The Primary Colours of Education #3
«School Leadership Matters»

CONFERENCE BOOK

16th & 17th April 2018 - BAŠKA, CROATIA

Network of Education Policy Centers (NEPC) is an international non-governmental membership organization that gathers 24 institutional members from 19 countries. NEPC has been founded in 2006 and formally established in 2008.

NEPC members are public and civil-society organizations dealing with education at different levels from educational research and policy analysis to teacher training and school-based activities.

NEPC Secretariat, established in Zagreb in 2006, has implemented over a dozen multi-country projects addressing and exploring current issues in education, driven by the need for independent and information-based policy analyses, advocacy for equity, and effective, sustainable solutions in education policy processes in the last couple of years.

The network's contribution to improving education policies in this region is reflected in its highly diverse project portfolio, which includes large projects involving several countries.

The vision of NEPC is to develop into a global actor with local and regional expertise in education policy that promotes the values of an open, democratic, multicultural, and pluralistic society.

The mission of NEPC is promoting flexible, participatory, evidence-based, transparent education policies reflecting open society values, which mean proactive policy initiatives as well as advocacy and monitoring activities of governments and national education systems.

Preamble

NEPC has been exploring school leadership within its two recent studies on school governance (Gabršček, 2016; Lenskaya, 2017). The studies on the one hand showed the great power and important role school directors/ principles/ heads have in school governance while on the other hand confirmed a lack of professional support available to them. They confirm that leadership is often confused with management not only by school leaders and school staff but in some cases policy makers. The studies also show that across NEPC region[1] there is a tendency towards a more participatory model of school governance, present in policy, yet not fully implemented in practice. A wide body of research indicates that school leaders have significant impact on creating inclusive school cultures, catalysing teachers' motivation and commitment resulting in better students' achievement (Robinson, Lloyd, & Rowe, 2008; Ryan, 2006; Shields, 2010). School leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school (Leithwood et al., 2006; Louis et al., 2010).

Studies confirm that leadership plays a crucial role in the life of every school across the globe.

Whatever leadership style is, whatever educational system is like and wherever they are geographically placed, it is school leader(s) who set the tone of schools and provide vision.

In the frame of the conference, school leadership is understood as the process of engaging and guiding the capacities and strengths of students, teachers and parents toward achieving a common educational goal.

In the context of inclusion this demands:
  * a clear vision for the school based on social justice;
  * commitment to shared leadership and participatory school governance;
  * dedication to building and maintaining inclusive school culture;
  * conscious effort to build meaningful partnerships with parents and communities.

In view of this, the conference aims to clarify some of the policies and practices as well as explore possible policy paths and offer concrete examples of how to better support effective yet inclusive leadership in our schools.

Main questions the conference will address are:
  * What is effective school leadership?
  * Who and how accredits and selects school leaders?
  * What type of professional support are school leaders offered and need?
  * If not "charismatic" leader then what?
  * Participatory/distributed school leadership – who distributes/why participate?
  * Why engage parents and communities?
  * What do data/ICT/social media have to do with school leaders?

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[1] NEPC region includes Eastern and South East Europe, Caucuses and Central Asia

Keynote Speakers

Cathryn Magno is Professor in the Faculty of Letters at the University of Fribourg, Switzerland, where she directs a new program in International Education Policy within the Department of Education Sciences. Previously she was Visiting Professor at Teachers College, Columbia University (2014-2016) and Full Professor at Connecticut State University (2002-2014). Her lines of research examine intersections in comparative and international education, migration, gender, and education governance.

Mateja Brejc is a programme and project manager at the National School of Leadership in Education in Slovenia. She has a Bachelor of Sociology, a Master's degree from the Manchester Metropolitan University with the focus on management in education and a PhD in management from the Faculty of Management University of Primorska. Her main activities and research focus is on evaluation and quality in education, strategic planning in schools, action research, leadership development. As an assistant professor, she runs graduate and post-graduate (e- courses in educational quality management at DOBA faculty and International School for Social and Business Studies.

Frans Grobbe is the Head of the International office NSO-CNA School Leadership Academy in the Netherlands. His professional work as educator, management consultant and programme director is mainly focussed on interventions in so called "inter-organizational" work settings. The core of his professional expertise concerns the dynamics of "multi-party collaboration" across organizational boundaries. The relational dynamics caused by its diversity induces the need to establish (minimal) structures of task work and teamwork to deal effectively with organizational and professional differences to acquire the potential and hoped for synergies of collaboration between organizations.

Monday, 16th April 2018

Time	Session
09:15 – 09:45	WHY SCHOOL LEADERSHIP MATTERS TO NEPC? – Lana Jurko, Executive Director NEPC *(Room 1)*
09:45 – 10:15	KEYNOTE *(Room 1)* EFFECTIVE LEADERSHIP AND QUALITY OF SCHOOLING, Cathryn Magno – Professor of Letters – University of Fribourg, Switzerland
10:15 – 10:30	QUESTIONS & ANSWERS *(Room 1)* Moderator : Lana Jurko
10:30 – 11:00	COFFEE BREAK
11:00 – 12:00	KEYNOTE PANNEL SESSION PN1 *(Room 1)* PROFESSIONAL DEVELOPMENT OF SCHOOL LEADERS IN SLOVENIA AND THE NETHERLANDS, Mateja Brejc, National School of Leadership in Education, Slovenia Frans Grobbe, NSO-CNA School Leadership Academy, The Netherlands Moderator: Radmila Rangelov-Jusović
12:00 – 12:15	THE FLOOR IS YOURS (TFY!1) first session *(Room 1)* Moderator: Lana Jurko
12:15 – 13:45	LUNCH BREAK

Time		
13:45 – 14:30	THE FLOOR IS YOURS – (TFY!2) second session (*Room 1*)	
	Ana Mlekuž HANDinHAND : Social-Emotional and Intercultural Competencies - Tool For Developing Effective School Leadership	
	Monika Hrochova Searching the Way of Cooperation Between NGOs and Schools	
	Sanja Brajković & Maša Komadina Growing Together in Professional Learning Communities	
	Mario Bajkuša Start The Change Embracing Diversity Through Intercultural Education and Volunteering: A Manual and a Workshop Series	
	Ertugrul Polat Education in Turkey at a Glance	
	Viorica Postica Promotion of Leadership as Action Dimension of School Culture	
	Majda Joshevska Teachers as Superheroes – Teachers Taking the Lead in Professional Development	
14:30 – 14:45	SHORT BREAK (without coffee)	
14:45 – 16:00	PAPER (PARALLEL) SESSIONS	
	PP1 (*Room 1*)	PP2 (*Room 2*)
	Moderator: Suzana Geržina	Moderator: Petra Jurlina
	EDUCATIONAL LEDERSHIP IN A STATE OF PROTECTED CRISIS: REFUGEE EDUCATION IN LEBANON - Helen Avery and Rafah Barhoum	EXPLORING POTENTIAL OF SOCIAL MEDIA FOR PRACTICING SCHOOL LEADERSHIP IN AZERBAIJAN: PRESENTATION OF SOME INITIAL FINDINGS - Ulviyya Mikayilova
	COMMUNITY SCHOOLS CREATING MEANINGFUL ENGAGEMENT - Batjargal Batkhuyag	THE RELATIONSHIPS BETWEEN LEADERSHIP AND DIGITAL MATURITY IN ICT INTEGRATION IN SCHOOLS – PROPOSAL OF A RESEARCH MODEL - Dragana Kupres
	TEACHER LEADERSHIP PROGRAM IN PRIMARY SCHOOLS IN BOSNIA AND HERZEGOVINA – Maja Alihodžić	START THE CHANGE: A RESEARCH ABOUT YOUNG PEOPLE'S VOICE ON THEIR INTEREST, NEEDS; PROBLEMS AND SOLUTIONS TO CONTEMPORARY CHALLENGES – Mario Bajkuša
16:00 – 16:30	COFFEE BREAK	

16:30 – 18:00	PAPER (PARALLEL) SESSIONS	
	PP3 (*Room 1*)	PP4 (*Room 2*)
	Moderator: Mario Bajkuša	Moderator: Suzana Geržina
	COACHING AND MENTORING FOR NEW SCHOOL LEADERS - Chris Harrison	INTEGRITY IN INCLUSIVE EDUCATION IN ARMENIA, KAZAKHSTAN, SERBIA, UKRAINE – Mihaylo Milovanovitch, Tinde Kovac-Cerovic, Olja Jovanovic
	SUPPORTIVE SCHOOL LEADERSHIP AS A DRIVER FOR SCHOOL INNOVATION - Hanna Siarova	EDUCATION POLICY IN BETWEEN EQUITY AND/OR EFFICIENCY GOAL: THE CASE OF SLOVENIA - Urška Štremfel
	HOW TO STRENGTHEN DISTRIBUTED SCHOOL LEADERSHIP - Iva Buchberger	STRENGTHENING EDUCATIONAL LEADERSHIP: USING BIG DATA FOR IMPROVING SCHOOL EFFECTIVENESS AND EFFICIENCY- Rimantas Želvys

Tuesday, 17th April 2018

9:00 – 10:30	PANEL (PARALLEL) SESSIONS	
	PN2 (*Room 1*)	PN3 (*Room 2*)
	WHY THEACHER LEADERSHIP MATTERS - David Frost, Sheila Ball, Paul Barnett, Suzana Kirandjiska, Majda Josevska, Ivona Čelebičić, Saule Kalikova, Jelena Vranješević	SCHOOL AT THE HEART OF COMMUNITY: PREVENTING VIOLENCE THROUGH CRITICAL THINKING AND VALUE-BASED EDUCATION – Radmila Rangelov Jusović, Nedim Krajišnik, Mirjana Gavrić – Hopić
10:30 – 11:00	COFFEE BREAK	

Time		
11:00 – 12:30	PARALLEL SESSIONS	
	WS1 (*Room 1*)	PP5 (*Room 2*)
		Moderator: Mario Bajkuša
	EFFECTIVE SCHOOL LEADERSHIP BUILDS STRONG SCHOOL-FAMILY-COMMUNITY PARTERNSHIP - Rozeta Hoxhallari and Griselda Zisi	LEADING FROM THE MIDDLE: THE TRUST SCHOOLS EXPERIENCE - Loris Barrett Mullins and Bok Lan Ng Loo
		EDUCATION LEADERSHIP AND CONFLICT OF INTEREST OF PUBLIC OFFICIALS IN EDUCATION: INITIAL EVIDENCE FROM EAST AND SOUTH-EAST EUROPE AND CENTRAL ASIA - Mihaylo Milovanovitch
		WHO RULES THE SCHOOLS – THE TALE OF SCHOOL GOVERNANCE IN 12 NEPC COUNTRIES - Lana Jurko and Elmina Kazimzade
12:30 – 14:00	LUNCH BREAK	
14:00 – 15:30	WORKSHOPS (PARALLEL) SESSIONS	
	WS2 (*Room 1*)	WS3 (*Room 2*)
	CHALLENGES AND SOLUTIONS FOR MEANINGFUL PARENTAL ENGAGEMENT AND CHILD PARTICIPATION IN SCHOOL GOVERNANCE - Eszter Salamon	SCHOOL LEADERS WORKING ACROSS ORGANIZATIONAL BOUNDARIES - Frans Grobbe
15:30 – 16:00	COFFEE BREAK	
16:00 – 17:00	Moderated discussion: Learning points (*Room 1*)	
	Moderators: Aleesha Taylor and Lana Jurko	
	CLOSING – Mario Bajkuša	

SOCIAL(IZING) PROGRAM

SUNDAY, APRIL 15th – 19:00

WELCOME DRINKS

TUESDAY, APRIL 17th – 21:00

CONFERENCE PARTY

REGISTRATION & HELP DESK (outside ROOM 1)

16. 04. 8:15 to 9:00

18:00 to 19:00

17. 04. 8:15 to 9:00

18:00 to 19:00

MEALS

Breakfast 07:00 – 10:00

Lunch   as per agenda

Dinner   19:00 – 21:00

KEYNOTE
Sessions

16.04.2018 | 9:45 – 10:15

KEYNOTE Cathryn Magno - University of Fribourg, Switzerland

EFFECTIVE LEADERSHIP AND QUALITY OF SCHOOLING

Taking as a given the importance of effective leadership to the quality of schooling, we can now ask what type or style of leadership is most effective, and to what extent should practices that work in one place be shared and exported to other places? In this talk will be provided examples and lessons from a five-country comparative study of leadership policy, preparation and practice, and critical questions will be risen regarding knowledge production, knowledge circulation, and ultimately problematize the significant role of power and privilege in the spread of educational leadership across nations, cultures and contexts.

Moderator: Lana Jurko

16.04.2018 | 11:00 – 12:00

KEYNOTE PANNEL Mateja Brejc, National School of Leadership in Education Slovenia, and Frans Grobbe, NSO-CAN School Leadership Academy, Netherlands

PN1 | SCHOOL LEADERSHIP TRAINING IN SLOVENIA & NETHERLANDS

The panel will discuss the professional development models of school leaders in Slovenia and the Netherlands. What is the professional path to becoming a school leader in these countries? Specific experience and/or training required for the position; procedures for selection of school leaders; types and modules of pre-service and in-service professional development offered to school leaders. The presentations of two speakers will be followed by an open discussion on effective models of professional development and policies that need to be in place in order to implement them in our region.

Moderator: Radmila Rangelov-Jusović

THE FLOOR IS YOURS
Sessions

16.04.2018 | 12:00 – 12:15 & 13:45 – 14:30

TFY! THE FLOOR IS YOURS! 1 & 2

Moderator: Lana Jurko

From 12:00 – 12:15 contributors will provide a brief 2 minute summary of their presentation that will follow in the next TFY! session, from 13:45 to 14:30

HANDinHAND: SOCIAL-EMOTIONAL AND INTERCULTURAL COMPETENCIES AS A TOOL FOR DEVELOPING EFFECTIVE SCHOOL LEADERSHIP, Ana Mlekuž

Social-emotional and intercultural competencies as a possible tool for developing effective school leadership as was designed in the EU project HAND in HAND: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach).

SEARCHING THE WAY OF COOPERATION BETWEEN NGOs and SCHOOL, Monika Hrochova

Open Society Fund Prague cooperates with the League of community schools, the network of Czech elementary schools, which are dedicated to inclusive education system. Among members of the league, there are also a few segregated Roma schools.

How can NGOs provide efficient support to schools and how to help schools on their way to better leadership? How to cooperate with segregated Roma school, which are also willing to adopt the principles of inclusive education? What is our role in the process of their desegregation?

GROWING TOGETHER IN PROFESSIONAL LEARNING COMMUNITIES, Sanja Brajković and Maša Komadina

Professional learning communities is "a social grouping of new and experienced educators who come together over time for the purpose of gaining new information, reconsidering previous knowledge and beliefs, and building on their own and others' ideas and experiences in order to work on a specific agenda intended to improve practice and enhance student learning" (Cochran-Smith and Lyle, 2011). Participants will be informed about the concept of professional learning communities and

about our experience in Croatia and will be invited to discuss what kind of school leadership is needed in the existing teams in order to develop and support professional learning communities.

START THE CHANGE – EMBRACING DIVERSITY THROUGH INTERCULTURAL EDUCATION AND VOLUNTEERING: A MANUAL AND A WORKSHOP SERIES, Mario Bajkuša

The "Start the Change!" Manual was created within the project 'Start the Change! – Embracing Diversity through Intercultural Education and Volunteering', which aims to empower teachers, young people and their parents in understanding and recognizing the complexities and challenges of modern society and strengthen their personal, social and civic competences. The program is intended for educational staff, offering them content that empowers them to support young people in developing their self-resilience, positive self-image, capacity for self-actualization, quality communication and building relationships with those that are different from them. The workshop collection was created for teachers in order to directly implement workshops with students. The aim of the publication is to help students develop their civic competences, while empowering them to better know and express themselves and their identities.

EDUCATION IN TURKEY AT A GLANCE, Ertugrul Polat

Education Reform Initiative (ERG) aims to contribute to the development of Turkey's education system through annually published Education Monitoring Reports for the last 10 years by producing objective, evidence-based, comprehensive evaluations regarding education policies in Turkey.

The Education Monitoring Report 2016-17 evaluates "updated" education curricula, the increase in the number of private schools, educational environments, Syrian children's education and educational outcomes among others. In the presentation, ERG will share the status in Turkey and argue for the need to make improvements to educational policies that would increase the quality of education, particularly policies related to teachers, and attempts to contribute to this improvement with its work in the field. The quality of education is not measured only in academic performance; quality education needs to support the child's social, emotional and cognitive abilities.

PROMOTION OF LEADERSHIP AS ACTION DIMENTSION OF SCHOOL CULTURE, Viorica Postica

The presentation will address conceptual issues of leadership, methodological issues of implementation of the leadership in a school culture, good practices in school leadership in the framework of different educational projects implemented by Educational Center Pro Didactica, examples of promotion of school leadership trough last/current educational documents in the Republic of Moldova.

TEACHERS AS SUPERHEROES – TEACHERS TAKING THE LEAD IN PROFESSIONAL DEVELOPMENT, Majda Joshevska

As part of the USAID Project "Readers are Leaders" the Learning Communities component has organized 20 networking events across Macedonia for learning community members from 64 primary schools. In the preparation phase, the teachers had the task to imagine themselves as a superhero: they had to draw up an origin story, outline superpowers and weaknesses, ideas of the ideal education system or school etc. Through this activity teachers, many of whom for the first time, thought about themes such as professional identity, areas of control, critical analysis of their capabilities and a combination of all of that in reference to their work in the classroom and as part of the education system.

A poster presentation will capture the highlights of these networking events and most notable points made during the discussions.

PAPER
Sessions

PAPER SESSIONS

16.04.2018 | 14:45 – 16:00

PP1 (*Room 1*)	PP2 (*Room 2*)
EDUCATIONAL LEADERSHIP IN A STATE OF PROTECTED CRISIS: REFUGEE EDUCATION IN LEBANON - Helen Avery and Rafah Barhoum	EXPLORING POTENTIAL OF SOCIAL MEDIA FOR PRACTICING SCHOOL LEADERSHIP IN AZERBAIJAN: PRESENTATION OF SOME INITIAL FINDINGS - Ulviyya Mikayilova
COMMUNITY SCHOOLS CREATING MEANINGFUL ENGAGEMENT - Batjargal Batkhuyag	THE RELATIONSHIPS BETWEEN LEADERSHIP AND DIGITAL MATURITY IN ICT INTEGRATION IN SCHOOLS – PROPOSAL OF A RESEARCH MODEL - Dragana Kupres
TEACHER LEADERSHIP PROGRAM IN PRIMARY SCHOOLS IN BOSNIA AND HERZEGOVINA – Maja Alihodžić	START THE CHANGE: A RESEARCH ABOUT YOUNG PEOPLE'S VOICE ON THEIR INTEREST, NEEDS; PROBLEMS AND SOLUTIONS TO CONTEMPORARY CHALLENGES – Mario Bajkuša

PP1 – Moderator: Suzana Geržina

EDUCATIONAL LEADERSHIP IN A STATE OF PROTRACTED CRISIS: REFUGEE EDUCATION IN LEBANON, Helen Avery and Rafah Barhoum

The presentation is based on a series of interviews with school leaders working with refugee children in Lebanon, both within the Lebanese schools and in various NGOs. Questions focused the social, pedagogical and economic dimensions of their work, as well as their strategies for organising training and functioning structures.

In Lebanon, there are different groups of refugee and migrant pupils in need of education, at primary and secondary levels. These include Palestinians born in Lebanon, or recently arrived as refugees, Syrian refugees, refugees from other countries, and children of migrant workers. The residence and work status of their parents varies. The Syrian refugees constitute a very large group, but the exact numbers are uncertain.

The uncertain and precarious situation of the refugees, lack of resources and poor living conditions are major dimensions of the work of school leaders in these contexts, both for those working within the Lebanese schools, and for those who have leadership functions within the NGOs.

COMMUNITY SCHOOLS CREATING MEANINGFUL ENGAGEMENT,
Batjargal Batkhuyag

Based on the school assessment process that involves the whole school community, changes are brought into the school and community. Herder families whose children are spending 8 months of the year in school dormitories get closer to school life. Schools are connecting with the herder families using mobile phones.

Parents and other community members are doing regular lesson observations and working together with school to improve learning process. Active parent groups including father's groups are becoming a part of the school life. The session will share Mongolian Education Alliance's experience working with rural schools in fostering more meaningful participation of the community into school life.

TEACHER LEADERSHIP PROGRAM IN PRIMARY SCHOOLS IN B&H,
Maja Alihodžić

Educational reforms, which are being implemented in Bosnia and Herzegovina over the last decade, have raised expectations from teachers at all levels, but, at the same time, most of the teachers were not provided with support and professional development opportunities.

As an answer on identified needs, the Teacher Leadership Program has been implemented in 19 primary schools across Bosnia and Herzegovina in period 2014 – 2016. The goal of the program is to improve the existing and create new practices in schools, and to improve schools' professional and intellectual capacities.

The program resulted in development projects, which are implemented by all teachers, aimed at solving certain challenges in their work. During the presentation, the results of the program and the learned teachers' lessons will be presented.

PP2 – Moderator: Petra Jurlina

EXPLORING POTENTIAL OF SOCIAL MEDIA FOR PRACTICING SCHOOL LEADERSHIP IN AZERBAIJAN: PRESENTATION OF SOME INITIAL FINDINGS, Ulviyya Mikayilova

School principals and teachers have begun to embrace social media and realizing the potential power and implications for using it as a component of their overall leadership practice. A number of Facebook groups established by educators, and particularly, by school leaders have been rapidly growing during last 5 years.

The trend of creating participative digital cultures in the national school context has not been studied in Azerbaijan. In order to fill out this gap, this particular paper is aimed to explore the purpose of using social media (sharing, learning, discussion, listening, socializing, etc.) and the impact of social media on educators and school cultures. An important aspect of the research is to understand how school leaders use social media and what their role is in leading and maintaining Facebook groups. The study is based on data collected by means of survey among facegroup educator participants. A case study of one of the most active school leaders based on analysis of in-depth interview will be presented.

THE RELATIONSHIPS BETWEEN LEADERSHIP AND DIGITAL MATURITY IN ICT INTEGRATION IN SCHOOLS – PROPOSAL OF A RESEARCH MODEL, Dragana Kupres

The paper arguments the need for a systemic approach to researching leadership practice when integrating technology in schools and presents a research methodology appropriate for researching the dynamic leadership processes (interactions, communication, collaboration, innovation) that happen in the interaction spaces between individuals, in groups, teams, communities. Understanding what role leadership plays while integrating ICT in large education systems should help in sustaining large-scale ICT investments in schools over time.

The context in which the research is carried out is a national e-Schools project in Croatia in which schools are raising the level of their digital maturity.

It can be argued that the leadership practice influences the development of schools' digital maturity. However, it seems that this process is not straightforward. Rather than seeing leadership as a one-way influential factor that supports or pose barriers for technological change in schools, leadership and ICT integration should be seen as mutually interdependent.

START THE CHANGE: A RESEARCH ABOUT YOUNG PEOPLE´S VOICES ON THEIR INTERESTS, NEEDS, PROBLEMS AND SOLUTIONS TO CONTEMPORARY CHALLENGES, Mario Bajkuša

The research "Start the Change – young people´s voices on their interests, needs, problems and solutions to contemporary challenges" was carried out with the aim of clarifying the interests, needs, problems and solutions to the current and everyday challenges of students in four European countries. Separate teams of researchers from partner organizations in Slovenia, Italy and the UK have conducted the research and created written individual reports on its results.

The results of this research suggest that today´s teachers are faced with great challenges. While working with students belonging to different ethnic, religious or linguistic groups they are demonstrating competences much broader that their initial education could have provided them. Based on the conclusions from this qualitative research recommendations are produced and divided in 3 categories, from policy to practice: What can teachers do? What can policy makers do? What can schools do?

16.04.2018 | 16:30 – 18:00

PP3 (*Room 1*)	PP4 (*Room 2*)
COACHING AND MENTORING FOR NEW SCHOOL LEADERS - Chris Harrison	INTEGRITY IN INCLUSIVE EDUCATION IN ARMENIA, KAZAKHSTAN, SERBIA, UKRAINE – Mihaylo Milovanovitch, Tinde Kovac-Cerovic, Olja Jovanovic
SUPPORTIVE SCHOOL LEADERSHIP AS A DRIVER FOR SCHOOL INNOVATION - Hanna Siarova	EDUCATION POLICY IN BETWEEN EQUITY AND/OR EFFICIENCY GOAL: THE CASE OF SLOVENIA - Urška Štremfel
HOW TO STRENGTHEN DISTRIBUTED SCHOOL LEADERSHIP - Iva Buchberger	STRENGTHENING EDUCATIONAL LEADERSHIP: USING BIG DATA FOR IMPROVING SCHOOL EFFECTIVENESS AND EFFICIENCY- Rimantas Želvys

PP3 – Moderator: Mario Bajkuša

COACHING AND MENTORING FOR NEW SCHOOL LEADERS, Chris Harrison

Teachers and school leaders are central to learner success and lie at the core of both the quality and equity of all school education. Whilst acknowledging that this statement is particularly reflected in the growing expectations of all working within schools in all EC member nations, the significant increase in accountability and expectations towards those leaders working in our schools has never been greater. And, rising school accountability against a narrowing set of performance criteria is deterring many from taking their first steps into becoming a school leader. Utilising experienced and recently retired school leadership to coach and mentor newly appointed school leaders can bring greater confidence to both the individuals and the school system as a whole.

Six partners from across Europe will work to explore the potential to generate greater numbers to apply for the reward of leading a school's workforce and leading a school in the community through a model aimed at building sustainability in the education workforce.

SUPPORTIVE SCHOOL LEADERSHIP AS A DRIVER FOR SCHOOL INNOVATION, Hanna Siarova

This session will aim to present the results of the European study "Supporting school innovation and Europe" and will specifically focus on the role of school leaders in promoting innovative learning environments in their schools.

A number of inspirational, innovative schools across Europe have broken free from traditional views of schooling, challenging conventional boundaries in terms of time, space, teaching and learning processes. In the process, they have succeeded in engaging with wider communities and put learners at the centre of the education process. Supportive and distributed school leadership was the key in this pathway to success.

HOW TO STRENGTHEN DISTRIBUTED SCHOOL LEADERSHIP?, Iva Buchberger

Starting from the assumption that distributed school leadership is a school effectiveness key factor, the aim of the proposed conference paper is to present favourable circumstances for distributed school leadership development (which indirectly contributes to school effectiveness). As previous research show, leadership as a shared process which is not based on command--and-control hierarchies, but on participatory decision-making, cooperation, mutual support and trust among different stakeholders.

The conceptualization of distributed school leadership facilitators is important for the future research to investigate how to strength distributed school leadership. Thereunto, these findings should be indicative for the principals, education policy creators and other important stakeholders who should ensure favourable circumstances for the distributed school leadership development including principal's support to different stakeholders; development of stakeholders' interest and competence to participate in decision-making process; and insurance of organizational and material resources in schools.

PP4 – Moderator: Suzana Geržina

INTEGRITY IN INCLUSIVE EDUCATION IN ARMENIA, KAZAKHSTAN, SERBIA AND UKRAINE, Mihaylo Milovanovitch; co-authors Tinde Kovac-Cerovic, and Olja Jovanovic

The paper describes preliminary findings from an ongoing study into integrity-related barriers to the implementation of inclusive education (IE), or to the process of transition from special education to inclusive mainstream education settings in Ukraine, Armenia, Kazakhstan, and Serbia.

The findings provide information on a) how integrity problems may block or even reverse the progress of countries in moving from special to inclusive education, for example because of malpractice in organizing access to inclusive education, or because of problematic incentives for enrolling in special school; b) how inclusive education may be creating new opportunities for integrity violations in regular education, such as granting support only in exchange for undue benefits, or favouritism concerning decisions which member of staff should be entrusted with (and compensated for) an integrated class.

EDUCATION POLICY IN BETWEEN EQUITY AND/OR EFFICIENCY GOALS: THE CASE OF SLOVENIA, Urška Štremfel

Many authors (e.g. Rizvi and Lingard, 2009) point out that European Commission's recommendations to member states base improvement measures primarily on the principle of efficiency, while other important education related principles, such as the principle of equity, are left aside. In the current educational science discussions, this concerns not only the relationship between efficiency and equity of educational policies and practices, but also the question of their (non) complementarity.

The main aim of the paper is to explicate the (changing) perception of efficiency and equity of the national educational system on the case study of Slovenia. Slovenia presents an interesting case of studying interference between traditional post-socialist values of equity and western EU (neoliberal) model of efficiency in education.

By means of theoretical discussions and introduction to the case studies, the paper examines the (non) complementarity between efficiency and

equity of education policies and practices, whereby going beyond the narrowness and simplification of some prevailing interpretations and providing a platform for the more critical reception of EU neoliberal agendas as a precondition for more sovereign development of national educational space.

STRENGTHENING EDUCATIONAL LEADERSHIP: USING BIG DATA FOR IMPROVING SCHOOL EFFECTIVENESS AND EFFICIENCY,
Rimantas Želvys; co-authors: Audronė Jakaitienė, Dovilė Stumbrienė

Lithuania participates in international student achievement studies like PISA, TIMSS, PIRLS and others. There is also a vast database of the assessment of student achievement at the end of lower secondary education and during the state maturity examination. However, the interest of the politicians is mainly limited to the place of the country in the international rankings. They do not consider the factors influencing the level of student achievement and do not rely on the data for undertaking policy decision. In order to change the situation for the better a group of researchers initiated a research project related to the usage of big data in education. In an interdisciplinary project, which unites knowledge and competencies in social and physical sciences, researchers will try to find out the factors of effectiveness and efficiency of educational systems in Lithuania and other EU countries.

Construction of the composite index of measuring effectiveness and efficiency will allow to monitor the development of education and will contribute to the implementation of a more efficient educational policy. The creation of the unique database of national education will enable to establish the added value of Lithuanian schools in the areas of student achievements and social mobility and will provide researchers and school administrators with an opportunity to analyse large quantities of educational data.

17.04.2018 | 11:00 – 12:30

Parallel to WS1	PP5 (*Room 2*)
	LEADING FROM THE MIDDLE: THE TRUST SCHOOLS EXPERIENCE - Loris Barrett Mullins & Bok Lan Ng Loo
	EDUCATION LEADERSHIP AND CONFLICT OF INTEREST OF PUBLIC OFFICIALS IN EDUCATION: INITIAL EVIDENCE FROM EAST AND SOUTH-EAST EUROPE AND CENTRAL ASIA - Mihaylo Milovanovitch
	WHO RULES THE SCHOOLS – THE TALE OF SCHOOL GOVERNANCE IN 12 NEPC COUNTRIES - Lana Jurko, Elmina Kazimzade

PP5 – Moderator: Mario Bajkuša

LEADING FROM THE MIDDLE: THE TRUST SCHOOLS EXPERIENCE, Loris Barrett Mullins & Bok Lan Ng Loo

The purpose of this submission is to examine the implementation of the Middle Leader development programme in Malaysian Trust Schools and the outcomes that resulted.

The Trust School Programme (TSP) was developed by LeapEd Services in 2011. LeapEd Services is the first home-grown Malaysian Education Service Provider to undertake school-wide education transformation. The five-year programme works by embedding a field team, comprising Malaysian and International Education Advisors, into the schools. Based on four strategic goals – leadership, teaching and learning, student, and parental and community – the TSP implements change on every level and with every stakeholder. The transformation is all encompassing, like a snow globe, from a state of rest, to chaotic change. When it comes to rest again, each piece has moved and changed. The overall result is that processes of consistent adaptive change, like planning, action-oriented decision-making and reflective monitoring and revision are firmly set into place, transforming the school completely.

EDUCATION LEADERSHIP AND CONFLICT OF INTEREST OF PUBLIC OFFICIALS IN EDUCATION: INITIAL EVIDENCE FROM EAST AND SOUTH-EAST EUROPE AND CENTRAL ASIA, Mihaylo Milovanovitch; co-author: Arevik Anapiosyan

In this paper article, the authors explore the affiliations of public officials in charge of education policy in East and South-East Europe and Central Asia with academic institutions, which create a risk of undue influence and decision bias because of conflict of interest.

Researchers collected evidence on formal academic affiliations that were meant to bring public office holders in education in countries of these regions an (undue) private benefit in the form of income and/or academic credentials. Researchers covered decision-makers in government and the legislature with direct responsibility for education, such as Ministers, deputy Ministers, members of Minister's Cabinets and Parliamentary Committees on education, as well as heads of departments in Armenia, Azerbaijan, Bosnia and Herzegovina, Croatia, Kazakhstan, Macedonia, Moldova, Montenegro, Russia, Serbia and Ukraine.

The evidence shows that at the time of collection in 2016, the public officials in a majority of these countries had a conflict of interest due to an affiliation with a higher education institution while in office.

The article then discusses the threat to integrity in the public and the education sectors posed by academic CoI affiliations, and calls for a broader exploration of the problem and its implications for integrity, quality, and equity.

WHO RULES THE SCHOOLS – THE TALE OF SCHOOL GOVERNANCE IN 12 NEPC COUNTRIES, Lana Jurko and Elmina Kazimzade

The Network of Education Policy Centers (NEPC) has recently conducted a mapping study in 12 countries of central and south-eastern Europe, Central Asia and Mongolia with an intention to find out how the roles in school governance have changed in the course of the last three decades and identify initiatives worth being studied further and disseminated across the regions. The countries participating in the review were: Albania, Azerbaijan, Bosnia and Herzegovina, Croatia, Kyrgyzstan, Kosovo, Lithuania, Macedonia, Moldova, Montenegro, Mongolia and Russia. Two

reports have been produced as the result of the exercise- one covering school governance issues in the Balkan countries, Mongolia and Russia and the other comparing policies in the three post-Soviet countries: Azerbaijan, Kyrgyzstan and Russia, Both available at www.edupolicy.net. In session, an overview of the methodology and main outcomes of the studies will be presented by Lana Jurko, and a detailed case study on system of school governance and school principalship policy developments in Azerbaijan will be presented by Elmina Kazimzade.

PANEL
Sessions

PANEL SESSION

17.04.2018 | 9:00 – 10:30

PN2 (*Room 1*)	PN3 (*Room 2*)
WHY THEACHER LEADERSHIP MATTERS - David Frost, Sheila Ball, Paul Barnett, Suzana Kirandjiska, Majda Josevska, Ivona Čelebičić, Saule Kalikova, Jelena Vranješević	SCHOOL AT THE HEART OF COMMUNITY: PREVENTING VIOLENCE THROUGH CRITICAL THINKING AND VALUE-BASED EDUCATION – Radmila Rangelov Jusović, Nedim Krajišnik, Mirjana Gavrić – Hopić

PN2

WHY TEACHER LEADERSHIP MATTERS, David Frost, Sheila Ball and Paul Barnett, Suzana Kirandjiska, Majda Josevska, Ivona Čelebičić, Saule Kalikova, Jelena Vranješević

The term "teacher leadership" is a useful rhetorical device used around the world to mean a wide range of practices. It is used here not to indicate a type of leadership, but simply the exercise of leadership by teachers.

In this panel session, the team of contributors will draw on a range of practical projects and related research studies that have taken place in disparate national contexts to explore the question of why teacher leadership is important. They will explore arguments for teacher leadership that relate to six categories: 1) Enhancing teacher professionality, 2) Improving schools' effectiveness, 3) Sustaining educational reform, 4) Building a democratic way of life, 5) Promoting inter-cultural understanding, and 6) Emancipation.

PN3

SCHOOL AT THE HEART OF COMMUNITY - PREVENTING VIOLENCE THROUGH CRITICAL THINKING AND VALUE-BASED EDUCATION, Radmila Rangelov Jusović, Nedim Krajišnik, Mirjana Gavrić - Hopić

The aim of this panel is to present and discuss role of school leaders in reshaping school culture focusing on universal values and critical thinking, as well as parent and community involvement. Initially, panellists will present goals and objectives of the upcoming three year project "School at the Heart of Community", focused on improving skills of school leaders and creating network and community of learners for school principles.

The objectives of the panel are: increasing capacities of school principals and pedagogues to develop/revise and implement value-based policies; creating a community of learners and develop partnership with parents and community.

Having in mind the important role of school leaders, but also lack of sufficient professional development and other opportunities to gain necessary skills, it is crucial to create comprehensive training and mentoring program, followed by samples of diverse policies, documents and resources. The discussion should identify key components and needs of school leaders, but also rethinking their current role.

WORKSHOP
Sessions

WORKSHOP SESSIONS

WS1 (*Room 1*)	Parallel to PP5
EFFECTIVE SCHOOL LEADERSHIP BUILDS STRONG SCHOOL-FAMILY-COMMUNITY PARTERNSHIP - Rozeta Hoxhallari and Griselda Zisi	

WS1

EFFECTIVE SCHOOL LEADERSHIP BUILDS STRONG SCHOOL-FAMILY-COMMUNITY PARTNERSHIP, Rozeta Hoxhallari and Griselda Zisi

Effective school leaders have a clear vision of an open and inclusive school culture, hence demonstrate a shared leadership and set the ground for an enabling school environment that motivates and encourages cooperation of teachers among them and with parents, students and community. However, in order to increase meaningful parent and community involvement in the school life and especially in the school governance, research and practice show that schools should possess comprehensive School, Family, and Community Partnership Programs that are designed through an active involvement and cooperation of all stakeholders, include elements of the "six types of parent and community involvement", value everybody's talents and contributions, and are based on mutual trust and respect.

17.04.2018 | 14:00 – 15:30

WS2 (*Room 1*)	WS3 (*Room 2*)
CHALLENGES AND SOLUTIONS FOR MEANINGFUL PARENTAL ENGAGEMENT AND CHILD PARTICIPATION IN SCHOOL GOVERNANCE - Eszter Salamon	SCHOOL LEADERS WORKING ACROSS ORGANIZATIONAL BOUNDARIES - Frans Grobbe

WS2

CHALLENGES AND SOLUTIONS FOR MEANINGFUL PARENTAL ENGAGEMENT AND CHILD PARTICIPATION IN SCHOOL GOVERNANCE, Eszter Salamon

The whole school approach requires main stakeholders to be meaningfully involved in school governance. It affects learning outcomes, reduces early school leaving and creates the feeling of ownership. School leaders and policy makers alike are usually very much ready to list challenges and barriers to this, and, for some reasons, inspiring practices rarely get enough promotion to have an impact on practice in general. In the workshop, there will be an opportunity to explore and discuss common and special challenges as well as trying to find solutions on macro, meso and micro levels.

Desired learning outcomes are: understanding the importance of parental engagement and child participation in school governance, defining meaningful participation in different legislative contexts, raising awareness of challenges and inspiring practices to overcome them.

SCHOOL LEADERS WORKING ACROSS ORGANIZATIONAL BOUNDARIES, Frans Grobbe

A participatory approach to governance and school development in a network-based society

Nowadays school leaders are gradually more challenged to work across the boundaries of the school organization with other schools but also with other sectors like healthcare or youth care. Schools are asked to join in community planning to address broader regional or local issues. This engagement to the "outside the school world" can range from joining a one-time discussion of a particular community initiative to a series of meetings on a full community strategy including "vision" and all kinds of action plans.

In the workshop, experiences on some typical issues of this process will be shared and a tool to navigate in this field will be introduced. The so-called Multi-Party Roadmap could be a useful model and tool for understanding the structure and procedures of collaborative work in a multi-party context.

The workshop will be focused on theoretical and practical information as well as successful efforts and positive practices of schools striving to build effective partnerships with parents and community through a more detailed explanation of main types of parent and community involvement in the school life, and especially in decision-making.

What is effective school leadership?

Who and how accredits and selects school leaders?

What type of professional support are school leaders offered and need?

If not "charismatic" leader then what?

Participatory/ distributed school leadership – who distributes/why participate?

Why engage parents and communities?

What do data/ICT/ social media have to do with school leaders?