamwork, both in order to develop good practice, but also to create a sense of belonging to the various challenges in the schools mission. It may be about better cooperation to solve problems in class and with individual pupils, better planning and monitoring of the need for more measures in the classroom and easier organization of the teacher team's assignment in relation to the principal. The expectations are that the teachers' team becomes even more independent and work more closely in everyday situations. The principal very often experiences that she as a leader must solve situations where others might be better skilled then her. Through a sound and sustainable guidance practice it might be easier for the teacher to appear as a legitimate class leader and an experienced and professional teacher in collaboration with other colleagues, the schools help services and parents. The principal in our school project is also a trained mentor and has positive experiences with this kind of work through her education. This

was also the reason why she wanted to be part of this research study at her own school.

We started the project with a meeting between the project manager and the principal where the idea for the project was presented. Following this initial meeting, a memorandum of understanding for how the project would be conducted was set up. The frame around this was a monthly guidance for up to two years, during which a group of teachers voluntarily could be interested in developing these skills. Østfold University College should provide training and guidance as a service to the school, but on some conditions. As a part of the project agreement, the school had to provide volunteer teachers who were willing to submit a written log or letter to our research administrators. The college also promoted the expectation that some of the participating teachers would be able to attend a similar conference to present their experiences from the first year of guidance. Naturally, this has also been an incentive for teachers to participate in the project. The school leader has also given time to the teachers to make it possible to achieve this within their own working hours.

As a reflective process will have an impact on everyday school work it has to be well and firmly rooted in both the teachers and the school management's everyday lives. When we with this project wish to gain access to the workplace with a guidance method, it is also important to set some conditions for the training. This was in order to see how the participants experienced guidance and the reflecting team's influence on the educational thinking. That is why we wanted the participants to write down their experiences in a log following each guidance session. The log is sent to a "bank" where it is subsequently analyzed in the context of a final letter from the participants (Skorgen, 2006). The school leader's background of guidance would help to ensure knowledge of guidance and knowledge of the method we wanted to use. At the same time it was important for us that the school leader saw that this could help the schools build-up of the teachers' real skills that through this might become significant in the daily work. Moreover, it was important to help develop a reflecting culture which also pays attention to changes at the school. We also wanted this to be a school where our students could get their teaching experience.

Such guidance is about processes, thus it has been imperative to stress that there is connection between the factors affecting such a process (Sundet, 2006). In this reflecting process we envision four factors; First a legitimacy in choice of school and participating educational leader. Secondly, participants who are willing to contribute with written material during the establishment and implementation. In

many ways the process itself is initiated by choosing the members of the team who will collaborate in this manner. Those who are given the opportunity to participate will naturally start the mental process related to the project right away. This is how the process starts. The third factor is the willingness to write letters before and after the project period and hand in logs immediately after each guidance session, in addition to an interview with some of the participants. Finally, we use a method of analysis that works through all written material to see if there is coherence between the expectations and experiences of participants (Sträng 2011). At the same time we expect the results to give us knowledge of the sustainability of the method and whether it will work without the presence of the researchers.

11.2.1. Guidance with reflecting processes

We see guidance with reflecting teams as a tool and as a vital part of the process of creating change in everyday work, but also to make a meaningful difference for students in the classroom. If the guidance does not lead to change, it is not necessary. The change can be a new understanding, the confirmation of the educational rationale in a learning process or perhaps ideas about a new direction in the work. The changes are linked to what Tom Andersen stresses as convenient for the situation. Changes should neither be so large and profound that they create resistance nor so small and insignificant that they have no effect (Andersen 2007). Although Andersen refers to the therapy field, we find it reasonable that the same thoughts are valid for all changes involving human subjects. Based on such experience, there is reason to believe that violent changes in any context can encounter strong resistance. Resistance will mean a low degree of change. This is also the case at a high political level, when questions are raised about disarmament, membership in the European Union (EU) or changes of currencies or allies. Also on personal level, great changes can create a lot of resistance, such as surgery or situations that require large financial investments. A change so insignificant that it does not create a new situation is also irrelevant in the long term. It is the difference that makes a difference that helps to create a change i.e. when changes are just sufficiently perceptible (Andersen 2007).

The guidance also set of other processes that are important parts of the reflecting process, like the reflection of our own practice, new perspectives after the guidance, different or new ways of understanding contexts, changed practices, testing of new ideas and increased motivation to create changes in the educational work, both within the field of practice and in the understanding of the classroom

work (Skorgen, 2006). In many ways, this contributes to changes that make a difference also for students with special needs. Teachers working with children and students with social and emotional challenges may require new perspectives. For a school leader it will therefore be of great importance to refer to new opportunities and tools that can provide other solutions that might be even more sustainable. To look for external help to solve the problems in your own school, might prove more challenging than enabling teachers to deal with difficult situations in collaboration with their colleagues. In this way, the guidance may also contribute to preventive work, perhaps especially in relation to children and young people struggling with emotional and social challenges. Since guidance may help to make the teacher more competent and prepared for difficult situations, a common effort will give an overall strength in the everyday work. If it gets part of the daily routine, it may be a sustainable tool that contributes to empower each individual. In a systemic perspective the guidance conversation may create opportunities for interaction rather than confrontations between both teacher and pupil as well as between teacher and the school staff. When the teacher sees the pupil in a systemic perspective, it increases the chances of noticing relations that are not so obvious. What happens between the guidance sessions is essential for making progress in the process towards change. The content of the guidance helps to change perceptions and pursue other or new roads in the pedagogical work. To a school leader, this will be a help to improve the planning work, but it is also an important incentive for a positive work environment and relationship building between teachers both within and outside the teamwork.

11.2.2. About the meaning of the words

Crucial to this way of thinking is how we experience the understanding of the terms we use. The words have different meanings in relation to the context in which they are being used, what they describe and how they are perceived in communication. It may be risky to use metaphors in guidance because they are perceived differently. In a teaching situation, however, they may create images that help the individual to understand connections. Just as we through senses experience images and sensations differently, also the content of concepts and words will be subject to different perception and understanding (Bateson 1972).

Nevertheless, metaphors can be useful to explain contexts. One metaphor can be a landscape reflected in the water. Both images visible the impression of a landscape. The water surface determines how similar the images are. As soon as the water is disturbed, other images are created. Yet, only one of the images is

real. We do not really know this before we gain experience with the images the eye perceives. Through experiences, we learn what is fiction and what is real, because we have a common understanding through the experience. The eye tells us only what we see, the mind creates perceptions, but experience shows the reality as we understand it. Most descriptions of reality still come from hearsay, i.e. how others describe it. We have to deal with the description others give because we cannot experience everything around us (Maturana 1980). We choose to accept this as a truth we can trust. We hardly experience that the Earth is round or that there is a certain distance to the moon, while other personal experiences give us understanding we bring with us. We need not discuss whether the weather is hot or cold or whether we are hungry or satisfied. In a class situation children have many different experiences. Some feel that situations are frightening, others that the same situation is not. That does not mean that the one is true and the other not. In the guidance conversation, words related to other people's descriptions or own experiences are used. To be understood, the words used must have the same understanding. To a mentor it will therefore be important to clarify the other person's thoughts and opinion to understand the situation. - *For i Sandhed at kunne hjælpe en Anden, maa jeg forstaae mere end han - men dog vel forstaae det, han forstaar.* To truly be able to help another, I have to understand more than him – but also understand what he understands (Kierkegaard 1855). Thus, it is required that the mentor, through questioning, manage to clarify what the mentee really thinks, and through the interaction is able to create an image of what the mentee sees and senses.

This is the case with all the words we use. There are different perceptions of the words we have to choose when we wish to describe reality. This depends on how the words are perceived in the community in a given context. To recreate dreams or hallucinations is therefore complicated because they are very similar to the reflection in the water, which gives a more or less blurred reflection of reality. The mentor's task will be to help distinguishing between reality and what presents itself as reality.

In a guidance situation it will be imperative that the mentee uses words to describe his/her situation and challenges. If it something is vague, it is the mentor's job to ask questions to clarify and create a connection and understanding that becomes a common perception of that reality. From this point it is easier to find new perspectives to throw light on the challenges.

In our project, these have been some of our basic thoughts in the preliminary rounds before the guidance sessions. It has been important that the principal has

the same perception and common understandings that the guidance is mainly about how teachers understand their everyday situation. The words they use become important pieces to form an opinion about their tasks.

Through guidance, the reflecting team helps the mentee to clarify his understanding. Now and then the guidance halts to inquire about the team's perception and understanding of what has been said. Such situations offer the mentee some free space to listen whether the opinions or perceptions of the others, are perceived as intended, or if the conversation has been misleading and needs to be readjusted. The mentor is the one who stops the conversation and ask the reflecting team to express what they have perceived through the conversation and how they understand this. The mentee are not able to communicate with the team members during the guidance session. Should this happen, the risk of confusion will make the session less fertile. There may be too many mentors to deal with. The mentee has to relate to his mentor and no one else. The pause, during which the reflecting team is speaking, also becomes a pause for thought and reflection for the mentee. The mentee is listening to what the team says, but has no opportunity to speak with them. On the other hand, the mentee is able to comment and adjust perceptions before the guidance session continues. The mentor is controlling the team and uses it as a thinking and reflecting tool in the conversation. The mentor gets the team started by addressing them when necessary.

If the principal is part of this, it is plausible that the power relation, whether it was consciously or unconsciously, would prevent such development. However it may be of great importance that the principal attends the after session, to be briefed on the development of the team assignment and the progress of the project.

The reflecting team's task is primarily to listen (Seikkula 2005). Such guidance can be demanding. The team's reflections can help create ideas that can be brought forward and at the same time give the mentee an opportunity for reflection. This could be a new starting point for the further conversation. The mentor should be an active and discreet listener, but also one who asks open questions related to wondering and observation as part of the reflecting process. The guidance is concluded by all participants expressing how they experienced the actual guidance session, and summarizes how far the participants have come in the reflecting process. It is useful for the mentee if the summary helps to work towards new goals until the next guidance session. The reflecting process as such, continues after the session is concluded, and it is important that the guidance is repeated and takes place over a period of time, i.e. every third or fourth week. Between the

guidance sessions there is opportunity for reflection on what has been said, the testing of ideas or continue with new ones.

11.2.3. The process

Each session consists of a short preparatory course for all participants. The attention is at some specific aspects of the process. In these short courses, the roles are examined, how participants can relate to each other, ways of cooperation and the formal aspects of the guidance (Andersen,T. 1995). Similarly, time frames, monitoring, participation and structure of the conversation may be significant factors. Even the furnishings may be of importance for the participant's mission. The team's "tasks" can be attention to the objective or the language to be used. Moreover, the preparatory course should contribute to a calm and safe atmosphere before the guidance starts, to make the mentee feel comfortable, and the reflecting team gets to clarify their roles in the process. Then the room is re- arranged to an appropriate venue. The mentee and the mentor are sitting opposite each other with a table between them. The table has an important function, as a buffer to create space between the mentor and the mentee, and helps to maintain intimate zones between participants. The reflecting team is seated behind the person who seeks help (the mentee). The team is placed so as to not have direct eye contact with the participants. It is vital that the mentee's attention is on the mentor all through the guidance session. If the mentee is able to see the reflecting team, this may lead to an unwanted contact between the team and the mentee and give way to leading signals (Sträng, Sørmo, Jensen 2011).

The guidance is conducted as a conversation where the mentor asks the mentee what he/she wishes to bring up. In this form of guidance the mentee does not bring a written, pre-formulated issue/topic, which is often the case in guidance sessions (Skagen, 2004). A pre-formulated basis for the guidance will force the mentee's focus towards a preconception, but does not necessarily "hit" the real issue. Should the mentee formulate a question prior to the session, this could limit the chances of discovering the differences between the problem he *believes* he wants to raise, and what the actual necessity is. It is through the conversation with the mentor that the issue is released. Moreover, the reflecting team will contribute by sharing opinions and thoughts around the conversation that can be enlightening, supportive or challenging for the further conversation. This can help to change the emphasis, i.e. what issue needs further exploration, and what could be put aside or moved to another context (Shotter, 2008).

11.3. Expectations

For a school leader, every day is not a mere routine, though it may also be characterized by various routine activities of administrative nature. Many speak of conversations with staff, students and parents from different contexts. The leader also becomes a conversation partner, an advisor and a general problem solver, on human level as well as on a practical level. Moreover, the principal often has other public tasks, in connection with municipal commissions, such as committees and networks related to various challenges faced by school owners. This creates situations where the principal is not present to solve problems or to be the interlocutor or advisor. Hence, it is only natural that the school leader's expectation is that such guidance will generate more competence and collaboration on the schools social mission. Similarly it would be likely for a leader to expect that this type of activity helps to promote social ties and create better unity and team spirit. This will strengthen the work teams and make them better equipped to withstand the challenges of everyday work and assignment changes when necessary. The school leader's duties are rarely limited to the school as such, but also related to outlying areas as the community, parents work, cleaning, maintenance, municipal commissions, cooperation fora, finance, human resources work, recruitment and numerous small and big daily decisions. Naturally, a leader needs a complex and solid staff as support for the school activities. This is not easy to create, but through such reflecting processes, teachers have an enhanced opportunity to identify constructive ways to stand together as school and as workplace.

This article is not dealing with an analysis of these expectations, but aims to demonstrate that also after its completion, the project will be subject to further analysis based on the leaders´ expectations and the participants feeling of increased competence and empowerment. For this reason, substantial parts of the discussion will be left out until this is in place. Since the project is underway and will last for one year, it will be natural to make a qualitative evaluation of the impacts of this reflecting process at a later stage (Burian, 2006).

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12. LEADING FUTURE-FOCUSED EDUCATION AND LEARNING FOR ALL: ISSUES, INSIGHTS AND IMPLICATIONS.

John West-Burnham

12.1. Understanding the future

In education systems that have been under almost continual pressure to improve and have been subject to a wide range of often contradictory policy initiatives it is essential that leaders are able to provide a compelling justification for any proposed innovation or initiative. Howard Gardner provides the most basic rationale for change – something no longer works or it is no longer relevant or appropriate:

> I discern two legitimate reasons for undertaking new educational practices. The first reason is that current practices are not actually working...

> The second reason is that conditions in the world are changing significantly. Consequent on these changes, certain goals, capacities, and practices might no longer be indicated, or even come to be seen as counterproductive. Gardner H (2006:10)

There seems little doubt that the context in which schools are working and the agenda that is confronting policy makers, educational leaders and education professionals is complex, volatile and very different from any previous scenario of how the possible future for education is best understood.

One starting point for exploring potential educational futures is to identify the key variables informing and influencing the context for educational policy and leadership. Four possible themes seem to emerge from any analysis, although they will be given very different weightings in different educations systems:

- Excellence, equality and equity
- The developing evidence base

- Neoliberal politics
- Geopolitics and climate change

The potential tension between excellence, equality and equity is fundamental for most education systems. In essence it goes back to the widely held, but deeply erroneous belief that education is either excellent or equitable but never both – in fact they are often seen to be mutually exclusive. "You can't have quality and quantity." In simple terms most education systems know about excellence although the numbers achieving it are highly variable; school improvement strategies have seen a broad, incremental, growth in school effectiveness but equity remains elusive in most systems. The problem is one of consistency – there is still variation within schools and between schools – quality education remains a lottery for many students.

The research base now provides more evidence than ever before about the fundamental assumptions underpinning professional practice in education – especially with regard to education. A potentially profoundly challenging example is exemplifies in the following diagram:
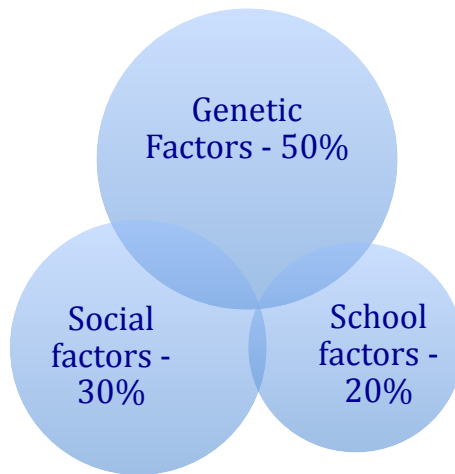
Traditionally the potential for academic success was seen as a balancing act between social and school factors – with the social dominating. The research led by Robert Plomin points to the need to start with the individual learner because of the impact of our genetic inheritance. There is now increasing confidence that we

can make even stronger assertions about the centrality and distinctiveness of the individual learner:

> Our evidence makes it crystal clear that treating children as blank slates or empty vessels, using a factory model of schooling, and arbitrarily imposing the same targets for everyone are approaches that work against, rather than with natural child development. Our schools and our educational policies will be improved if they are designed to respond to naturally occurring individual differences in ability and development. (Asbury and Plomin 2014: 12)

In essence we need to personalize educational provision in order to recognise and respect the unique identity of every learner.

The political context that schools operate in is another key variable that is changing in many countries. The long-term commitment of governments to provide education for all is being replaced by what are essentially Neo-Liberal approaches which can be characterised as:

- The shrinking of the public sector and the withdrawal of government from provision of services such as education accompanied by a reduction in public spending.
- The marketization of services i.e. the introduction of competition in public services.
- The deregulation of services e.g. the scrapping of government initiatives and provision of strategies and resources.
- The introduction of a culture of performativity and managerialism replacing democratic governance with technical expertise based on outcomes based accountability.

The long term implications of these changes are unclear but they would appear to point to a weakening of the boundaries between the public and private sectors and a challenge to historic patterns of professionalism.

The final contextual factor is the most elusive – the challenges posed by geopolitical factors and climate change. The impact of global terrorism is already being felt in schools in most countries. The attacks on school children and teachers reinforce the awful reality of the change as does the large number of children who are now refugees. Equally the increasing competition for natural resources and disputes over boundaries points to further future tensions.

Climate change raises further profound issues about what sort of future exactly we need to be preparing children for. For the people of the Maldives and Vanuatu it is already clear that their homes are not viable in the medium term. For many Western European countries there are already signs of issues emerging from pollution e.g. the growth in the number of asthmatic children.

Taken together these factors point to the need to question prevailing orthodoxies and, possibly, to accept that the status quo is not an option.

12.2. Responses to thinking about the future

To paraphrase LP Hartley "The future is a foreign country, they do things differently there." Rather in the same way that St Augustine prayed for chastity, 'but not yet' so we often approach the issue of change hoping to avoid the need to accept radical change that has significant personal implications.

There will always be those whose response to change is essentially one of denial – denial of the changes discussed in the opening section, questions about the degree of change needed and anxiety about the personal implications of change. However obdurate the resistance to change it is worth remembering that any change involves some degree of loss or mourning as, to varying degrees, change involves a denial of personal history. What for some is an exercise in rational problem solving for others is a profoundly emotional and personal challenge.

One of the problems with future focused thinking is that it can be hijacked by the strategic planning lobby. These are those who believe that the future is predictable, change is essential sequential logical, linear and controllable. The reality, of course is very different, no battle has ever been fought on the basis of the planning that preceded it, as soon as two sides engage chaos usually ensues. The future of education can never be plotted on a Gannt Chart, no matter how compelling the use of symbols and colours.

The antithesis of the strategic perspective is the thinking around scenario planning – essentially telling stories about a shared and preferred future that provides a consensual view of the direction of travel but does not make the naïve mistake that the route will always be clear and available. An extension of scenario thinking is the utopian approach – the possibility of transformation and the compelling image of the transition from caterpillar to butterfly. However powerful an image this is it is worth remembering that the transition from caterpillar to butterfly is

one of metamorphosis – effectively the death of the caterpillar. We may not have that option in moving from the present to the future in education.

We expect leaders to bring about change. To improve a football club's performance, to improve a school, to save the nation. In terms of leadership strategies the implications of these expectations were first conceptualised by Charles Handy in the model of the Sigmoid Curve, as depicted in Figure 1. The rationale that underpins this model argues that any human endeavour grows, waxes and then wanes. From the Roman Empire to former Premiership football clubs; from apparent permanent fixtures on the high street (Woolworths) to cities e.g. Detroit there are countless examples of the mighty falling. Woolworths failed to respond to the challenge of emerging competition from other budget outlets such as Poundland and Wilkinson. Even achieving eponymous status is no guarantee of survival – Kodak's refusal to accept the growth of digital photography is a classic example of almost wilful self-destruction. Another way of understanding this phenomenon is to reflect on the extent to which we are seeking to improve what are essentially analog schools in what is an increasingly digital age. Detroit was so fixated on being 'Motown' that it failed to recognise the danger signs of a changing economy. From a population of nearly two million at the peak of its success Detroit now has less than 700,000 inhabitants and is bankrupt to the extent of $18 - 20 million dollars.

There are few examples of social organisations that demonstrate sustained growth over an extended period. Handy's key insight is to argue that the function of leadership is to anticipate the downward curve and intervene in order to, at least defer the inevitability of decline.
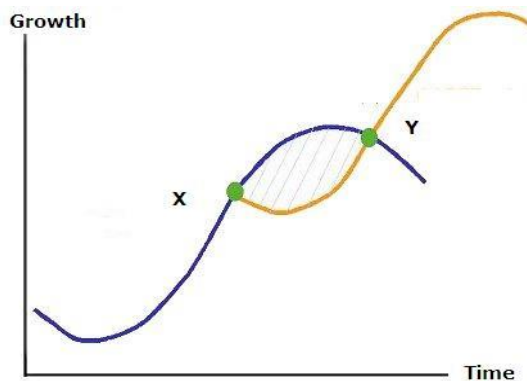

Figure 1 The Sigmoid Curve

At point x, when performance is improving leaders need to focus on engaging with what Handy calls the 'second curve', before the onset of diminishing returns at point y, as Handy explains:

> The message of the Second Curve is that to move forward in many areas of life it is sometimes necessary to change radically, to start a new course that will be different from the existing one, often requiring a whole new way of looking at familiar problems . . . (Handy 2015:27)

If the organisation has reached point Y then it is probably too late – decline is inevitable and inexorable. This is the situation where the traditional strategies of school improvement may no longer be valid and a radical reconfiguration is required. The challenge of this model is that leaders have to initiate change while the prevailing orthodoxy is still working and by most criteria, save one, both appropriate and effective. The one criterion that is not being met is that the current ways of working will almost inevitably lead to a period of diminishing returns – the situation where rising input does not lead to commensurate returns. There is also a very real danger of what might be termed leadership myopia where more time is spent on short term operational issues than long-term, strategic thinking

- Scrapping exams at 16 – virtually no other countries places as much emphasis on tests at 16 as England and Ireland. It seems an unnecessary intervention when education now continues to 18.

- Working towards a system based on stage not age – questioning the arbitrariness of automatic chronological cohort progression and personalizing education to recognize and respect the very real differences between learners.

- Developing a strategy for education that integrates educational provision from birth to 25 and beyond – but at least cradle to mortgage.

- Moving from teaching subjects to learning through themes i.e. a more integrated and holistic approach that recognises how learning takes place in the workplace.

- Recognising the full potential of IT in securing educational equity. For example see the work of Sugata Mitra (www.hole-in-the-wall.com)

The challenge for educational leaders and policy makers is to recognise that the law of diminishing returns applies to schools and educational systems as much as to any other human enterprise. The great danger is that schools that are still essentially constituted on a nineteenth century model will become increasingly irrelevant in an age focused on transformation through information technology and the personalization of products and services. It would be dangerously naïve

to pretend that education is exempt from the forces that are influencing the future of health services, banking and even retailing – almost 90 per cent of people in the UK did some of their Christmas shopping in 2015 on the Internet.

12.3. Leadership for change

In order to come to terms with some of the changes that emerge directly or implicitly from the review in the first section it may be that we have to move from seeing engaging with change as something that leaders have to do to seeing change as being axiomatic with leadership. In other words we have leaders in order to enable and secure change.

The leadership of change is a complex, demanding and highly ambiguous aspect of leadership. The more educationally significant the change the greater the potential for uncertainty and for alternative perceptions, competing rationalities and abuses of power. In order to lead change it does seem that school leaders need to develop a range of qualities that are not available through PowerPoint driven training or off-the-shelf packages. The necessary qualities would seem to include:

- Moral confidence and professional courage, in particular the willingness to question prevailing orthodoxies, challenge long-established practices be willing to question the emperor's new clothes.

- The ability to think strategically and engage with abstraction; in particular to move from the operational to the strategic and to commit time and resource to long term thinking.

- High tolerance of ambiguity; it has already been argued that change is rarely rational and coherent, leaders need to be able to work with complexity.

- Determination and resilience – this refers to the importance of seeing change projects through

- High order social skills and emotional literacy; the greater the clarity of communication and transparency the higher the level of engagement and confidence.

- Personal authenticity and the ability to engender trust; trust is an essential pre-requisite to change, people will change to the extent that they trust the person leading change and, as Fullan puts it ' Trust comes after good experiences.'

- Strategies for networking and building coalitions; leading change requires the ability to create and work through collaborative relationships, indeed

it could be argued that any change initiative is successful to the extent that it works through networks and interdependent strategies.

- Personal learning and growth; the successful leadership of change requires personal humility, the willingness to learn from others and to review and reflect on practice.

The successful leadership of change is always context specific with a range of complex and significant variables that are informed by the particular circumstances of the school. However certain principles do seem to apply (albeit in varying degrees) to most change strategies in schools:

1. There is a very clear understanding of the nature of the change in terms of prescription, resourcing, accountability and required outcomes.

2. Leadership for change prioritises the moral and relational dimensions of the change process – notably trust

3. There is a clear rationale and justification for the change and it is recognised that change is a complex, messy, process.

4. Any particular change initiative is clearly set within a strategic view of the future of the school.

5. The leadership of change is seen as a collaborative process that is open, democratic and inclusive.

6. Successful change is most likely to be found in effective communities.

Future-focused education requires a fundamental reorientation of the systems and processes of school leadership. Schools are very busy and complex organisations and the range of demands and the complex interaction of a wide range of variables means that there is a natural predisposition among school leaders towards the operational, simply because hundreds of children will arrive everyday expecting to be educated. However natural and understandable the operational imperatives have to be balanced with the need for change and innovation. The potential of a school to change is a direct product of the willingness and ability of the school's leadership to change itself.

13. RECOGNISING THE INFORMAL LEARNING OF TEACHERS

PAL is a Professional Development Model designed to help recognise and reward the informal learning of professionals working in education. The model's key aim is to promote and strengthen peer to peer learning and sharing amongst teachers and management in VET schools, colleges and centres and to create awareness of the value of this form of professional development.

Much informal learning takes place every day in schools, colleges and centres e.g. by sharing ideas, resources, expertise and strategies with others. The act of sharing or learning from others often goes unnoticed and unrecognised and in many cases individuals are not hugely aware of the value of the contribution that they are making or the potential that they have to support the professional development of others.

PAL recognises that vast experience already exists amongst teachers and managers within educational institutions and that it is not always necessary to seek expertise from outside an organisation to facilitate CPD sessions for staff. Multifarious approaches can be used to support professional sharing of knowledge, skills, practice and experience amongst colleagues.

> Through a PAL system of accreditation the peer learning and sharing that teachers and management engage in has the opportunity to be recorded, acknowledged, appreciated, reflected on, recognized and rewarded internally.

The PAL partners have developed

- An organisational framework outlining the process of recognising, recording and rewarding informal professional learning activities and achievements

- A recording tool to help individuals track and verify their professional learning
- A self-evaluation / reflection template
- A Toolkit of strategies and methodologies to support the process of sharing learning from professional experiences

By participating in the PAL Model of professional development a school, college or centre is saying that it recognizes the validity and value of informal learning and sharing as a legitimate form of continuing professional development and is prepared to accredit this (recognize this) by awarding the status of 'PAL Learning Champion' to individuals who meet specific criteria as outlined by the PAL Model of professional development and the PAL framework. For example, In order to be recognised as a 'PAL Learning Champion' a staff member needs to attend an induction session facilitated by their own organisation and engage in a range of peer learning and sharing activities during the academic year to earn credits (PAL Points). The emphasis should be on informal learning and sharing activities rather than formal professional development which is typically funded, formally organised and /or certified e.g. externally.

Potential Learning Champions track their learning and sharing activities on the PAL tracking tool and, when the required number of PAL points have been achieved, they submit their PAL tracker and completed self-reflection template for review. Learning champion status is awarded and recognised by the organisation through a celebratory event and PAL certification.

PAL is an Erasmus + Key Action 2 project with Partners in five countries: City of Dublin Education and Training Board, Ireland, Belfast Metropolitan College, Northern Ireland, Kaunas University of Technology (KTU), Lithuania, Kodolanyi Janos Foiskola (KJF), Hungary and University of Humanities and Economics, Poland.

More information about PAL can be found on the protect website www.palcpd.eu or by contacting the PAL CDETB project team:

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