



ESHA 2022

School Leadership 2020+: Trends & Challenges

19 – 21 May 2022 | Limassol, Cyprus

PROGRAMME & BOOK OF ABSTRACTS

ESHA 2022 Conference Application

For easy access to the Conference Agenda and other practical and useful information regarding the Conference:

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Welcome

Dear delegate,



With great honor, for the second time after 2010, we host the ESHA (European School Heads' Association) Biennial Conference in Cyprus with the ambition that it will demonstrate an exceptional opportunity to exchange, create and share ideas about leadership in practice!

Presenting our candidacy to host the biennial conference, at ESHA's General Assembly (2018) in Tallinn, we proposed as theme for the next Conference: **"School Leadership 2020+: Trends & Challenges"**, for quality in education and for schools that include. The conference was initially planned to take place in 2020 and after postponing twice the event, today we realize that quality and inclusion will always remain a challenge for school leadership.

The Conference takes place at a critical juncture in world's history: humanity struggles to exit from covid-19 pandemic, climate change challenges our future, social exclusion and inequity of opportunities or resources appear in multiple ways, and a new catastrophic war unexpectedly appeared in Europe.

Academics, researchers, policy makers and representatives from organisations with interest in the fields of educational orientation, policy and leadership, from all over Europe will address the theme **"School Leadership 2020+: Trends & Challenges"**, promising a rich interactive exchange of ideas.

The Organising Committee of the Conference consists of Primary School Principals, who represented Cyprus in the General Assembly of ESHA in 2018 on behalf of the Pancyprian Organisation of Primary Greek Teachers (POED), in collaboration with the Cyprus Pedagogical Institute (CPI) of the Ministry of Education, Culture, Sports and Youth.

We would like to express our warm thanks to the ESHA General Assembly, for entrusting this important event to Cyprus for the second time after 2010. Looking forward to share ideas that will challenge reflection for the role and mission of school leadership while promoting values, quality and inclusion, we welcome you to Cyprus!

Warm regards, on behalf of the Conference Organising Committee,

Constantinos Michael

Chair and Host

Organizing Committee:

Co-chairmanship and General Coordination

Constantinos Michael, *Chair and Host*

Maria Hadjipieri, *Organisational Chair*

Eftychia Pelava, *Study Visits Chair*



Academic Committee:

Athena Michaelidou, *Director of the Cyprus Pedagogical Institute (CPI)*

Elena Hadjikakou, *First Officer at Cyprus Pedagogical Institute (CPI)*

Pavlina Hadjitheodoulou, *Head of In-service Teacher Training Department (CPI)*

Constantinos Michael, *School Headteacher*

Eleni Kyratzi, *School Headteacher*

Vasoula Koula, *School Headteacher*

Coordination and Implementation

Pampos Papadopoulos, *Financial Chair (Pancyprian Organisation of Primary Greek Teachers-POED)*

Apostolos Skouroupatis, *Liaison Chair (Pancyprian Organisation of Primary Greek Teachers- POED)*

Serafeia Chatzistavrou, *School Headteacher*

Maria Petraki, *School Headteacher*

Menelaos Pitsillides, *School Headteacher*

Giannis Charalambous, *School Headteacher*

Efstathios Vassilas, *School Headteacher*

Sofia Mavridou Konstantinou, *School Headteacher*

Petros Georghiades, *School Headteacher*

Loucia Constantinou, *School Headteacher*

Katerina Pantelide Spartiati, *School Headteacher*

Conference Presentation

Irene Charalambidou, *School Headteacher*

Kyriakos Pachoulides, *School Headteacher*

Conference Administration

Christina Distrá, *Top Kinisis Officer*

Sofia Konosidou, *Top Kinisis Officer*

“School Leadership 2020+: Trends & Challenges”

Program

THURSDAY, 19 May 2022: Study Visits	
08:00-09:00	Registrations for study visits participants
09:00	Departure from Parklane Hotel to School Study Visits Around Cyprus (Nicosia, Limassol, Larnaca, Paphos)
11: 15	Departure from Schools to Site Visits Around Cyprus and lunch
17:00	Return to Parklane Hotel at Limassol
FRIDAY, 20 May 2022	
8:30-09:00	Registration
9:00	Welcome and Opening: Opening statement: Constantinos Michael , Chair and Host Welcome: Myria Vasileiou , President of Pancyprian Organisation of Primary Greek Teachers (POED), Chris Hill , President of ESHA Athena Michaelidou , Director of the Cyprus Pedagogical Institute Opening speech: Nicos Anastasiades , President of the Republic of Cyprus Live Opening Concert: Mandolinata of the Municipality of Paralimni Maestro: Marios Poyiadjis
9:30	Keynote presentation (1X45': 30' Presentation and 15' Discussion)
9:30 – 10:15	Kyriakos Kokkinos , <i>Deputy Minister to the President for Research, Innovation and Digital Policy, Cyprus</i> Nurturing our Youth Generation, Redefining the Role of Education, (p.8)
10:15 – 11:15	Coffee break
11:15	Keynote presentations (2X45': 30' Presentation and 15' Discussion)
11:15 – 12:00	Petros Pashiardis , <i>Professor of Educational Leadership, Rector of the Open University of Cyprus</i> & Stefan Brauckmann- Sajkiewicz , <i>Professor for quality development and quality assurance in education, Alpen-Adria-Universität, Klagenfurt AUSTRIA</i> Leadership in times of uncertainty - an edupreneurial perspective, (p.9)

12:00 – 12:45	Kiki Messiou , <i>Professor of Education at the University of Southampton, UK</i> Student-teacher dialogues to promote inclusion: implications for school leaders , (p.11)
12:45 -14:30	Lunch
14:30	Keynote presentation (1X45': 30' Presentation and 15' Discussion)
14:30 – 15:15	Ann Phoenix , <i>Thomas Coram research Unit, Social Research Institute, UCL Institute of Education</i> School leadership with 2020 vision: Negotiating multiple inequalities , (p.12)
15:15 – 16:00	Coffee break
16:00-17:30	Parallel Sessions (2X45')

(1) Sustainable School Leadership Career and Lifelong Development
CITRUS ROOM, *Facilitator: Efsthios Vassilas*

Mary Nihill, *National Director of The Centre for School Leadership (CSL), Ireland*
Sharing the Lead - Sharing the Load - developing middle leadership capacity in Irish schools, (p.13)

Pavlina Hadjitheodoulou Loizidou, *Head of In-service Teacher Training Department Cyprus Pedagogical Institute*
The power of leadership in the teacher professional learning program of the Cyprus Pedagogical Institute: an (un)easy relationship, (p.14)

(2) Vision for the 21st century School: Skill, Values, Knowledge and Competencies
DIAMOND BALLROOM, *Facilitator: Sofia Mavridou Konstantinou*

Kasper Myding, *Nordic Schools – School entrepreneur*
Leading And Teaching The Nordic Way. Happy, skilled and academically performing teachers and students, (p.15)

Koos Stienstra, *Director of the academy of Healthcare and Education, University of Groningen Netherlands*
Positive Education; development and well-being - the unbreakable relationship, (p.16)

(3) Innovation and Technological advances for Education
ROSE ROOM, *Facilitator: Petros Georgiades*

Charalambos Vrasidas, *Executive Director, CARDET – Professor of learning Innovations and policy, University of Nicosia*
Digital Transformation and School Leadership, (p.17)

Nansia Kyriakou, *Frederick University, Cyprus*
How have L2 teaching and learning spaces been transformed from the aftermath of the Covid-19 Pandemic? , (p.18)

(4) Including diversity: Leading schools for equity and justice
PINE ROOM, *Facilitator: Eleni Kyratzi*

Peter Kelly, *Associate Professor (Reader) in Comparative Education, University of Plymouth, UK*
Pluralism and school leadership in times of uncertainty, (p.19)

Luca Janka Laszlo, *ESHA consultant*
ChildUp, Children Hybrid Integration: Learning Dialogue as a way of Upgrading policies of Participation, (p.20)

(5) School Communities as learning organisations
JASMINE ROOM, *Facilitator: Loucia Constantinou*

Kristian H. Haugen, *UiT - The Arctic University of Norway*
I want to do something else to be a good leader! A study of everyday life of Norwegian school leaders, (p.21)

Loes van Wessum, *Associate Professor Leadership in Education, Windesheim University of Applied Sciences, The Netherlands*
Leading a learning school, (p.22)

(6) Values, ethics and sustainable leadership
AMPHORA ROOM, *Facilitator: Katerina Pantelide Spartiati*

Andy Mellor, *National Wellbeing Director for Schools Advisory Service and Strategic Lead for the Carnegie Centre of Excellence for Mental Health in Schools at Leeds Beckett University*
Whole School Wellbeing – The What, The Why and The How, (p.23)

Eszter Salamon, *Director, Parents International and Education Consultant, ESHA*
Leveraging parents' experiences during school closure for renewing education, (p.24)

17:30	End of first day works
20:30	Gala Dinner (20:00 – 20:30 reception time). Dress Code: Semi Formal

SATURDAY, 21 May 2022

9:00	Opening of the second day works
9:05	Keynote presentations (2X45': 30' Presentation and 15' Discussion)
9:05 – 9:50	<p>Ariel Levy, <i>General Director Joint -Ashalim at JDC Hebrew University of Jerusalem, Israel</i></p> <p>Social Mobility & the Role of School Leadership, (p.25)</p>
9:50 – 10:35	<p>Michalinos Zembylas, <i>Prof. of Educational Theory and Curriculum Studies Open University of Cyprus, Honorary Professor at Nelson Mandela University, South Africa, and Adjunct Professor at the University of South Australia</i></p> <p>Social Justice Leadership in Europe's Multicultural Schools: Lessons from Cyprus, (p.26)</p>
10:35 – 11:30	Coffee break
11:30	<p>Pre-recorded video speech by Microsoft</p> <p>Diana Ghazaryan, Senior Industry Executive in K12 Education, Microsoft Central Eastern Europe</p> <p>Navigating the complexity of transformation: a guide for school leaders through the Education Transformation Framework, (p.27)</p>
11:45	Keynote presentations (2X45': 30' Presentation and 15' Discussion)
11:45 – 12:30	<p>Tanja Bastianic, The Organisation for Economic Co-operation and Development (OECD)</p> <p>Empowering School Leaders through comparative data and peer-learning: the case of PISA for Schools, (p.28)</p>
12:30 – 13:15	<p>Mika Risku, <i>Head of Institute of Educational Leadership, University of Jyväskylä, FINLAND</i></p> <p>SURE FIRE claims principals are Finland's most important leaders, (p.29)</p>
13:15 – 15:00	Lunch

15:00	Keynote presentation (1X45': 30' Presentation and 15' Discussion)
15:00 – 15:45	Michael Paul Bottery , <i>Emeritus Professor at the University of Hull, England</i> Educational Leadership in a World of Covert Threats: the need for a greater stewardship focus, (p.30)
15:45	Closing the Conference and speech by ESHA president
16:00	END of the Conference Works





Kyriakos Kokkinos, Deputy Minister to the President for Research, Innovation and Digital Policy, Cyprus

Nurturing our Youth Generation, Redefining the Role of Education

Kyriacos Kokkinos is the Deputy Minister to the President for Research, Innovation and Digital Policy, since March 1st 2020. He previously served as the Chief Scientist for Research & Innovation of the Republic of Cyprus, Chairman of the Board of Directors of the Research & Innovation Foundation and Member of the National Board of Research & Innovation.

He is a distinguished professional with 30 years of experience in Executive Management, Technology and Business Consulting, served at senior Executive roles in global corporations such as IBM Europe (Executive Director & Partner) and PwC. He also served at the Board of Directors of many Organisations, including Invest Cyprus (Cyprus Investment Promotion Agency - CIPA), the Cyprus Tourism Organisation (CTO), the Cyprus Port Authority (CPA), and the Board of Trustees of the Cyprus Institute. He is the recipient of numerous awards and recognitions for professional excellence, including the 'Business Leader of the Year Award' 2016, by Cyprus Chamber of Commerce and the 'Quality Leader Award 2015' by Cyprus Quality Association. His Academic qualifications include Executive MBA in Strategic Management from Henley Management College (UK) and MSc & BSc in Electrical Engineering from New Jersey Institute of Technology (USA).

Abstract

The world is experiencing extraordinary technological change, impacting every sphere of our lives. Because of the pandemic, we saw years' worth of innovation and digitalization in the space of just a few months. Moving forward, we need to accelerate our digital capabilities to keep pace with the ongoing rapid migration to digital technologies and achieve a fast digital transition, at scale. To achieve sustainable growth, social prosperity and international competitiveness. Education is at the heart of this journey. Ensuring that society has the skills and the motivation to embrace this transformation is of great importance to bring about lasting change. Deputy Minister Kokkinos will elaborate on the need to reinvent our educational system and embed an entrepreneurial culture of innovation across all pillars - organizational, pedagogical, systemic and cultural, so that academic institutions can reach their full potential. Not just producing and transmitting knowledge, but also supplying the market with productive forces that serve the needs of businesses and support the development of the country, while forming active citizens with critical thinking, democratic ideals and social sensitivities, that engage meaningfully in their societies. To advance our country's posture as a knowledge and tech hub, we need to empower and enable our youth to develop an entrepreneurial mindset, see beyond limitations and challenges, access real opportunities and engage meaningfully in their societies.



Petros Pashiardis



Stefan Brauckmann- Sajkiewicz

Petros Pashiardis, *Professor of Educational Leadership, Rector of the Open University of Cyprus &*

Stefan Brauckmann- Sajkiewicz, *Professor for quality development and quality assurance in education, Alpen-Adria-Universität, Klagenfurt, AUSTRIA*

Leadership in times of uncertainty - an edupreneurial perspective

Dr. Petros Pashiardis is a Professor of Educational Leadership and the Rector of the Open University of Cyprus. He has been a Visiting Professor with the University of Pretoria in South Africa, and a Visiting Scholar at the University of Stellenbosch, South Africa, as well as a Visiting Professor at the Centre for Principal Development, Umeå University, Sweden. For the period 2004-2008, Professor Pashiardis has been President of the Commonwealth Council for Educational Administration and Management (CCEAM). In 2008 he co-edited the International Handbook on the Preparation and Development of School Leaders, (with Jacky Lumby and Gary Crow), published by Routledge. In 2014 his book, Modeling School Leadership Across Europe: In Search of New Frontiers, was published by Springer Publications. His research interests revolve around Pedagogical and Entrepreneurial School Leadership. His current thinking takes him beyond the WHAT effective/successful school leaders do and into the HOW they do it.

Univ.- Prof. Dr. habil. Stefan Brauckmann-Sajkiewicz is the holder of the Chair on Quality Development and Quality Assurance in Education at the Institute of instructional and school development. His main academic fields and interests lie within framework conditions to the education system as well as the different governing mechanisms in educational administration, management and leadership, which affect the development of quality assurance, and learning in education. Furthermore, he was a visiting scholar at the Institute PACE (Policy Analysis for California Education) of UC Berkeley and Stanford University, the Open University of Cyprus, the University of Stellenbosch and the University of Umea, Sweden. Brauckmann-Sajkiewicz has also acted as a consultant on a large-scale school leadership needs assessment study on behalf of the Commonwealth Secretariat. Prof. Brauckmann-Sajkiewicz is also a jury member of the prestigious German School Award. Within the global ISSPP Network Stefan Brauckmann-Sajkiewicz represents the research activities on successful school leadership in Austria.

Abstract

It could be said that any potential crisis triggers a period of uncertainty and the need to redesign and redefine what we do and how we do it. Overcoming the uncertainty by opting for a “one-size fits all” approach usually ends in disappointment, especially, as the world around us is becoming increasingly more turbulent, more complex and more competitive.

Thus, in this context, we argue that current school leaders should be promoting and exhibiting a number of entrepreneurial and pedagogical leadership skills in order to succeed. An educational entrepreneur is the one who achieves collaboration with a wide range of potential school stakeholders and acquires different resources so that the school organisation operates smoothly. Moreover, entrepreneurial leadership is about creating learning opportunities (meaning that the school leader creates such an environment where teachers are freed from bureaucratic and other demands of administrative and, instead, they can concentrate on the core of their duties which is teaching in innovative and creative ways).

In this way, they become Educational leaders establishing a somehow successful narrative by framing challenges differently, (thus problems might not be threats but opportunities), therefore showing risk prone and not risk averse behavior, and in essence underlining the fact that mistakes for those who dare are learning opportunities and that they should be treated as such. The added value is not a monetary one (as in the business sector), but a pedagogical one in terms of creating an environment which is conducive to learning and teaching.





Kiki Messiou, Professor of Education at the University of Southampton, UK

Student-teacher dialogues to promote inclusion: implications for school leaders

Dr Kyriaki (Kiki) Messiou is Professor of Education at the University of Southampton, UK. She is Director of Research/Deputy Head of Southampton Education School. Internationally known for her research in the field of inclusive education, her work focuses on children's and young people's voices as a means of understanding marginalisation and developing inclusive practices in schools. These are the themes of her publications, including her book 'Confronting marginalisation in education: A framework for promoting inclusion'. Her research aims to have a direct impact in the field, whilst at the same time advancing theoretical understandings around notions of inclusion. Previously she worked at the University of Hull. She was also a primary school teacher in Cyprus before completing her postgraduate studies at the University of Manchester (MEd Special Education, MSc Educational Research, PhD Education). Kiki is a regular contributor to international conferences (e.g. AERA, BERA and ECER). She has made keynote presentations in Austria, Cyprus, Italy, South Africa and Spain. In 2019 she was invited to Stanford University to present her work and this has led to ongoing research collaborations.

Abstract

The challenge of including all students in schools is a concern internationally. This challenge is even more pressing nowadays, due to the pandemic. UNESCO (2020) has argued for the participation of children and young people in a post-Covid world as they return to school and the need for finding ways to reconnect with them. School leaders' role in achieving this is crucial. In this presentation, we will focus on an approach, Inclusive Inquiry, that can facilitate efforts for addressing this very important agenda.

'Inclusive Inquiry' was developed collaboratively between practitioners and researchers in five European countries (Austria, Denmark, England, Portugal, Spain), building on earlier research (Messiou, 2006; 2012; Messiou and Ainscow, 2015; Messiou et al., 2016). It is an innovative approach for developing inclusive lessons. A key feature of the approach is the idea of dialogue. Specifically, some children become researchers, who gather and analyse their classmates' views about learning and teaching. These views are then used to inform the planning of a lesson, which is done in collaboration between children and teachers with the aim being to ensure that all children can take part. The approach has demonstrated impact on three main areas: teachers' thinking and practices; student engagement, particularly those that take the role of researchers; and in the promotion of inclusive school cultures (Messiou and Ainscow, 2020). Through the use of examples from schools, we will focus on the role of school leaders in embedding such approaches in their schools and the potential for creating more democratic contexts.



Ann Phoenix, Thomas Coram research Unit, Social Research Institute, UCL Institute of Education

School leadership with 2020 vision: Negotiating multiple inequalities

*Ann Phoenix is Professor of Psychosocial studies at the Thomas Coram Research Unit, Social Research Institute, UCL Institute of Education and a Fellow of the British Academy and of the Academy of Social Sciences. She is on the Nuffield Foundation Trust Board. Her research is mainly about the ways in which psychological experiences and social processes are linked and intersectional. It includes work on racialised and gendered identities and experiences; mixed-parentage, masculinities, consumption, young people and their parents, the transition to motherhood, families, migration and transnational families. Her recent books include *Environment in the Lives of Children and Families: Perspectives from India and the UK*. Policy Press, 2017. (with Janet Boddy, Catherine Walker and Uma Vennan) and *Researching Family Narratives*. SAGE, 2020. (with Julia Brannen, Corinne Squire and the Novella project research team). *Nuancing Young Masculinities* (with Marja Peltola), Helsinki University Press, 2022.*

Abstract

COVID-19 highlighted something that we already knew—that our educational institutions are expected to be responsible for much more than encouraging attainment. With the lockdowns that kept children out of school for months in 2020, it became clear that schools smooth out some inequalities and so keep them from public view to some extent. Yet, schools have also always intensified social divisions. COVID-19 made very clear that there are differences between school in terms of the access they can provide to learning opportunities.

At the same time, school leaders found themselves more subject to government intervention than usual. They had to organise online teaching for most children with in-person teaching for the children of key workers and those at risk, organise children to wear masks, work out how to manage quarantines (including of teachers) and organise socially distanced moving around the school as well as new assessment systems for children who had missed a great deal of teaching. They also had to be able to support and contain children who had been bereaved or were frightened of possible bereavement. Flexibility, clear vision, speed of organisation and careful delegation became more important than usual, but so too did engagement with local communities and recognition of anxiety and pain.

However, the pandemic also offers opportunities for rethinking leadership and addressing the inequalities made painfully evident in the pandemic. The title of the talk links the year of widespread recognition of the pandemic (2020) and perfect (20-20) vision to explore the ways in which school leadership, and so leadership training, will have to change in order to ‘build back better’ and contribute to more equitable education and societies. As Papastephanou and Zembylas suggest, school leadership will have to be able to deliver a ‘pedagogy for precarity’ that is also a ‘pedagogy for justice’.



Mary Nihill, National Director of The Centre for School Leadership (CSL), Ireland

Sharing the Lead - Sharing the Load - developing middle leadership capacity in Irish schools

Mary Nihill Mary started her career in education as a post primary Science and Maths teacher. She coordinated the Transition Year programme in St Paul's Secondary School Oughterard, Galway for a number of years and was appointed Principal of St Pauls in 1994. In 2005 she was seconded as Assistant National Coordination to the Leadership Development for Schools (LDS) team and coordinated programmes for newly appointed Principals and developmental programmes for established Principals and Deputy Principals. She was appointed Principal of Calasanz College, Oranmore, Galway in 2010. Mary was elected as President of The National Association of Principals and Deputy Principals (NAPD) in October 2014. She is currently seconded as National Director of The Centre for School Leadership and is completing a PhD in the National University of Ireland Galway.

Abstract

This workshop will focus on the emerging data from an action research project undertaken by the Centre for School Leadership (CSL) in Ireland that focuses on two of the stated goals in the Irish Government's Action Plan for Education 2019 to:

Build strong leadership practice in schools and promote innovation and excellence in leadership. (Goal 3 Action 3 p.28).

Develop new forms of collaborative working with leadership teams in schools. (Goal 3 Sub Action 36.1 p. 31).

CSL has progressed this initiative focusing on the development of middle leadership in the Irish context. This action research project therefore involves collaboration by both senior and middle leaders in individual schools and collaboration between school leadership teams across clusters of schools. The focus is on the identification and development of key leadership actions and competencies for middle leaders so as to build leadership capacity in schools.

Each cluster of three schools undertakes four facilitated twilight competency building workshops for the duration of the project with the aim of embedding these practices in the intervening period. The clusters meet for facilitated professional discussions, facilitated by trained CSL facilitators

This project is informed and supported by both international and Irish research. Professor Christine Forde, Emeritus Professor from Glasgow University, has written extensively on middle leadership practices in both Scotland and Ireland and is centrally involved in the project and is collecting both formative and evaluative data from all project participants throughout the project. It is intended that Professor Forde will complete a report on the learning from the project in February 2023.



Pavlina Hadjitheodoulou Loizidou, Head of In-service Teacher Training Department Cyprus Pedagogical Institute

The power of leadership in the teacher professional learning program of the Cyprus Pedagogical Institute: an (un)easy relationship

Dr Pavlina Hadjitheodoulou-Loizidou has been working as a teacher trainer at the Cyprus Pedagogical Institute since 2000 and she is head of the In-service Teacher Training Department of the Institute since 2012. She got her M.A. in Education and Society (1989-1990) at the University of Reading, UK, and her PhD in Pedagogics at the University of Ioannina, Greece (1996). She has worked at ASPAITE Pedagogy School in Athens (1996-2000) and as a tutor at the Greek Open University (1998-2009). She has worked as a post doc researcher for the Education of Roma Children project of the Greek Ministry of Education and the University of Ioannina (1996-2000). She has also worked as an expert for the Council of Europe Project on Teaching Socio-cultural Diversity and the Pestalozzi Modules on Intercultural Education. During the last years she has been promoting the implementation of action research and other inquiry based methodologies for teachers' professional learning in the Cyprus Educational System as well as the idea of fostering professional learning communities in schools in Cyprus.

Abstract

The aim of this study is to reflect on the ways the 2015 policy for teachers' professional learning (TPL) in the Cyprus educational system has been developed. The TPL framework focused on school-based teacher learning fostering discussions and collaboration among teachers and sharing elements of the action research cycle as well as through other inquiry-based methodologies. Teacher professional learning is supported by a facilitator who acts as a critical friend, in cooperation and collaboration with the school staff and in particular the head teacher and the school coordinator. After six years of implementation, the focus is on the way key-roles interact with different aspects of the policy and how these have been modified, adopted and adapted in order to empower teachers as researchers and reflective practitioners as well as members of a networked professional learning community. Focus on school leadership in this process concerns the challenges faced to implement the main elements of the philosophy and the policy (e.g. acknowledging the students' voice). The study describes three case studies of schools in Cyprus implementing the professional learning programme and the role, actions and interactions of the head teachers in a collective leadership perspective. Quantitative data as well as qualitative data from facilitators' diaries and facilitators' and school reports are used to describe actions and emotions concerning the implementation of teachers professional learning. Results are linked to challenges when bureaucratic and centrally-led policies aim at reversing the school culture into a decentralised community of learning.



Kasper Myding, *Nordic Schools – School entrepreneur*

Leading And Teaching The Nordic Way. Happy, skilled and academically performing teachers and students

Kasper Myding is a former teacher and school leader with many years of experience in both public and private schools. He has a master's degree in Learning and Pedagogical Change. Together with Casper Rongsted he is the co-writer of The World's Best Teacher. Furthermore, he is the co-inventor of The Nordic Teaching Model. His work is foremost devoted to giving every student the best conditions of possibility to learn and thrive in school focusing not only on vocational skills, but also social and emotional learning.

Moreover, Kasper is known for his work on transforming educational research into everyday school practice in schools all over Scandinavia

Abstract

What are the ideas and maybe even secrets behind Scandinavia's success in leading schools to be creating great teaching and happy and skilled students?

Why does Finland, Denmark, Sweden and Norway perform so well in academic research and reports such as PISA, PIRLS, ICCS, ICILS – while they still have a high level of student well-being?

Casper Rongsted from the Nordic Schools will guide you through the underlying facts, principles and values of teaching in the Scandinavian countries. You will learn about:

- A few facts about the Scandinavian countries' school systems
- The underlying values of the way we lead and teach in our schools
- How we promote the values of democracy and inclusion to prepare the young generation to actively participate in a changing world - via research informed teaching methods focusing on Social Competence
- An introduction to The Nordic Teaching Model – which comes as a brochure for every participant (see a film about the model here:

<https://nordicschools.eu/#page-jump-the-nordic-teaching-model>



Koos Stienstra, Director of the academy of Healthcare and Education, University of Groningen Netherlands

Positive Education; development and well-being - the unbreakable relationship

Director of Intraverte since 1996 - Present 100+ employees, Director of the academy of Healthcare and Education since 2018 - Intraverte (100+ employees) is a nationally operating Dutch care institution for children whose development is not entirely automatic. For example, for children who have low self-confidence, cannot concentrate well in class, have difficulty with a divorce or can sometimes become very angry and do not know how to deal with it. But also when motoric skills lag behind such as writing, cycling, climbing and running. We help children - often in collaboration with the teachers - by connecting to a child's own development; so through play and movement. The Academy for Education and Health (50+ employees) is a development place for everyone who works in education and/or healthcare. We offer training, education, workshops and share knowledge and inspiration. This knowledge and inspiration are about themes that contribute to the development of children and adults.

Abstract

A society that changes and develops continuously and rapidly requires children that are prepared for what they will be confronted with. This means that children have to be resilient and flexible.

Positive Education develops the ability of the individual to adjust to, for example, physical, social, and emotional problems and challenges and considers the overall development of the individual. (The term Positive Education is a free interpretation of the term Positive Health, which was first used in the healthcare sector*).

The key principle is that every child is given the same opportunities to develop optimally and feel good about themselves. The trajectory firstly focuses on the individual needs and the pupil retains control as much as possible throughout the entire process without becoming self-centred.

In the system the 'matrix of well-being' is a key instrument in relation to the well-being of the pupil: in order to develop, learn, and function properly in general, pupils have to feel good about themselves and their environment. Within the triangle parents – school – environment, this is called the pedagogical safety at school, which includes all the available and created environmental factors that affect the well-being of pupils.

Positive Education in practise is based on simple, sound, practical and proven principles, practises and scientific theory.

* 1. Huber, M., Knottnerus, J. Green, L. et al. 26 July 2011. How should we define health? BMJ 2011. Machteld. Huber is the initiator of "Mijn positieve gezondheid"



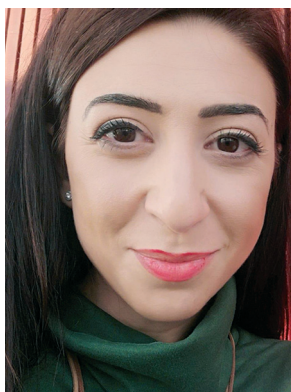
Charalambos Vrasidas, *Executive Director, CARDET – Professor of learning Innovations and policy, University of Nicosia*

Digital Transformation and School Leadership

Charalambos Vrasidas is co-founder and Executive Director of CARDET, an international non-profit research and development organization based in Cyprus. He is Professor of Learning Innovations & Policy and Associate Dean for elearning at the University of Nicosia. He serves on the Executive Committee of the International Council for Educational Media. He is Editor-in-Chief for the scholarly journal Educational Media International. He has published 11 books and more than 100 articles in journals, edited volumes and conference proceedings. A lifelong learner, a teacher, researcher, innovator, and social entrepreneur, he led the design and implementation of more than 400 initiatives and projects in more than 40 countries. His team coordinated the development of the Cyprus lifelong learning Strategy 2021-2027, in partnership with EAEA and the MoECSY.

Abstract

The pandemic has accelerated the use of digital tools in education around the globe. Research shows that, although schools made extra efforts to address the challenges that arose, there is a great discrepancy on how various countries and education systems responded. In a report on school leadership, the ET2020 working group on schools, clearly pointed out the importance of school leaders in setting strategies for school improvement and digital transition. This presentation will discuss the role of leadership in digital transformation and examine the factors that influence successful digital transition of the education sector. Key lessons learned and practical recommendations to support schools and leadership teams to strategically design and deploy Digital Education Action Plans in their schools will be presented and discussed.



Nansia Kyriakou, Frederick University, Cyprus

How have L2 teaching and learning spaces been transformed from the aftermath of the Covid-19 Pandemic?

Dr Nansia Kyriakou works as a Lecturer at Frederick University Cyprus. She received her PhD in Education and MSc in Educational Research Methods from the University of Exeter and MPhil in Research in SL Learning from the University of Cambridge. She has a bachelor's degree in Primary School Education from the UCY. She has been part of European research projects. Current research interests lie in the field of multilingualism, multiculturalism, bidialectism and language learning and assessment. She has published papers in academic journals, chapters in educational books and conference proceedings. She has developed eLearning materials for teaching Greek as a SL both for younger and adult learners. Currently she is co-authoring the new school textbooks for teaching Greek as a SL in Cyprus. She has taken part in and coordinated multiple international conferences and has trained in service teachers of kindergarten and elementary schools.

Abstract

Due to Covid19 pandemic, the sense of *teaching space* has a more fluid meaning than ever before. *Language teaching spaces* addressed to language learners, and especially to language minority learners, incorporate additional layers of complexity now. Anderson (2004) claims that “talking whilst walking” (p. 254), is a method that harnesses space as an active trigger to prompt knowledge recollection and production. A maximum diversity sample of sixteen primary teachers, with various teaching experiences with language minority learners, participated in walking interviews conducted in their respective schools and classrooms to pinpoint what has happened during these past two years in a rather complex language teaching setting, Cyprus. Specifically, this study was set to explore changes on how teachers facilitate minority language learners’ engagement with their learning space, whether teachers enable translanguaging spaces to evolve, how teachers use and exploit reference material in their corresponding spaces and how these changes influence teaching practices to keep learning possibilities open. The study reports on a collage of collective knowledge as this was generated by participants and their respective space. Thematic analysis resulted in six main themes, adjusted by Kukulska-Hulme (2012). Findings indicate that classrooms are now multimodal, multicultural, and translanguaging spaces, serving multiple purposes. Spaces reported in this study move beyond the binaries of L1 and L2 language, offline and online teaching, emergency remote teaching and computer assisted language learning. This research contributes to the re(configuration) of teaching spaces and calls for the implementation of a broader theoretical approach to expand our understanding.



Peter Kelly, Associate Professor (Reader) in Comparative Education, University of Plymouth, UK

Pluralism and school leadership in times of uncertainty

Dr Peter Kelly is Reader in Comparative Education at the University of Plymouth, UK. His research on educational policy making and leadership critically explores education politics and the working lives of school leaders and teachers in Europe. He is link convenor for Network 23 of the European Educational Research Association, Politics and Policy in Education, and research lead for the European Policy Network on Teachers and School Leaders. Web: <https://www.plymouth.ac.uk/staff/peter-kelly>

Abstract

Beginning with the premise that there are many ways to understand education, be a good teacher or a good student and live a good life, all with strengths and limitations, I argue that the purpose of education is not only to serve the needs of employment and citizenship, but also to allow people to lead the lives they choose in diverse societies alongside those they disagree with. This view is underpinned by an understanding that people are who they are because of the choices they make, and that knowing and thinking develop through choice-making. I then discuss the implications of this pluralist position for educational leadership, and in particular, how involving stakeholders in democratic governance helps schools focus on both the individual good and the welfare of all.

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Luca Janka Laszlo, ESHA consultant

ChildUp, Children Hybrid Integration: Learning Dialogue as a way of Upgrading policies of Participation

Luca Laszlo is a consultant and responsible contact person for members of the European School Heads Association since 2018. She has an educational background in social sciences, with a special focus on ethnic and minority policy. She has been working on EU-funded education-related projects since 2016.

Abstract

ChildUp, Children Hybrid Integration: Learning Dialogue as a way of Upgrading policies of Participation is an international project, funded by the European Commission's Horizon2020 research and innovation programme. The project addresses the issue of migrant children in Europe through an innovative perspective, based on the concepts of children agency and hybrid cultural integration. Children's self-determination is at the centre: children selecting cultural elements of originating country and hosting country, of generational discourse, of local and global perspectives to combine them in original and unique personal synthesis. Against the opposed logics of assimilation and preservation, it is proposing a view of cultural "combination" - the hybrid cultural integration acted by the child (supported in this exercise by "competent" and "willing" school staff, families and community facilitators) who shapes her/his authentic inclusion strategy at school and in the local and virtual community of reference. CHILD-UP studies what are the current practices at school and in the local contexts of seven EU countries with different migrant communities presence and profiles, it aims at identifying, analysing and disseminating evidence of good practices. At the session, Ms. Luca Laszlo will present the ChildUp tools and deliverables, and how they can be used for the benefit of all school stakeholders.



Kristian H. Haugen, UiT - The Arctic University of Norway

I want to do something else to be a good leader! A study of everyday life of Norwegian school leaders

As a PhD candidate in political science at UiT - The Arctic University of Norway my work has revolved around mapping and explaining geographical inequalities of school performance in Norway. As a political scientist the focus has been on political structures such as the municipalities, but have also investigated more local factors such as pupil density, gender compositions and formal teacher qualifications at the school level. The work has been quantitative, and the data has been collected from various public and open data.

Abstract

The primary objectives of the schools are to acquire competence and create attitudes that can have a positive impact on society. In order to reach such important objectives, they must have leaders who take care of three primary functions: 1) To be lodestars for their employees, 2) to be cultural managers, and 3) to be ambassadors and marketers for their schools in the society.

However, are they given the time, resources, and status to take care of such functions, or are they caught up with administration?

The goal of the present study is to reveal whether school leaders in Norway are doing tasks they really want to do, and have the necessary status, to fulfill the primary objectives of the schools.

850 school leaders participated in this statistical survey, whereof 334 are inspectors/managers, 122 assistant principals, and 394 principals. 529 come from the primary schools and 259 from the secondary schools, and the rest from other school systems.

The main findings are that a significant majority of the leaders report that they want to spend more time on tasks enabling them to take care of normative, cultural, and pedagogical functions, and less time on administrative functions. They report to have relatively low status both externally and internally.

The conclusion is therefore that there are unresolved resources among the school leaders in Norway that can contribute to increased quality, and through relatively reasonable measures in the form of a better organization of their workday.



Loes van Wessum, Associate Professor Leadership in Education, Windesheim University of Applied Sciences, The Netherlands

Leading a learning school

Dr Loes van Wessum is Associate Professor Educational Leadership at Windesheim, University of Applied Sciences, Netherlands. Her research centers on how to develop educational leadership contributing to enhancing learner opportunities for all- both students and professionals. Recently she has conducted research for revising the Dutch National standard for schoolleaders in secondary education. In her work she combines practical wisdom and theoretical knowledge. She is an experienced teacher, manager, teacher educator, researcher, member of the supervisory board, consultant and writer.

Abstract

Education today is facing more and more complex, difficult and 'wicked' problems and issues. These are problems for which it is difficult to ascertain exactly what the problem is and for which no immediate simple solution can be found. Because of this, the interaction between the people involved with these problems becomes more difficult. It is therefore essential to have the proper interactions. School leaders and teachers need each other in order to do the right things. Collaboration between both teachers (and students) and between teachers and school leaders and school leaders and members of their board or district is essential to achieve improvements and innovations.

Patently building a sustainable learning culture in a professional community of dedicated staff members is indispensable for achieving high- stake goals. In the interactive presentation Loes will discuss questions like: which leadership practices contribute to the development of a school culture which focuses on collaboration, inquiry and learning? How can a schoolboard or district contribute to the professional growth of school leaders? How can school leaders and members of the schoolboard build a rich learning environment for all?



Andy Mellor, National Wellbeing Director for Schools Advisory Service and Strategic Lead for the Carnegie Centre of Excellence for Mental Health in Schools at Leeds Beckett University

Whole School Wellbeing – The What, The Why and The How

Andy is the National Wellbeing Director for Schools Advisory Service and on 1st May 2021 took on an additional role as the Strategic Lead for the Centre of Excellence in Mental Health in Schools based at Leeds Beckett University. He is a Past President of the NAHT and was until December 2019, headteacher of the outstanding rated St Nicholas C of E Primary School in Blackpool. He was also a National Leader of Education, having worked in Blackpool schools for 22 years and also created the Blackpool Teaching School Alliance. Andy is a member of the Blackpool Education Improvement Board, is a previous member of the Blackpool Opportunity Area Board and was also a member of the NAHT Accountability Commission. He is currently the independent chair the Blackpool Multi Academy Trust CEO group.

Abstract

There is no doubt that Covid has impacted the mental health and wellbeing of everyone across the globe but the signs of mental ill health and poor wellbeing have been there since before the pandemic and all the signs were that the situation was worsening. We are now realising the value of strong mental health and wellbeing in a way that we have never appreciated before and especially the value of understanding how we can support and develop our own wellbeing and that of others.

We are also beginning to understand the impact of social media and high stakes accountability on schools and the mental health and wellbeing of their staff and learners.

However there are solutions for schools and individuals which help to build strong and positive mental health and wellbeing but these solutions need to find their way to the heart of schools and be led by imaginative and inspirational school leaders.

This presentation will look at the value of a whole school wellbeing focus; what wellbeing is, why we should put wellbeing at the heart of schooling, how it can raise standards whilst improving wellbeing and how teachers, who came into the profession to make a difference to young peoples' lives, can regain some of their lost purpose.

We will explore how Schools Advisory Service have positioned themselves to support schools in this vital work and the impact that this is having in schools across the UK.



Eszter Salamon, Director, Parents International and Education Consultant, ESHA

Leveraging parents' experiences during school closure for renewing education

Originally trained as a teacher, she started her career as a teacher at a primary cum secondary school. Later she became an economist and has been teaching in higher and vocational education. She started dealing with rights of the child topics in 1989 and has specialized in students' rights and parents' rights in the past 20+ years, being active internationally since 2009. She has earned her Doctorate at education leadership focusing on parental empowerment and engagement, and child participation. Her activities and research interests are related to 21st century education, school leadership, parental engagement, quality and inclusion, education-related rights and accountability, and collaboration. Her work is framed by her experience as a teacher, as a parent, as a school board president as well as a researcher and trainer. She works as Director of Parents International and is also an Education Consultant, focusing on inclusion in education at ESHA.

Abstract

A period that exposed families to a more in-depth look into their children's schooling and teachers to a reality where learning is happening in a very different way provides a great opportunity for the so much necessary rethinking and renewing of education. UNESCO published their vision of education that can lead to delivering on SDG4: quality, inclusive education for all back in 2015, demanding a shift towards tackling education as a common good with shared responsibility for educating and learning. In 2018 the World Bank published research data showing that this is a very timely demand as school systems fail to provide children with basic skills, knowledge and competences. These can be used as an overall starting point to deliver on SDG 4 using the experiences of parents, families and professionals as leverage.

The past two years have proven that parents, families and schools can share the responsibility for schooling needs – with some families in need of more external support – but they do not necessarily wish to do so, and they have every right to leave this with schools. Parents and families have also had the opportunity to experience more closely what the problems of schooling are.

Recent global research clearly shows that there is a need to rethink the relationship between families and institutionalised services to ensure the rights of the child. Parents International has carried out additional research and created a global, forward-looking, evidence-based initiative #NewEducationDeal-#ParentsFirstNew. This presentation will introduce this initiative, its background and achievements so far.



Ariel Levy, General Director Joint -Ashalim at JDC Hebrew University of Jerusalem, Israel

Social Mobility & the Role of School Leadership

Dr. Levy has a rich social, public, academic and managerial background, with over 25 years of experience in both formal and informal education frameworks, government and the non-profit sector. He is the director of Joint-Ashalim. Joint-Ashalim was established in 1998 as a strategic partnership between JDC-Israel, the Israeli government, and the UJA-Federation of New York. Ashalim aims to promote the social mobility of vulnerable young people in Israeli society (from birth to age 30), by advancing them in five areas of life: education, economic resilience, health, digital, and social belonging. He joined JDC Israel Ashalim in August 2020, after recently serving as a visiting faculty member at the Mandel School for Educational Leadership and as an advisor at the Yad Hanadiv Foundation. Prior to these positions, Ariel was a Senior Deputy Director in the Israeli Ministry of Education and the Pedagogical Secretariat Division Director. At the Ministry of Education, Ariel was responsible for implementation of nationwide reforms within the Israeli education system. Ariel served as Director of Professional Development for School Leadership at the Avney Rosha Institute - the Israeli Institute for School Leadership for the training of school principals and supervisors. In this position, he was responsible for the professional development offered to 4,000 serving principals. Ariel served for six years as the principal of a large six-year high school in Jerusalem. Ariel earned a Bachelor's degree in Philosophy and Education, a Master's in Philosophy and a Doctorate in Education, all from The Hebrew University of Jerusalem.

Abstract

The first part of the presentation will focus on exploring the term "social mobility" and introducing the Israeli case. While overall social mobility is relatively high in Israel compared to other developed countries, prospects are more limited for children from different groups and locations (Ministry of Finance Working Paper: Intergenerational Mobility of Earnings in Israel, Aloni & Krill 2107; JDC-Ashalim internal analysis of Israel Central Bureau of Statistics localities data). This situation, whereby zip code and family background are predictors of a child's trajectory in life, portends future generations in poverty and a risk of disenfranchisement among those who do not share in the benefits of the country's economic growth. Social mobility of disadvantaged and marginalized young people in Israeli society can be advanced by working to improve their standing in five areas of life: education, finances, health, digitization, and social belonging.

The second part of the presentation will concentrate on the education arena and the role of school leadership in promoting social mobility. Schools can provide vulnerable students with the diverse skill sets, knowledge and social connections that will be needed to navigate their futures in a rapidly changing world and job market. Thus, we will emphasize the importance of impact thinking by school leadership, towards the achievement of desired results that have been shown to predict students' social mobility. In addition, practical interventions at the school level that provide equitable learning opportunities will be discussed.



Michalinos Zembylas, Prof. of Educational Theory and Curriculum Studies Open University of Cyprus, Honorary Professor at Nelson Mandela University, South Africa, and Adjunct Professor at the University of South Australia

Social Justice Leadership in Europe's Multicultural Schools: Lessons from Cyprus

Michalinos Zembylas is Professor of Educational Theory and Curriculum Studies at the Open University of Cyprus, Honorary Professor at Nelson Mandela University, South Africa, and Adjunct Professor at the University of South Australia. He has written extensively on emotion and affect in relation to social justice pedagogies, intercultural and peace education, human rights education and citizenship education. His recent books include: Affect and the rise of right-wing populism: Pedagogies for the renewal of democratic education, and Higher education hauntologies: Living with ghosts for a justice-to-come (co-edited with V. Bozalek, S. Motala and D. Hölscher). In 2016, he received the Distinguished Researcher Award in "Social Sciences and Humanities" from the Cyprus Research Promotion Foundation.

Abstract

Research shows that there are significant challenges for educational leadership in multicultural societies. School principals are called to promote an environment that increases access and inclusion for students from varied racial, socioeconomic, ethnic, religious and cultural backgrounds. This presentation reports on the results of a series of research studies conducted in Cyprus in the last ten years and aims to offer insights into the ways in which school principals understand issues of social justice and multiculturalism. Especially in light of challenges emerging from recent migration trends in Europe, this presentation reflects on the lessons learned from how 'social justice leadership' is enacted in divided and multicultural societies such as Cyprus. The central questions driving this presentation are: What dispositions and practices are needed to enact social justice leadership in a divided and multicultural society? What distinguishes social justice school leaders within such a setting? Research of this kind is valuable to support theoretical and practical work about the different ways in which school leadership, social justice, and multiculturalism are entangled in European societies. It is important for school leaders, scholars of educational leadership, policymakers, and stakeholders to consider such perspectives regardless of contextual differences, because of what these perspectives bring to the table of social justice leadership in multicultural schools.



Diana Ghazaryan, Senior Industry Executive in K12 Education, Microsoft Central Eastern Europe

Navigating the complexity of transformation: a guide for school leaders through the Education Transformation Framework

Diana Ghazaryan is the K12 Industry Executive for Central and Eastern Europe, Microsoft Education team. She works with the governments, ministries of education, partners, school leaders and educators to support customers in their journey of education transformation to realize the teaching and learning potential.

Abstract

The way students engage their world, the way they learn, create, and share has changed. Education leaders and educators worldwide need the ability to plan strategically, so they can meet the needs of learners entering the digital economy, by helping all students achieve their potential by taking a student-centered approach to explore all aspects of teaching and learning: curriculum, assessment, devices, and spaces with a focus on understanding and meeting the needs of all students. Recognizing this challenge, Microsoft developed an Education Transformation Framework to guide leaders through the complexity of transformation. It facilitates the process of envisioning what's possible and developing a strategy to achieve it. Additionally, school in their journey for transformation can join the [Microsoft Showcase Schools \(SCS\) program](#). It is a leadership-focused initiative to support highlight innovative leading and teaching across globally recognized schools. The SCS program nurtures and support schools aspiring to be Showcase Schools while offering a global community of school leaders that support each other and share best practices.



Tanja Bastianic, The Organisation for Economic Co-operation and Development (OECD)

Empowering School Leaders through comparative data and peer-learning: the case of PISA for Schools

Tanja Bastianic is an Education Policy Analyst in the PISA for Schools team. She contributes to data analysis and serves as liaison officer for the Russian Federation, Australia, Kazakhstan and the European Schools Network where she leads project implementation and relations with schools and education authorities. Tanja joined the OECD's Directorate for Education and Skills in 2015, and has worked on a range of projects, including on low skilled adults, apprenticeship and National Skills Strategies. Prior to joining the OECD, Tanja worked for 10 years in the French public sector on health and social affairs, mostly within the French Monitoring Centre for Drugs (OFDT). Tanja holds a Master's degree in Mathematics (University of Padua, Italy) and a Master's degree in Applied Statistics (University of Paris V, France). She speaks English, French, Italian and her native Serbo-Croatian.

Abstract

The PISA for Schools project is a part of the Programme for International Student Assessment (PISA) programme led by the OECD that contributes to improving student learning opportunities and well-being by empowering teachers and school leaders through global connections and international benchmarking based on a common scale provided by PISA. Leveraging the assessment frameworks and instruments of its large-scale international survey counterpart, the PISA for Schools project provides a school-level assessment to prompt discussions on the types of knowledge, skills and competencies that are relevant in a rapidly changing world and provide a valuable cross-national learning experience for teachers and school leaders on how to develop these. The school level data collected through the assessment and presented in each personalized school report provides a solid evidence base for schools seeking to improve teaching and learning for all students. Using this data as a benchmark the project fosters the improvement of learning outcomes through peer-learning opportunities. In addition, the latest edition of the assessment incorporates the PISA 2022 Global Crisis Module (GCM) that measures the impact of the COVID-19 pandemic in the school environment and on students on remote or hybrid learning schemes. The presentation will focus on the use of the PISA for Schools data at school level in different education systems in Brazil, Russia, Thailand, the United States, among others. Concrete examples on how School Leaders used their school's data to benchmark and improve learning environments will be presented. Special attention will be given to the recent implementation of the project in Thai schools, marking the first ever data to be collected on school closures and remote learning to be collected using the GCM instruments. Complementing the PISA for Schools focus on students, the teacher focused OECD project Global Teaching InSights (GTI) will be introduced. GTI aims to distill the complexity and variation of classroom practice through a comprehensive video survey of teaching practice and materials, and to provide tangible illustrations of how key and emerging policy topics manifest and impact at the classroom-level.



**Mika Risku, Head of Institute of Educational Leadership,
University of Jyväskylä, FINLAND**

SURE FIRE claims principals are Finland's most important leaders

I would like the ESHA community to know that I have worked as a secondary education teacher for nine years, as a secondary education principal for fifteen years, and at the Institute of Educational Leadership, University of Jyväskylä for fifteen years, the last ten as its head. As a teacher, I was fortunate to come to work in a school that was one of the handful to pilot school-based decision making in the 1980s. My luck continued as a principal, when the school was chosen as one of the Aquarium experiment and project schools initiating the experimental approach on educational development in the 1990s. Life treated me kindly also when I joined the Institute of Educational Leadership in the 2000s. Our institute is unique in Finland; a full-service house on educational leadership with research, development, and education in all education forms together with all kinds of educational organisations and leaders.

Abstract

The Finnish Principals' Association (SURE FIRE) claims principals are Finland's most important leaders, and I love them doing this, extending the claim to include all educational leaders. The claim and my love for it has a strong linkage with the topic of the ESHA conference 2022: School leadership in 2020+, trends and challenges for quality and inclusion. I became a secondary education principal in 1993, exactly when the whole Finnish society and education system radically changed. I believe that we are amid a paradigm shift, and that this shift is an ultimate game changer. I think that our operational environment has altered dramatically, but that our structures, processes, practices, and mindsets have not. I regard the shift so fundamental that even the questions we ask must be renewed. This also applies to how we conceive quality and inclusion, and what trends and challenges they are facing, and we must meet. The Finnish education system is often depicted as uniform, consisting merely of public schools, and having a serene climate. I would rather view it as much more diverse underneath the surface. In fact, I would describe it as a wonderful experimental laboratory, the education system and all its organisations. To me, Finnish principals and all educational leaders are primary experimenters and innovators both in relation to their organisations and how they together with their professional communities and students are creating the future. This is also why I love them being viewed as Finland's most important leaders.



Michael Paul Bottery, Emeritus Professor at the University of Hull, England

Educational Leadership in a World of Covert Threats: the need for a greater stewardship focus

*Dr. Mike Bottery is currently Emeritus Professor at the University of Hull, England, having formerly been Director of Research. He taught in Primary schools in England and Australia before moving into the University sector, taking his doctorate in values education in 1986. He became a full Professor in 2000. He has published ten books, and numerous peer-refereed articles on educational values and policy, the sustainability of educational leaders, and education's contribution to global sustainability. Awarded the titles of Noted Scholar at the University of British Columbia, Visiting Professor at Seattle Pacific University, and both Advisory and Adjunct Professor at the Hong Kong University of Education, he has also taught at universities in the UK, Canada, the US, mainland China, Ireland, New Zealand, and Singapore. He was awarded the British Educational Leadership and Management Association's 2017 Distinguished Service Award, and his book *Sustainable School Leadership* (Bloomsbury, 2018) was shortlisted for the American Publishers Association for its English Prose Award. *Writing a Watertight Thesis* (Bloomsbury, 2019) has been translated into Chinese, and a 2nd Edition will be published in 2021. *The Educational Leader in a World of Covert Threats* (Bloomsbury) will be published later this year.*

Abstract

The world currently is in crisis, and education and its leaders need to be premier forces in ensuring future generations are able to maintain present levels of sustainability and are equipped with the resilience to face future pressures. Whilst the major global crisis over the last two to three years has been that of Covid-19, there are several other covert threats of which societies, and their educational institutions need to be much more aware. This paper suggests that these threats can be divided into four groups: process threats, temporal threats, epistemological threats, and in education, leadership focus threats. This last set of threats stems from the fact that many well-used and recommended models of educational leadership may now be inadequate for combatting present and future challenges. To be able to engage with these threats, this paper argues that educational leaders need to adopt a new way of thinking about the role and suggest that together these frames amount to a new 'stewardship' model of leadership, which not only re-focuses the central values of leadership, but also much of its practice in a greater collaborative effort.

Cyprus Pedagogical Institute

The Cyprus Pedagogical Institute is one of the Departments of the Ministry of Education and Culture and it is the official carrier for the teacher continuous professional learning and development. The vision and the mission of the Cyprus Pedagogical Institute is the continuous professional development of the teachers at all levels of education as well as the substantial contribution to the planning and implementation of educational policy, taking into consideration the literature and research and the priorities set by the Ministry of Education and Culture, in order to improve the quality of the educational system. In general, CPI:

- Offers in-service training to teachers of all levels through several compulsory programmes and optional seminars;



- Plans and executes education research and evaluation studies;
- Follows and adapts current trends in pedagogy;
- Promotes the use of new technologies in education;
- Undertakes the writing and publication of teaching books, the designing of the curriculum and the production of teaching materials.

Focusing on the aim of the Professional Learning Strategy, it has to be highlighted that this refers to the quality improvement of teachers' and students' education, therefore, all schools are expected to prepare an annual Professional Learning Action Plan (PLAP); this is integrated in the School Improvement Action Plan, also annually designed and implemented. The schools' PLAP is focused on a specific issue set as the school improvement priority. This priority issue is decided following an assessment of teachers' and students' needs and should include focused school-based training as well as a number of school-based activities, also based on teachers' decisions.

The CPI Professional Learning Support Program, is one of the ways that schools can choose for implementing their teachers' professional learning. Each school follows a methodology (e.g. action research, lesson study, quality teaching rounds), which is considered suitable according to their specific priority issue, and teachers' specific needs. The CPI supports teachers in these participating schools in order to decide, plan and implement a variety of actions and practices that are consistent with the educational reality in their school and to reflect on them, aiming at critical awareness, always in order to meet the professional and learning needs of each school's teachers.

Additionally, different schemes of school-based seminars, conferences and afternoon series of seminars are in the teachers' and schools' disposal to formulate their professional learning action plan.

Other programs provided by CPI are school-based in-service training and support scheduled in 1-5 sessions, as well as afternoon seminars on various subjects (e.g. methodology of teaching, dealing with diversity and inclusion etc) as well as conferences organized in cooperation with other Departments of the Ministry, Universities, NGOs. Every year about 100 conferences/ seminars are offered.



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3 Grow Model Schools



Microsoft Showcase Schools





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