

Transforming Challenges
into Opportunities

SL Symposium
School Leadership Symposium 2013

Programme Main Conference

Thursday, September 26 – Saturday, September 28, 2013

The International Seminar and
The School Leadership Symposium 2013
are hosted by the

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and Economics of Education
University of Teacher
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II Parallel Programme

Friday, September 27, 2013

II.1 English speaking Parallel Programme (paper presentations)

	Professionalization I	Organization Development	Classroom Development
	Chair: Skedsmo	Chair: Pashardis	Chair: Mulls
	Room 17	Room 18	Room 19
	<i>McMohan</i> Scotland's Leadership Agenda	<i>Reyes</i> Principals Time Usage	<i>Mestry, Conley</i> Principal as Instructional Leader
	<i>Snitch</i> Deputy Principals as Leaders of Learning	<i>Hechuan</i> Effective Principal Leadership	<i>Volante</i> Influence of Instructional Leadership on Motivation and Achievement
	<i>Fluckiger, Dempster, Lovett</i> Leadership Learning Program Design	<i>Malakolunthu</i> Principals as Institutional Leaders	<i>Delaney</i> Characteristics of Effective Teachers
08:30	<i>Huber, Skedsmo et. al.</i> (EU Project LLP, PROFLEC) Self-Assessment as Part of Professional Development	<i>Cunningham</i> Leadership Decision-Making Process	<i>Bennett, Russell, O'Murchu</i> System Learning and Systemic Change
10:00	<i>Aas, Huber et. al.</i> (EU Project LLP, PROFLEC) Coaching and Professional Development	<i>Crawford, Jones, Coldron, Simkins</i> Innovations In School Governance	
	<i>Tschannen-Moran</i> Evocative Coaching	<i>Shoup</i> Return of Wisdom	
	Professionalization II	Leadership Challenges	Human Resource Management
	Chair: McCulla	Chair: Moos	Chair: Brandmo
	Room 17	Room 18	Room 19
	<i>Degenhardt, McCulla</i> Analyses of a Leadership Programme	<i>Huang</i> Justice-Centered Teaching in Diverse Classrooms	<i>Gimbert, Wei, Cristol</i> Effects on Teacher Motivation
	<i>Ward</i> Career Perspectives	<i>Kelley, Lockley</i> Timing of Education Establishments	<i>Markič</i> Roles and tasks of Deputy Principals
	<i>Joubert, A. du Plessis</i> Professional Development	<i>P. du Plessis, Loock, Grobler</i> Preparing Culturally Competent School Leaders	<i>Chinas</i> Mediation of teacher's learning
10:30	<i>van Niekerk</i> School Leadership Development Programme	<i>Yangboon, Wijung</i> School and Student Characteristics	<i>J. Eller, S. Eller</i> Holding Difficult Conversations
12:00	<i>M. Müller, Volante</i> Classroom Observation Skills	<i>Schmidt, Mestry</i> Principalship and Feminist Consciousness	<i>Kirkham</i> Resilience among School Leaders
	<i>Furman</i> Social Justice Leadership	<i>Gill, P. Arnold</i> Male Principalship and Emotions	

Professionalization I	
Chair: Dr. Guri Skedsmo, University of Teacher Education Zug, Switzerland 08:30 – 10:00, Room 17	
Dr. Margery McMohan, University of Glasgow, Scotland	Teaching Scotland's Future – advancing the leadership agenda?
Wanda Snitch, Macquarie University, Australia	Educational Leadership in Secondary Schools – Can Deputy Principals Lead Learning?
Assoc. Prof. Bev Fluckiger, Prof. Dr. Neil Dempster Griffith University, Australia, & Dr. Susan Lovett, University of Canterbury, New Zealand	How to score a perfect 10 in leadership learning program design – An international search
Prof. Dr. Stephan Huber, Dr. Guri Skedsmo, University of Teacher Education Zug, Switzerland, & Assoc. Prof. Dr. Marit Aas, University of Oslo, Norway, et al.*	Self-assessment Exercises as Part of Professional Development for School Leaders: PROFLEC – Professional Learning through Feedback and Reflection I and Coaching as an Integrated Part of Professional Development for School Leaders: Challenges and Opportunities: PROFLEC – Professional Learning through Feedback and Reflection II
*Maren Hiltmann, Marius Schwander & Nadine Schneider, University of Teacher Education Zug, Switzerland, Dr. Maria Nicolaidou, Dr. Yiasemina Karagiorgi & Dr. Alexandra Petridou, Centre for Educational Research and Evaluation (CERE), Cyprus, Prof. Lejf Moos, University of Aarhus, Denmark, Prof. Mel West, University of Manchester, England, Prof. Dr. Milan Pol, Dr. Martin Sedláček & Assoc. Prof. Dr. Bohumíra Lazarová, Masaryk University, Czech Republic, Assoc. Prof. Dr. Julián López-Yáñez & Prof. Dr. Marita Sánchez-Moreno, University of Seville, Spain, Prof. Dr. Ellen Goldring, University of Vanderbilt, Nashville, USA, Prof. Dr. Neil Dempster & Assoc. Prof. Bev Fluckiger, Griffith University, Australia, Prof. Dr. Olof Johansson, Prof. Dr. Jonas Höög & Dr. Monika Törnsen, Umeå University, Sweden	
Prof. Dr. Megan Tschannen-Moran, The College of William and Mary, USA	Evocative Coaching – Transforming Schools One Conversation at a Time

**Professionalization I
session with short presentations
(consecutive presentations, around 10 minutes each)**

Chair: Dr. Guri Skedsmo

08:30 – 10:00, Room 17

Teaching Scotland's Future – advancing the leadership agenda?
Dr. Margery McMohan

One of the central recommendations of Scotland's major reform initiative for teacher education, Teaching Scotland's Future (2010), was the creation of a 'virtual college of school leadership.' The vision for the proposed college was to 'improve leadership capacity at all levels within Scottish education.' This paper will explore the extent to which that original vision is being realized through the emerging strategy for leadership development. It will discuss three key strands: a new Framework for Educational Leadership'; revised GTCS professional Standards in Leadership and Management and the development of the Scottish College for Educational Leadership. The paper argues that, as with all major policy initiatives, there is the danger that the original vision and ambitions become 'lost in translation'. It considers the extent to which the dynamic nature of leadership development, in a context of political and economic volatility, and potential constitutional change, present challenges of strategic development and policy alignment requiring the system to be flexible enough to be responsive, yet faithful to original vision and ambitions.

Educational Leadership in Secondary Schools – Can Deputy Principals Lead Learning?
Wanda Snitch

Growing international attention to school leadership continues to focus on the overall leader or principal, despite recent interest in distributed and teacher leadership. This project investigates the role of deputy principal (vice principal or assistant principal) in secondary schools in the largest Australian state system, New South Wales. Questions addressed by this study include:

- To what extent are deputy principals in secondary schools engaging in educational leadership?
- How have they been prepared for the responsibilities of this senior role, including the leadership of learning?

A mixed method design was employed. A 2012 system-wide survey of deputies gathered data on the frequency of engagement in various leadership activities, including those described in recent literature, and the type of preparation experienced before appointment to the position. In 2013 interviews were conducted with eight individuals broadly representative of the group.

Early findings suggest that while deputies generally recognise the importance of educational leadership activities, most report spending the bulk of their time on administrative tasks. They also report that preparation for the position has been ad hoc. These findings suggest that more strategic and structured succession planning will be required to develop the leaders needed for the future of secondary schooling.

How to Score a Perfect 10 in Leadership Learning Program Design – An International Search
Assoc. Prof. Dr. Bev Fluckiger, Prof. Dr. Neil Dempster, Dr. Susan Lovett

How to best address the professional learning needs of those aspiring to leadership roles in schools is an important issue. Robust evaluation practices are needed to determine the quality of current provisions and identify where improvements can be made. This paper considers the quality of professional learning programs drawn from five countries around the world using a set of ten criteria distilled from a synthesis of compelling international leadership learning research. We show the potential of the ten criteria for judging the quality of professional learning programs using examples from the five countries.



These examples provide a launching pad from which we pose questions and consider the potential use and applicability of such criteria in making design decisions about the quality and value of professional learning programs in a range of national and international contexts.

Self-assessment Exercises as Part of Professional Development for School Leaders: PROFLEC – Professional Learning through Feedback and Reflection I
and

Coaching as an Integrated Part of Professional Development for School Leaders: Challenges and Opportunities: PROFLEC – Professional Learning through Feedback and Reflection II

Prof. Dr. Stephan Gerhard Huber, Dr. Guri Skedsmo, Maren Hiltmann, Marius Schwander, Nadine Schneider, Dr. Maria Nicolaidou, Dr. Yiasemina Karagiorgi, Dr. Alexandra Petridou, Assoc. Prof. Dr. Marit Aas, Prof. Leif Moos, Prof. Mel West, Prof. Dr. Milan Pol, Dr. Martin Sedláček, Assoc. Prof. Dr. Bohumíra Lazarová, Assoc. Prof. Dr. Julián López-Yáñez, Prof. Dr. Marita Sánchez-Moreno, Prof. Dr. Ellen Goldring, Prof. Dr. Neil Dempster, Assoc. Prof. Dr. Bev Fluckiger, Prof. Dr. Olof Johansson, Prof. Dr. Jonas Höög, Dr. Monika Törnsten

In view of the ever-increasing responsibilities of school leaders for ensuring and enhancing the quality of schools, school leadership has in the last decades become one of the central concerns of educational policy makers. Providers of continuous professional development (CPD) for school leaders in Europe and elsewhere have over the last decades increased their efforts in creating effective learning contexts. This paper reports preliminary from an ongoing EU-project within the Lifelong Learning Programme, Comenius. The project explores the potential of integrating an ICT-based self-assessment instrument and group coaching as part of CPD-programmes for school leaders in the participating countries. Based on an already existing and tested German version, the project will further develop and contextually adapt the instrument in ten different countries. The online self-assessment exercise generates a personalized feedback report in a very structured form. This feedback helps the participants to identify their individual strengths and weaknesses and suggests areas for improvement and will set the agenda for workshops and group coaching activities. The aim is to enhance continuous learning and promote high professional performance of school leaders. First, the paper presents findings from the ten country reports on professional development of school leaders. Second, it reports on findings from the testing of existing scales which formed the basis for the final selection of scales. Third, it presents the framework for the coaching module. Finally, it discusses possible challenges and solutions regarding adaptations to the various country contexts.

Evocative Coaching – Transforming Schools One Conversation at a Time

Prof. Dr. Megan Tschannen-Moran

This presentation presents an innovative new approach to coaching educators that recognizes and respects the autonomy and discretion inherent in being a professional. Grounded in sound theory and research, Evocative Coaching is a teacher-centered, no-fault, and strengths-based process for conducting performance-oriented learning conversations that generates the motivation and movement necessary for achieving desired outcomes. Instead of the old "tell-and-sell" methods that often generate resentment and resistance, Evocative Coaching introduces and facilitates a dynamic dance with four steps – Story, Empathy, Inquiry, and Design – between coach and coachee to facilitate the requisite learning. By engaging in this dance, educators become ready, willing, and able to find solutions that work. Evocative Coaching is distinctive in its approach to story listening, its use of empathy, its celebration of and reliance upon the strengths educators already have, as well as its imaginative approach to design thinking. Learning and using these techniques will challenge and enable participants to rise to new levels of engagement and performance in their work. By gaining a hands-on overview of the Evocative Coaching process, participants will not only grasp the method but they will leave ready to utilize some of its techniques and design some creative learning experiments of their own.