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BOOK OF ABSTRACTS

ENIRDELM
International Conference 2024

Transforming Educational Organisations into Learning Communities

UNIVERSITY OF JYVÄSKYLÄ | September 12th – 15th, 2024

ENIRDELM

European Network for Improving Research and Development in Educational Leadership and Management

JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Contents

FOREWORD

You are warmly welcome to the ENIRDELM 2024 conference in Jyväskylä, Finland, and we are proud to present the conference abstract book. We got in all 48 abstracts, of which 41 are included in the final conference programme. Of these, 30 are paper presentations, 2 symposiums, and 9 poster presentations. In addition, we have four invited keynote presentations. You can find all their abstracts in this abstract book.

The abstracts are presented in the abstract book having the keynote, symposium, paper and poster presentations in their own respective chapters. Within the chapters the order follows the chronological order of the presentations in the conference programme. We hope that you will enjoy the presentations. In our opinion, they provide a rich and extremely interesting investigation on the main topic of the conference: Transforming educational organisations into learning communities.

We also hope that this abstract book will encourage and support you to contact the presenters for dialogue and collaboration. ENIRDELM is really about networking. We are particularly interested in what we will do together after the conference.

One of these future joint efforts is the ENIRDELM conference publication. After the conference, we will synthesise its highlights in the ENIRDELM newsletter. The letter will also include the invitation to conference presenters to transform their abstracts and presentations into articles in the ENIRDELM conference publication in spring 2025.

Authors

1 KEYNOTES

Thursday 12th September 2024, 17.00 – 18.00
Martti Ahtisaari Hall

Educational leadership and ENIRDELM

Risku, Mika (Head of Institute of Educational leadership, University of Jyväskylä)

This keynote positions ENIRDELM as an approach to educational leadership. It does this by providing a conceptual investigation of the phenomenon of leadership in the field of education based on the theory development of the Institute of Educational Leadership, University of Jyväskylä since 1996. In this investigation, the significance of the context has become crucial. It determines what education is, why we should have it and what we should do with it. This in turn determines what kind of educational organisations we should have and how they should be led. Our claim is that the evolution of the context is of a paradigm shift scale. What education is, why we need it and what we must do with it as well what kind of educational organisations and leadership we need, all must be rethought. The rethinking must include transforming educational organisations into learning communities, as the overarching topic of the ENIRDELM conference 2024 states. What this means is what we will be exploring together at the conference supported both with the formal sessions and the informal getting togethers.

Educational Leadership Network Europe ELNE and ENIRDELM

Pesini, Silvia (Senior Project Manager, European Federation of Education Employers)

This keynote aims to present the Educational Leadership Network Europe (ELNE) and its ambition to break the silos of the education and training sector while becoming a hub for dialogue between educational leaders, practitioners, academics, parents, students, policymakers and more. The presentation will include a roadmap of the work of the Network in its first year of life (2023-2024) under the overarching theme Transforming Schools into Learning Communities, and a look into the future for the upcoming ELNE Year under the theme Dimensions of Collaborative leadership – exploring together.

Building on the ELNE policy recommendations of 2024, ELNE is looking to further promote and support the enactment of research and the establishment of synergies between research, practice, and policymaking; and to encourage academics and researchers to showcase their work and engage with others to establish a culture of collaborative leadership in education. This keynote will highlight the opportunities of collaboration between ELNE and ENIRDELM.

Friday 13th September 2024, 9.00 – 10.00
Martti Ahtisaari Hall

The first and the next steps of our network. – how we have seen the importance of our European network and what kind of future ENIRDELM will have

Ahonen, Jukka (Educational leadership educator, Masterclass),
Ivanova, Ilze (Professor emeritus, University of Latvia),
Hämäläinen, Kauko (Professor emeritus, University of Helsinki),
Pol, Milan (Professor, Masaryk University)

Saturday 14th September 2024, 10.45 – 11.45
Martti Ahtisaari Hall

Leadership in the field of education: future perspectives

Fonsén, Elina (Assistant Professor),
Hanhimäki, Eija (University lecturer),
Roponen, Hannele (University teacher, all presenters Institute of Educational Leadership, University of Jyväskylä)

In this presentation, we will use two main perspectives for considering leadership in the field of education. First, we take a perspective of dialogue and polyphony of educational leadership. We also make a summary of themes and phenomena in ENIRDELM 2024 conference. In addition, we describe this polyphony and dialogue between different agents in educational leadership and what this tells about the future of educational leadership. Second, we take a perspective of networks and collaboration in educational leadership. We describe how we make the future of learning communities and educational leadership together. We have national networks and collaboration in Finland (e.g. the research-based development projects in educational leadership funded by the Ministry of Education and Culture, FinEdLead, VEPO, EDUCA, ESF+).

International networks have been established between researchers in the fields of early childhood education and basic education; however, these networks have often operated separately. We introduce international development and research networks and collaboration in early childhood education (ILRF EC) and European networks (e.g. EPNoSL, EEPN, ELNE, ENIRDELM). Our aim is to build these networks together, and we invite national and international agents to this network and collaboration to achieve and support our conference theme, transforming educational organisations into learning communities.

Keywords: educational leadership, future, dialogue, networks

2 SYMPOSIUMS

Friday 13th September 2024, 10.45 – 11.45
Agora C132.1

A master study in the use of Reflective Processes in special education teams

Nilssen, Inger-Lise (Municipality of Sarpsborg/Ostfold University College),
Sträng, Dan-Roger (Ostfold University College),
Sørmo, Dag (Ostfold University College)

This presentation focuses on Reflective Teams (RT) and reflective processes and their impact on special education work, based on my research on the same topic. The qualitative study aimed to determine if RT and reflective processes can contribute to creating change in the work with children with special needs in a school setting. The research began by conducting sessions on professional development focusing on RT and reflective processes at the two schools involved, which also qualifies this study as an action research project. The findings indicated that RT contributes to strengthening the effectiveness of special education work. RT can also contribute to an increase in the professional competence of special educators. Participants in the study reported feeling strengthened in their role as educators. This led to an enhanced focus and effectiveness when providing support to colleagues and pupils and prompted a reevaluation of their current practices. The findings show that using RT helps special educators collaborate more effectively and overcome situations in which they previously felt powerless. This also

improves the quality of education for pupils requiring special education and promotes professional growth in the educators involved.

Keywords: reflective teams, professional development, learning communities

Friday 13th September 2024, 13.00 – 14.30
Lea Pulkkinen Hall

FABLED: Organising Institutions to Enable Communities for Inclusive Education and Lifelong Learning

Madtha, Samuel (Institute of Educational Leadership, University of Jyväskylä, Finland),
Risku, Mika (Institute of Educational Leadership, University of Jyväskylä, Finland),
Edersheim, Katherine (Impactrics, USA),
Bhat, Darshan (Creatnet Education, New Delhi, India),
Sankaran, Vijay (Creatnet Education, New Delhi, India),
Jaiswal Mohita (Creatnet Education, New Delhi, India),
Khandpur, Nimrat (Azim Premji University, Bengaluru, India),
Kumar, Sree (Jawahar lal Nehru University (JNU))

Within the context of a shared definition of community developed from the session last year, we apply the concepts in the school and educational context to look at the benefits and opportunities across constituencies to form and perpetuate learning communities as fundamental to educational institutions. This session will have a brief introduction to the concepts and importance of community in educational institutions, according to the collective work of the authors. This includes establishing well-being, trust, respect, diversity, inclusion, the practice of learning, and being informed by top-end research and theory. Then there will be presentations and discussions looking at examples of The Creatnet Way, vibrant alumni communities, and JYU Institute of Educational Leadership ideas. All three case studies will be supported with poster presentations as well. The session will close with identifying and articulating principles that form a framework for community building and sustainability, applied across the examples and other contexts.

Keywords: diversity, inclusion, community building, sustainability

3 PAPERS

Friday 13th September 2024, 10.15 – 11.45
Agora Beeta

How to "escape" from educational management? The online escape room integration into studies

Stasiunaitiene, Egle (Education Academy, Vytautas Magnus University)**, Nedzinskaite-Maciuniene, Rasa** (Education Academy, Vytautas Magnus University)

Escape room, as an active learning method, integration into educational practice is not new, but still promising (Sanchez & Plumettaz-Sieber, 2019). Escape room involves important aspects of game design and accompanying content that contextualizes the student's knowledge and skills (Annetta, 2010; Jabbar and Felicia, 2015; Subhash and Cudney, 2018). Moreover, escape room are live-action individual or team game in which players are challenged to achieve a specified educational outcome. The aim of this presentation is to introduce with the online escape room developed for the master's degree course Educational Management and Organizational Learning. This online escape room was created with the purpose for students' self-assessment before the final exam. Therefore, the online escape room was created using different sources and activities for information recognition, watching and interpreting video materials, interpretating pictures, listening to audio files, etc. The escape room has been tested and piloted with 111 first year MA students. During

the conference, we will present not only the created room, but also with the received feedback from the students.

Collective Reading – a Driver for School as Learning Community

Kampmane, Kristine (University of Latvia),
Ozola, Antra (University of Latvia)

Ever since humans have existed building a community have been one of the most effective ways to pass knowledge to the next generations. Even in the age of artificial intelligence and social networks as knowledge transmitters, real on-site communities have not lost their importance as knowledge hubs. UNESCO sustainable development plan have stated that learning must be lifelong and life wide. Researchers have provided evidence that learning communities have positive impact on academic achievement and students' behavior. If a school has a tradition of learning community, students feel more belonging to the school and are more engaged in learning process. As storytelling and reading have been one of the oldest and most effective community builders, the purpose of this study was to find weather collective reading at classroom or school could be used as effective tool to foster learning community. The teacher's questionnaire data from PIRLS2021 EU countries was analyzed as well as teachers and principals of schools with the highest achievement in PIRLS2021 in Latvia were interviewed. The study shows that strong correlation exists between students' achievement, behavior and school's learning community through collective reading activities.

"Key Competencies of School Leaders Today and in 2030"

Jankofski, Berndt (Landesinstitut für Schule und Medien Berlin-Brandenburg)

This presentation highlights the findings of a survey conducted among school leaders in Berlin and Brandenburg. The survey, titled "Key Competencies of School Leaders Today and in 2030", aimed to identify the most time-intensive activities for

school leaders and the essential competencies required to perform these tasks. Conducted in 2024, the survey focused on the current allocation of time to various activities and the significance of key competencies, as well as projections for how these factors will evolve by 2030. It was conducted using an online questionnaire consisting of seven questions. Participation was anonymous and the survey period was from 15 to 31 January 2024.

 In addition, the participating school leaders were requested to provide information about their use of training formats to enhance key competencies and to evaluate which of these training formats would be most suitable for competency development in the near future (by 2030). Lastly, the survey assessed the need for training programs to bolster key competencies required by school leaders. The results of the survey will be used by the State Institute for School and Media Berlin-Brandenburg (LISUM) to design and offer support services for school leaders.

Key words: school leaders, key competencies, use of time

Friday 13th September 2024, 10.15 – 11.45
Lea Pulkkinen hall

Rural schools to Learning Organizations: Exploring the Potential of Low-SES Rural Schools in India through Appreciative Inquiry

Hooda, Apoorwa (University of Jyväskylä)

Schools situated in challenging contexts—catering to low socioeconomic status (SES) populations, located in isolated rural spaces, and operating with minimum resources—have the most likelihood of failing to meet the educational needs of children and families. In India, an added interplay of class and caste structures in rural areas influences school culture. However, on the upside, effective schooling in these areas can drive powerful change, creating pathways out of poverty, fostering long-term well-being.

The Schools as Learning Organization (SLO) model is increasingly advocated by scholars to ensure school effectiveness as it emphasizes shared goals, individual and

collective learning, and a culture of continuous inquiry and feedback. This qualitative study employs an "appreciative inquiry" approach to explore the beliefs, perceptions, and practices within rural school communities in India that contribute to the potential of the schools as SLOs; through participatory observations, narrative interviews, and the photovoice technique. The results will provide a basis for making policy recommendations to improve school effectiveness in rural areas and make visible the narrated realities of school communities through the often-under-represented voices of students, parents, teachers, and school leaders of low SES schools. Data collection will take place in October 2024; hence, no results are available yet.

Keywords: school effectiveness, learning organizations, schools in challenging contexts

Analysing Teacher Professional Well-Being: The Role Of School Principals' Leadership Styles Among Other Influental Factors

Simkute-Bukante, Monika (Vytautas Magnus University)

Recent decades have seen a growing interest in teacher well-being, motivated by concerns over teacher shortages, high turnover rates, burnout, and social-emotional health issues. Given the critical role teachers play in both academic achievement and personal development of students, understanding factors that impact their well-being is essential. This systematic review examines the relationship between school administration leadership and teacher well-being, utilizing diverse sources from international research to provide a comprehensive overview. The study finds that leadership styles within school administrations significantly affect various aspects of teacher well-being including mental and emotional health, job satisfaction, relationships within the school community, workload, autonomy, work-life balance, and motivation. The findings emphasize the critical impact of school leadership on teacher well-being, underscoring the importance of fostering effective leadership practices to enhance teacher welfare and improve overall educational outcomes.

Keywords: School Leadership, teacher well-being, systematic review

Civic Engagement of School Leaders, Teachers, Parents and Children in Building Civil Society: A Comparative Analysis of Poland and Ukraine

Jarmużek, Joanna (Adam Mickiewicz University),
Cytlak, Izabela (Adam Mickiewicz University)

The main objective of our research was to see how the political, social and economic situation, marked by the ongoing war, would determine civic activity among those surveyed in Poland and Ukraine. Civic education plays a significant role in the development of a democratic civil society. It is a process to prepare pupils for active participation in social and political life by providing them with knowledge and skills development as well as training attitudes aimed at proper functioning in a modern democratic society. The aim of the article is to analyse the factors that determine civic activity among school leaders, teachers, parents and children in Polish and Ukrainian schools. The obtained results were analysed quantitatively and comparatively in the Polish and Ukrainian perspective. A total of parents, school leaders, teachers and parents were surveyed by an online questionnaire, of which in Poland we received 500 responses and in Ukraine - 1500. The analysis of surveys of the area of civic activity pointed to the significant role in building civil society of adults: significant for children and youth.

Keywords: civil society, teachers, school leaders, civic engagement, Poland, Ukraine

Friday 13th September 2024, 13.00 – 14.30
Agora Beeta

Decision-making processes of educational institutions explained through words of teachers

Pažur, Monika

The development of democratic culture of educational institutions is possible only if everyone is given an opportunity to be a part of a decision-making process and feel like its opinion is valued in the institution. The goals of this research were: (1) to describe how preschool and primary education teachers understand decision

making processes in their institutions, and (2) to summarize the key phrases used by preschool and primary school teachers in describing their willingness to share an opinion in their institutions. There have been 42 participants of the research, preschool and primary school teachers, having different work experience and coming from different institutions, with whom 4 focus groups have been conducted. With collected data, a simple content analysis was performed. Three themes were recognized: (1) individual characteristics of a participants; (2) method of participating in decision making process; (3) institutional level where participation is happening. The results are indicating that participants who has more work experience talk more freely about things that are important to them in their institution. There are 2 main perspectives of participants motivation to be a part of decision-making process, their: (1) sense of belonging to the institution; and (2) responsibility for wellbeing of children.

Keywords: decision-making, democracy, sense of belonging, sharing opinions, teachers

Changing the educational paradigm in the context of sustainable social development

Dorczak, Roman (Jagiellonian University),
Jung-Konstanty, Stanisława (Uniwersytet Jagielloński w Krakowie)

Changing the educational paradigm in the context of sustainable social development is a process that requires redefining educational goals, methods and content to better respond to the needs of the modern world and promote sustainable and equitable development of societies. The new educational paradigm should take into account a holistic approach to education, integrating ecological, economic and social issues. In the face of global challenges such as climate change, social inequalities and environmental degradation, it is necessary to transform the educational paradigm towards emphasizing education that promotes ecological awareness, social justice, develops critical thinking and problem-solving skills, and prepares for a sustainable labor market. This requires the involvement of all stakeholders: teachers, students, parents, policy makers and local communities. Only through joint action may educational system be created that will not only respond to contemporary challenges, but also shape future generations of responsible and aware citizens.

Keywords: education, social development, future

Friday 13th September 2024, 13.00 – 14.30
Agora C132.1

(New) Challenges of quality assurance through school self-evaluation

Zavašnik, Mihaela (National Education Institute/National School for Leadership in Education)

In Slovenia the principal is responsible for school quality assurance through school self-evaluation. Since 1999, the National School for Leadership in Education, the Institute of Education and the Center for Vocational and Professional Education have been implementing numerous training programs, projects, special tasks, etc., aimed at determining and ensuring quality through self-evaluation. On the basis of data provided through projects and programs it was found there is still not a single valid framework for the system of determining and ensuring quality through self-evaluation at the school level, that professional texts and materials are scattered, and that there is a different understanding regarding the content and practices related to self-evaluation. Also, several national and international experts have called for the introduction of a model that would empower schools, principals and staff members for better quality assurance. The paper aims at presenting the current Slovenian situation and indicating possible solutions for a more uniformed system arrangement introduced in the newly established state document called National Program of Education 2023-2033.

Keywords: self-evaluation, quality assurance, principal

Principals' Perceptions on Shared and Distributed Leadership Practices

Elomaa, Mailis (University of Helsinki)

The leader-centered, one-person leadership approach which used to be predominant focusing on order and control, does no more fit to meet the needs of future school organization. The role of school leader is shifting from leading the learning programs within the school to a more complex approach as facilitators of the collective work of professionals at and around their schools. The core of this new role is the development of collaborative cultures. New practices have evolved where

school leadership has been shared to various teams including all professionals working in school communities. Data were collected by conducting semi-structured interviews with 30 principals from different municipalities in Finland during the spring of 2024. The data were analyzed using inductive reasoning with theory-driven content analysis. Preliminary findings suggest that principals agree on the benefits of shared leadership. However, they can have very different understandings of what shared and distributed leadership entail. For many, it relates to sharing leadership responsibilities and duties among team members. For others, it is about the complex interaction of people working for a common purpose, sharing the vision and purpose of the work, and understanding the core tasks.

Keywords: School principals, shared leadership, distributed leadership, collaborative working culture

How does teachers' labour of care in teaching support students' engagement?

Hosio, Maarit (Independent researcher)

This study examines the theme of teachers' labour of care in teaching through Finnish students´ perceptions of teachers´ caring in schools (Hosio, 2021). Caring in schools is considered as a basic value (Starratt, 2014), which can be seen e. g., in rules and instructions, discipline practices, sizes of studying groups, school atmosphere and planning and conducting teaching (Tirri, 2008; Hosio, 2021). Teachers can express their caring attitude in both personal interactions between a student and a teacher, and in teaching situations which also may support student's engaging to school (Hosio, 2021; Hosio & Koskela, 2023). The focus was on three student engaging themes: social environment, learning environment and individualization of environment. Under these themes, we examined teachers' emotional labour as part of teacher-student relationship and interaction outside the curriculum, teachers varies ways to motivate students and the context of customizing teaching to meet the students' needs. The results show the significance of teachers' emotional labour in all three student engaging themes, thus helping teacher students and teachers in their early career stage to see the importance of emotional labour skills. The results also provide a good ground for professional development work among teachers and school leaders.

Keywords: caring, engaging, emotional labour

Friday 13th September 2024, 15.00 – 16.30
Agora C132.1

Didactical progress – from novice to expert

Æsøy, Knut Ove (Oslo Metropolitan University)

Our study addresses the EDUCA Flagship RA 4 aims for developing innovative solutions for teacher and leader professional competence building, especially for building and fostering sustainable learning communities, and for gaining a further understanding of the topical factors influencing teachers and leaders' work engagement. In our study, we focus on examining the effectiveness of in-service training for leadership competence development particularly from these perspectives. The examined training consisted of basic studies in educational leadership (25 ECTS credits) and was primarily targeted to in-service teachers, principals and other educational leaders. More specifically, we aim to explore the in-service training participants' perceptions of how their personal competence development and work engagement as educational leaders was supported by the training and how they perceive this achieved personal development having supported the collective competence development, work engagement and well-being in their professional and broader learning communities. The data will be collected via qualitative semi-structured interviews and analysed with qualitative content analysis. The study aims to contribute to development of effective professional competence building in educational leadership. In addition, results will serve as a continuation of previous assessments of the development of leadership competences in Finland and internationally.

Keywords: leadership competence, development, effectiveness

Transforming universities into a collaborative learning community to provide continuing learning for educational leaders

Pekkarinen, Hanna-Kaisa (University of Jyväskylä, Institute of Educational Leadership),
Skog, Anette (Kokkola University Consortium Chydenius),
Tahkola, Jenny (Kokkola University Consortium Chydenius),
Saarialho, Selja (University of Helsinki Centre for Continuing Education HY+),

Seppälä, Tea (Tampere University Continuous Learning Services),
Risku, Mika (University of Jyväskylä, Institute of Educational Leadership)

In this presentation members of the learning community of Finnish universities providing continuing learning for educational leaders talk together about their collaboration. We introduce the community and its goals, pedagogical approaches, and practices of collaboration. These include how the community meets, applies for funding for its activities as well as provides education for educational leaders. In addition, we provide concrete examples on our continuing learning projects. This paper presentation is concretely connected with the poster presentations by the submitters of this abstract. They offer conference participants a further opportunity to become familiar with our work and the various education we organize. The posters present professional development programmes for digital pedagogy (UPEA), early childhood education leadership (VahVa and VAKAJO), safety (ReksiTurva), and well-being (HaHy and HYMY). In our presentation, we will also reflect on the challenges of shifting thinking from that of separate educational organisations to collaborative learning communities bridging organisation borders.

Keywords: university collaboration, continuing learning, professional development

Context Matter: School Principals Leadership

Nedzinskaite-Maciuniene, Rasa (Education Academy, Vytautas Magnus University),
Stasiunaitiene, Egle (Education Academy, Vytautas Magnus University)

School principal leadership is widely recognised as a key factor of the quality of education and the overall of school performance. However, the effectiveness of principals' leadership is influenced by a variety of factors, i.e. not only individual competencies and abilities, but also contextual factors. On the one hand, there is research (Leithwood et al. 2006; Minelgaite Snaebjornsson, Edvardsson, 2013) that shows that the leadership of principal depends on personal qualities (e.g. gender, nationality, culture). On the other hand, the nature of principals' leadership is also determined by the context in which the school is situated (Hallinger, 2011; Goldring et al., 2008; Louis et al., 2010). There is evidence that the location of the school, the type of school, the socio-cultural and economic context (SES) of the school, as well as existing organisational culture, the structure of the school, etc. also influence principal leadership. The aim of this paper is to present how different contextual

variables contribute to the different principal's leadership styles (distributed, adaptive, collaborative) in Lithuanian sample (N=229). The study uncovers the under researched connection between the leadership style and contextual factors and gives practical implications for the future research.

Keywords: leadership, principal, contextual factors, school, Hofstede

Friday 13th September 2024, 15.00 – 16.30
Lea Pulkkinen hall

Excellence approach in VET as a way to sustainability: challenges and solutions (case of Latvia)

Kiris, Kaspars (University of Latvia),
Ivanova, Ilze (University of Latvia)

Rapid changes in society, economy, socio-economic branches make people to think how to live now, how to explore the given opportunities for future. As Vocational education and training prepares competent professionals, it plays a decisive role on the path to sustainable development of the country. In Latvia the process of developing VET competence centres as excellence centres started in 2009. During reforms number of VET schools was decreased from 101 to 54, but number of VET competence centres was increased from 6 to 23. In 2022 this approach was partially turned off. There were problems on the way to strengthening VET centres of competence such as setting up aim, lack of holistic and longitudinal approach to plan secondary education in Latvia. The aim of the presentation is to reveal main challenges and solutions of VET organizations to become real learning organizations by using excellence approach promoting the development towards sustainability. A short scale quantitative and qualitative research was carried out by using such methods as analysis of documents, comparison of OECD TALIS research 2013 and 2018, deep interviews with the heads of VET schools to prove the necessity of the use of Excellence Approach to move towards sustainability.

Proactive role of municipalities in developing schools as learning communities: case studies from Croatia

Kovač, Vesna (University of Rijeka, School of Humanities and Social Sciences),
Pažur, Monika (Učiteljski fakultet Sveučilišta u Zagrebu),
Pijaca Plavšić, Eli (Forum za slobodu odgoja)

The purpose of this paper is to present the results of a preliminary study of two municipalities in Croatia, highlighting their proactive contribution in developing certain aspects of schools as learning communities (LCs), particularly those related to the enhancement of pupils' active participation in the community. Special focus has been given to the efforts of two municipalities in leading the implementation process of two extracurricular activities in local schools: civic and health education. The main objectives of this research are to identify, describe, and understand the features of the municipalities' leadership that contributed to the development of given aspects of schools as LCs.

For these purposes, we used a qualitative participatory case study methodology, ensuring that the research is grounded in the experiences and insights of key groups directly involved in these processes: representatives of the municipalities, school teachers as providers of extracurricular activities, and researchers as self-reflective participants in the processes. Data collection included personal experiences of key stakeholders supported by content analysis of selected documents (e.g., policy documents, media clips) to understand the specific local contexts. The case study results provide preliminary insights into how municipalities can support local schools in their development as learning communities,

Towards learning communities with the connectedness of teachers beyond team boundaries

Likon, Branka (School for Leadership in Education, National Education Institute, Slovenia)

Leaders in educational organizations encourage collaboration among teachers and their collective inquiry with an aim to improve teaching and learning process and student achievement. This contribution addresses implementation of teacher teams focused on student learning (DuFour, DuFour and Eaker, 2008) and organizational connectedness of teachers beyond the team boundaries. It also follows Jäppinen et al.'s (2016) idea about dynamic relationship between mutual and deep learning. The headteacher's role of leading and supporting the development of professional

learning community at school level were examined. The main research questions were: How are teachers in teams engaged in collective inquiry of teaching and learning process? And how are the teachers in various teams intra-related and inter-related? The content analysis was conducted by the Slovenian National School for Leadership in Education, for each of two programs. The analysis includes the mentors' reports in the program Mentoring newly appointed headteachers and the data collected by participants in the Headship license program. Results indicate that at least two elements could facilitate the development of professional learning communities: the engagement of different teams in collective inquiry aimed towards improvements in student learning, and the connectedness of teachers beyond team boundaries.

Keywords: teams, teachers, relationships, inquiry, learning community

Saturday 14th September 2024, 13.00 – 14.30
Agora Gamma

Coaching and compassionate leadership to support the educational communities

Hanhimäki, Eija (University of Jyväskylä),
Pekkarinen, Hanna-Kaisa (University of Jyväskylä),
Jaatinen, Riikka (Education and occupational well-being service Silmu),
Johansson, Mervi (Coaching Seaview)

The dynamic challenges faced by the education sector require the continuous development of professional skills from supervisors and experts. Leadership in the field of education requires capabilities and practical tools to navigate in a changing operating environment as well as different kinds of competence in challenging situations (e.g. Uutela, 2021, Viitala, 2019). In this study we consider the potential of coaching and compassionate leadership to support the educational communities. Our investigation is based on coaching and compassionate leadership training, in which the supervisors and experts are equipped to build an operational culture that promotes

the well-being of the entire organization and to strengthen the leader's own well-being. The training consists of two sections, the first of which introduces the research-based starting points and principles of coaching and compassionate leadership, and the second of which implements guided practical training in coaching leadership with the participants. In connection with the training, we collect research material from the participants through initial and final surveys and in-depth interviews, which we examine through content analysis. We explore how the integration of coaching and compassionate leadership skills into day-to-day work supports change management and creates a foundation for a sustainable and communal operating culture and well-being.

Keywords: coaching leadership, compassionate leadership, educational communities

The purposive-rational action. Max Weber on guidance in the late modern society

Sträng, Dan Roger (Ostfold University College, Department of Education, ICT and Learning)

In late modern times, traditions are separated from common social practice and the need for specialists increases. People are faced with a large amount of information and many different options. The need for guidance is therefore constantly increasing in the development of both individuals and organisations. Activities of coaching and mentoring enables the establishment of learning communities, where unclear situations can be managed through a joint effort for change and the will to understand what happens. However, the complexity of late modernity makes it important to be aware of whether the supervisor's role and choice of method are influenced by factors apart from what benefits those concerned. The reflecting processes must be focused on the ability to make appropriate decisions based on the available information. Weber (1997) emphasizes the purposive-rational action. However, the choice of strategy for the guidance's implementation, in relation to conflicting agendas. may need a closer examination. At the same time, the guidance must rest on an ethical value base, based on the individual's ability to make personal decisions. Questions about human dignity, democracy and justice recur at all levels.

Keywords: guidance, late modern, purposive-rational

Coaching skills and tools to support the professional learning of (head)teachers

Ažman, Tatjana (ZRSŠ/NEIS (NSLE))

This paper presents the results of a pilot program entitled Coaching skills and tools to support the professional learning of (head)teachers, which involved nine development teams from Slovenian schools. The goal of the program was to train headteachers and members of development teams from schools to introduce the improvements in the professional learning of (head)teachers using coaching skills and tools. The program was based on the theory and practice of the continuous improvement approach (Hopkins 2007; Koren and Brejc 2011), change management (Fullan 2009), networks as learning communities (Muijs et al. 2011) and distributed leadership (Spillane 2008). Coaching skills and tools were presented to schools as a modern approach that can be used in the field of education to strengthen the professional learning of (head)teachers (Rutar Ilc et al. 2021; Zavašnik and Ažman 2021, 2023). During six meetings, 27 coaching skills and tools were presented to the development teams, which were connected with 17 competencies of professional learning. In the paper, the results of monitoring and evaluation will be highlighted. Several different data were collected from the reports of schools, i.e. the number of used coaching skills and tools by the (head)teachers.

Keywords: coaching skills, coaching tools, professional learning, headteacher, school

Saturday 14th September 2024, 13.00 – 14.30
Agora Alfa

Effectiveness of in-service training for the development of leadership competence

Alho, Janni (Institute of Educational Leadership, University of Jyväskylä),
Fonsén, Elina (Institute of Educational Leadership, University of Jyväskylä),
Hanhimäki, Eija (Department of Education, University of Jyväskylä)

Our study addresses the EDUCA Flagship RA 4 aims for developing innovative solutions for teacher and leader professional competence building, especially for building and fostering sustainable learning communities, and for gaining a further understanding of the topical factors influencing teachers and leaders' work engagement. In our study, we focus on examining the effectiveness of in-service training for leadership competence development particularly from these perspectives. The examined training consisted of basic studies in educational leadership (25 ECTS credits) and was primarily targeted to in-service teachers, principals and other educational leaders. More specifically, we aim to explore the in-service training participants' perceptions of how their personal competence development and work engagement as educational leaders was supported by the training and how they perceive this achieved personal development having supported the collective competence development, work engagement and well-being in their professional and broader learning communities. The data will be collected via qualitative semi-structured interviews and analysed with qualitative content analysis. The study aims to contribute to development of effective professional competence building in educational leadership. In addition, results will serve as a continuation of previous assessments of the development of leadership competences in Finland and internationally.

Keywords: leadership competence, development, effectiveness

Students´ perceptions of leadership in Educational leadership course

Fonsén, Elina (University of Jyväskylä),
Hanhimäki, Eija (University of Jyväskylä),
Ahtiainen, Raisa (University of Helsinki),
Heikka, Johanna (University of Eastern Finland)
The students participating in the study represent participants in continuing education in educational leadership course, as well as graduate students, some of whom already have work experience at their school level and some of whom do not. We will examine how students representing different levels of education, early childhood education, primary education and secondary education, understand distributed and pedagogical leadership and how their potential work experience affects their perceptions. The results of the research can be utilised in the development of leadership studies in the field of education, both in undergraduate education and in-service training.

How school leaders understand the concept of school as learning organization

Dorczak, Roman (Uniwersytet Jagielloński w Krakowie)

In an educational context one can find many concepts and ideas that were/are important in the theory and practice of educational leadership and management on different levels of the system. Among such concepts one of the most important is the idea of the learning organization. The problem or the challenge for those using this concept is that it is a social concept, or as Canadian philosopher John Mac-Namara says, an unclear concept, that has no one final definition, but always needs interpretation. Different people have their own understanding, but in teams and organizations it is also a social process of building organizational understanding. In this paper a small study will be presented. The author tries to answer the question of how school leaders (headteachers) understand this concept. A group of about 200 leaders was invited to take part in the study but only slightly over half answered. The research presented is based on 108 answers. It consisted of two parts. The first one used the method of metaphor. Subjects were asked to finish shortly the sentence: School as learning organization is like…. In the second one, a question was given: Please, list the three most important factors that make school a learning organization.

The paper will present the results of the study and try to give some recommendations.

Transforming Educational Organizations into Learning Communities in an Age of Uncertainty

Bottery, Mike (University of Hull)

This paper argues that attempts to transform educational organisations into learning communities needs to consider both ethical and practical questions. The most important ethical question is to ask what kind of learning community is desirable, whilst perhaps the most important practical question is to ask what issues would affect the realisation of such a learning community. It is often assumed that ethical questions come before practical ones. However, this paper argues that in this instance ethical questions are largely determined by practical ones, as the major practical challenges currently are those generated by living in an age of profound uncertainties. Some of these may be resolved, but some are beyond human capabilities, and where this is the case, earning communities need to learn to live with and in many cases embrace such uncertainties. This paper then has three sections: the first examines the concepts of certainty and uncertainty; the second discusses current and future causes of uncertainty; the final section suggests ways in which educational organisations can be transformed into learning communities which can either resolve or live with currently experienced uncertainties.

Keywords: Learning communities; current profound uncertainties

Teachers' and teacher students' expectations for principals' support in ethical selection situations

Hosio, Maarit (Independent researcher),
Hanhimäki, Eija (University of Jyväskylä)

This study will examine teachers' and teacher students' views and experiences of dealing with daily ethical selection situations and principal's support. This study also gives an opportunity to compare Finnish teachers' experiences with teacher students' expectations. The ethical aspects of schoolwork that school leaders usually share are formed around common values of equality, tolerance, and care of the students (Hanhimäki & Tirri, 2008). School leaders have a central role in leading the development, adoption, and realization of ethical aspects in their schools (Hanhimäki & Risku, 2021; Leithwood et al. 2008). The data will be collected using open questions in questionnaires and analyzed on qualitative content analysis. The results will provide implications for future teacher education and in-service education in relation to the ethical challenges. This study also gives information to school leaders about the needs and expectations of ethical leadership that teachers have in their different career stages. More generally, the results will deepen and widen the

investigation of ethical school leadership and competences in education from the teachers' and teacher students' point of view.

Keywords: Ethical selection situations, support, school leadership

Leadership in the context of Finnish educational governance and policy

Hanhimäki, Eija (Department of Education, University of Jyväskylä),
Risku, Mika (Institute of Educational Leadership, University of Jyväskylä),
Fonsén, Elina (Department of Education, University of Jyväskylä),
Roponen, Hannele (Institute of Educational Leadership, University of Jyväskylä)

In this study, we will investigate leadership in the context of educational governance and policy in Finland. In this investigation, we will synthesize the research-based development work of the Finnish Ministry of Education key projects (2018-2022) on educational leadership during the past six years. These projects were funded by the Ministry and the purpose of these projects was to investigate and develop professional educational leadership. In this work, the participating universities prepared the first ever research-based holistic understanding on the phenomenon of leadership in educational contexts in Finland. The approaches consisted of describing the context, the conceptual approaches, leadership as a profession, and school community and collaboration in Finland. In this synthesis, we will explore leadership in the context of educational governance and policy based on the work of the key projects and their results. This exploration will comprise of three phases: 1) How leadership has evolved in the development of Finnish educational governance and policy; 2) What is the present status of leadership in the context of educational governance and policy; and 3) How educational leadership is positioned and developed within the education policy and governance arena post the Finnish Ministry of Education key projects period.

Keywords: educational leadership, policy, governance

Action Research Study Exploring Field Complexities Of Transforming Rural Schools in India into Learning Communities

Kumar, Sree (Jawahar lal Nehru University (JNU))
Darshan Bath (Creatnet Education)

This study explores the process, operations, and outcomes of student-led learning community action research in a government-run school from Paulo Freire's theoretical and methodological approach. Learning communities for this study were contextualized to create dialogical learning spaces between the teacher and students where knowledge is co-created within the school education systems (Freire 1970). Although the primary need of students was to learn the 'English language', the study leads to multiple social findings. The researcher plays the role of a facilitator by bringing the immediate surroundings of school as part of learning. Thus enabling reflection and action on issues beyond English language learning. This was done via problem-posing and raising the critical consciousness of students. The three-month study used multiple methods like interviews, participant observation, and action research to build a community of learners within the school premises after regular school hours. The paper critically argues about the restraints of the glorification of communities, especially in stratified societies like India, with caste, ethnicity, and hegemonic school culture (Gramsci, 1971; Velaskar, 1990) How gender and caste norms are observed, discussed, and challenged within this learning community offers refreshing insights for anyone interested in looking at education from a social justice perspective.

Keywords: critical consciousness, hegemony, social justice, action research

4 POSTERS

Saturday 14th September 2024, 9.00 – 10.30
Martti Ahtisaari Hall

Finnish comprehensive schools as PLCs

Antinluoma, Markku (City of Porvoo)

Professional learning community (PLC) is a strategy to school development, which emphasizes the professional development of instructional staff, collaboration, the sharing of expertise and leadership to improve student outcomes. Members of professional learning communities are motivated by a shared learning vision and by building a culture which support learning of all. This poster presentation is based on three peer-reviewed articles and focuses on Finnish comprehensive schools as PLCs from the perspectives of instructional staff. PLC was studied through three critical and contributory factors, which are personal, interpersonal, and organizational. Presentation also introduces the extent to which Finnish comprehensive schools exhibit the characteristics of PLC. The results were reached by applying mixed method approach. To summarize, studied schools had common strengths and faced similar challenges. Strengths and challenges related to common contextual factors, such as policies, educational culture and climate, and collective agreements. Common and individual contextual factors influenced schools' development as PLCs. Schools' readiness as professional learning communities differed from each other, and the readiness also differed within schools across time. PLCs can be regarded as changing

entities which change as circumstances and contextual factors change. Schools undergo their individual development paths with diverse phases of development.

Key words: professional learning communities, school leadership, school development

HaHy and Hymy – Leading work and well-being

Saarialho, Selja (University of Helsinki Center for Continuing Education HY+),
Pekkarinen, Hanna-Kaisa (University of Jyväskylä, Institute of Educational Leadership),
Seppälä, Tea (Tampere University Continuous Learning Services)

One of the key tasks of educational leaders is to lead the well-being of their learning communities. In this poster, we present two education and coaching processes in leading well-being, funded by the Finnish National Agency for Education.

HaHy - Control and Well-being coaching process aims to support a broad range of educational leaders in all forms of education to improve their well-being and resilience in their stressful work. The project is based on process-oriented coaching, during which participants receive knowledge-based reinforcement for leading their own and their work community's well-being and for enacting things in practice through work-related development tasks and peer group work. 5 ECTS.

HYMY (SMILE) - Leading Well-being in a Changing Environment process strengthens leadership and community development capabilities among education and ECEC staff. The focus is on strengthening and supporting the well-being of the whole learning community in a changing environment. The education provides research-based methods and approaches for leaders of education and learning communities to promote well-being and crisis management, as well as community building. 9 ECTS.

Keywords: well-being, self-leadership, development of leading processes, coaching process

Jagiellonian University Institute of Public Affairs Educational Leadership - build and lead learning communities in cooperation with other social services

Dorczak, Roman (Uniwersytet Jagielloński w Krakowie

This poster will present the main projects and other educational activities run by the Institute of Public Affairs (ISP) in cooperation with other social services, like schools of different types, City Police, Association of School heads, local authorities and others. Firstly, the focus of the poster content will be on showing different types of activities, such as educational projects, conferences, workshops, training sessions, involvement in work of interinstitutional bodies developing proposals for local authorities, and cooperation with schools of different type. Secondly, it will try to show how the listed above activities contribute to the development of learning communities in different organizations. Thirdly, it will try to show plans and perspectives of development of cooperation of ISP with organizations focusing on development of learning communities.

Key words: learning communities, organizational development, cooperation

JYU Institute of Educational Leadership (IEL) way to build and lead learning community

Risku, Mika (University of Jyväskylä)**,**
Sopanen, Anu (University of Jyväskylä),
Hanhimäki, Eija (University of Jyväskylä),
Fonsén, Elina (University of Jyväskylä),
Pekkarinen, Hanna-Kaisa (University of Jyväskylä),
Roponen, Hannele (University of Jyväskylä),
Havela-Jokinen, Jenni (University of Jyväskylä),
Järvinen, Kirsi (University of Jyväskylä),
Koivisto, Sanna (University of Jyväskylä),
Nieminen, Seija (University of Jyväskylä),

This poster is presented in the form of a stand at the conference poster session. The stand is linked with the symposium provided by Creatnet Education, Impactrics and JYU Institute of Educational Leadership (IEL) and provides the JYU IEL confined

perspective on transforming educational organisations into learning communities. At the stand we provide a presentation of our own organizational context, strategic work and how these are interconnected to build and lead a learning community to fulfil the JYU IEL mission. In addition, we describe the theoretical thinking and the fundamental approaches for this as well provide practical examples for the processes and outcomes. Our wish is to be able to conduct pleasant and fruitful dialogues with the poster session participants learning ourselves and offering food for thought to people visiting our stand. Our dream is to be able to generate new collaboration with the conference community at our stand.

The Creatnet Way: A practice for building Communities for Lifelong Learning and distributed Leadership

Jaiswal, Mohita (Creatnet Education, New Delhi, India),
Bhat, Darshan (Creatnet Education, New Delhi, India),
Sankaran, Vijay (Creatnet Education, New Delhi, India),
Kumar, Sree (Creatnet Education)

This poster is linked with the symposium provided by Creatnet Education, Impactrics and JYU Institute of Educational Leadership (IEL). It highlights Creatnet's approach to enable conscious learners and build learning communities.

The Creatnet's practice of learning in small groups using meta frameworks and led by facilitators (who practice what they enable) is considered a major contribution to leadership development and building of learning communities. The Creatnet Way is experienced as a practice of learning, leadership and organization that integrates the inner-outer and part-whole. In a small group, learning is experienced as an individual and collective emergence, a growth of mind, heart's ability to take required action according to nature. Leadership is experienced as a presence of responsibility, trust and influence. Organization is experienced as a learning community with distributed leadership.

This poster presentation shares how the Creatnet Way has led to transformation of organizations into learning communities and built learning communities across organizations by actuating educational and business leaders in India since 2008. It highlights the influence in development of Crea technology that integrates this practice. This presentation invites reflection and discussion on how the practice of

Creatnet Way can influence the future of learning, leadership and organizations across different contexts.

The Importance of Alumni in a Learning Community

Edersheim, Katherine (Impactrics, LLC and FABLeD),
Mäki, Heli (University of Jyväskylä),
Risku, Mika (University of Jyväskylä),
Havela-Jokinen, Jenni (University of Jyväskylä)

This poster display will provide an overview of how alumni, former students of a school, can and should be an integral part of a vibrant learning community centered around an institution with the specific example of University of Jyväskylä. The poster will present ideas, structures, and programs on how alumni of a university or other type of educational institution can support and be part of an effective learning community. Conceptually, the culture of community that starts with students and faculty during the school years extends to the alumni population and fosters a broader community that can do and be more. Alumni as a constituency within the learning community needs to have a mission aligned organization rooted in volunteerism. The depth and breadth of alumni engagement depends on the institution and the context and has great potential to provide greater well-being and more effective education at all levels. University of Jyväskylä (including the Institute of Educational Leadership) will showcase the programs and structures that they have implemented and their aspirations for the future. At the academic fair The Institute of Educational Leadership is also very eager to collect new development ideas to improve its present alumni work.

Keywords: alumni, community, volunteers, learning, engagement

VahVa and Vakaa johtaja – Leading Early Childhood Education – Today's Leadership

Hottinen-Puukko, Heli (University of Helsinki, Center for Continuing Education HY+),
Järvinen, Kirsi (University of Jyväskylä, Institute of Educational Leadership)

Educational leaders should have equal opportunities to develop leadership skills. In this abstract, we present two education processes in leading Early Childhood Education community and operational culture, funded by the Finnish National Agency for Education.

VahVa – The goal of this training is to provide early childhood leaders with equal opportunities to develop their skills in pedagogical leadership, strengths management and developing learning communities. Training has supported and strengthened strengths-based leadership and the development of learning communities. It has also equipped students with the tools to lead themselves and their communities in challenging situations. A key output of the training process has been students' personal development plans, which will enable them to develop their leadership skills sustainably, both during and after their training.

Vakaa johtaja, muuttuva ympäristö – The training aims to strengthen the leadership skills of individuals working in leadership positions in early childhood and pre-primary education at various career stages. It supports professional development in personnel and organizational management, leadership growth, pedagogical and strategic leadership, diversity management, and developing learning and well-being communities. By supporting the knowledge-based aspect of leadership skills related to shared planning and implementation, we enhance leaders' ability to maintain and develop a healthy working community.

Keywords: leadership development, leadership skills, collaborative operational culture, and shared leadership, development of early childhood education

Work supervision for educational leaders

Isotalo, Kaisa (Association of Finnish school principals)

The focus in this session is to clarify, what do we mean by professional work supervision and what are the benefits of these processes for educational leaders, their organizations and even pupils. The aim is to explain the forms and methods of professional work supervision and how it can be organized. Questions to be answered: What are the requirements for beneficial work supervision processes? How do cultural, social, economic and ecological circumstances influence these processes? Are the processes similar to young leaders and experienced leaders? Since the content

of these processes is confidential, it is important to also explain the ethics of this work. Aim to this session is to develop supportive processes and methods for educational leaders. Professional growth, career planning and support to lead educational changes are core contents of these processes. We'll find out how support to educational leaders is organized in European countries by a short questionary. There is a plan to use co-creation methods to serve participating countries in their development work. Every participant can modify the findings to fit the needs of their countries.

Keywords: work supervision, support, co-creation

UPEA – Novel pedagogical solutions for leading digital learning

Pekkarinen, Hanna-Kaisa (Jyväskylä University, Institute of educational leadership),
Skog, Anette (Kokkola University Consortium Chydenius),
Seppälä, Tea (Tampere University),
Kallio, Pauli (University of Eastern Finland),
Tahkola, Jenny-Katariina (Kokkola University Consortium Chydenius),
Posio, Esa (University of Lapland)

In Finland, the digitalization of education and upbringing is progressing under national guidance. The Finnish National Agency for Education, together with the Ministry of Education and Culture, is promoting the establishment of strategic foundation for advancing digitalization in education (OPH 11/2022). A study conducted by the Trade Union of Education in Finland (OAJ/2023) highlights that digitalization is unevenly distributed across different educational levels. Digital learning does not create a unified learning path and does not promote equality. This poster introduces the UPEA professional development programme, which is funded by the FNA for Education. The project aims to update leaders' perspectives on the possibilities and benefits of digital tools for participatory leadership and pedagogical work. The education project supports the development and management of digital competence and the pedagogical use of the technology within educational communities and strengthens a culture of sharing expertise through development and experimentation. Participants produce local development plans that support the learning of personnel's digital skills and pedagogical work. The central themes of the project are developing competence in chancing world, equitable digital skills for children and

youth, leading responsible and safe digital work, media education, well-being at work, and sharing good practices.

Keywords: Digital learning, digital pedagogy, digitalization of education, digital leadership, digital management