

**The 15<sup>th</sup> Annual International UCEA Conference on Values and Leadership**

***Ethics, Resilience, and Sustainability:  
Elements of Learning Focussed School Leadership***

**Umeå, Sweden September 21- 24, 2010**

**Pre-conference**

**Monday Sept 20<sup>th</sup>**

9-11 Registration for the conference

11.00 School visits (afternoon only)

**Tuesday Sept 21<sup>st</sup>**

8-11 Registration for the conference

8-12 School visits (starts at 8.30 and ends around lunch)

11-15 Graduate seminar, Ethics and successful leadership (lunch included)

Conference  
room

**Main Conference**

**Tuesday Sept 21<sup>st</sup>**

15-18 Registration

16.00 Reflections and summary of school visits - Panel with the  
superintendents

Idun

17.30 Short break

18.00 Opening of Conference  
*Chair: Olof Johansson, Centre for Principal Development*  
Paul Begley, Nipissing University  
Nancy Tuana, Penn State University  
Micael Bezzina, Australian Catholic University  
Steven Gross, Temple University  
Dana Mitra, Penn State University  
Olof Johansson, Umeå University

Idun

19.00 Opening reception

## Wednesday Sept 22<sup>nd</sup>

- 8.30 Key note presentation Idun  
*Introduction: Jonas Höög, Centre for Principal Development*  
**"Sustainable Educational Leadership: Moral Literacy in Action"**  
Paul T. Begley, Nipissing University and Director of the Centre for the Study of Leadership and Ethics
- 9.30 Coffee break with cinnamon rolls
- 10.00 Parallel Session 1 Grim  
**1A Swedish Teacher and principal education programs**  
*Chair: Olof Johansson, Centre of Principal Development*
- 52 The Swedish National School Leadership Training Program, Monika Törnsén, Umeå University Grim  
Since 2010 the Swedish National School Leadership Training Program is compulsory for all practicing principals in public and independent schools. It is carried through the Centre for Principal Development at Umeå University and five other Swedish universities. The program aims at providing school leaders with the knowledge and skills required to be able to manage their responsibilities and lead their schools in such a way that they achieve the National goals. The principals all play a key role in the regulation of education according to the School Act and the national curricula. Their task is to create a school and preschool of high quality for everyone where the national goals are achieved and learning is experienced as meaningful, stimulating and secure. The training program covers three areas of knowledge: school legislations and the role of exercising the functions of an authority, management by goals and objectives and school leadership.
- 57 Teacher education in Sweden, Maj-Lis Hörnqvist, Umeå University Grim
- 1B Skills and Ethics in higher education and vocational programs** Loke  
*Chair: Katarina Norberg, Centre of Principal Development*
- 11 An International Collaboration: Examining Graduate Educational Leadership in Louisiana and Ontario, Heather M. Rintoul, Nipissing University & Pauline E. Leonard, Louisiana Tech University Loke  
This article compares and contrasts two Masters of Education programs, one in Louisiana, United States, the other in Ontario, Canada. Our discussion addresses program design including: focus and purpose; entrance requirements; curriculum design and content; curriculum delivery; assessment and evaluation of candidates; and, program review and refinement processes. Related topics include field and internship experiences, capstone/culminating projects, and how the design and delivery of each program was influenced by socio-cultural, economic and political arenas. This project was facilitated through the electronic communication and editing device, wiki, as a collaboration strategy enabling the sharing of data, thought processes, and analysis. Our investigation uncovered similarities and differences that contextually reflected the program purpose, design, and outcome requirements particular to each site.

32 New Skills for New Jobs - A Suggestion for Developmental Steps of New Skills in Vocational Education and Training, Riitta Hänninen, EduCluster Finland

Loke

The report by European commission (2010) expects a strong encouraging touch for individuals and employers to reap the benefits of people's potential. We must develop the right mix of skills and to anticipate the future skills. A crucial aspect is both leadership and an approach by experts in learning environments. Mostly the changes in curriculum don't give results we expect. We need models to observe cultural aspects of our communities. One suggestion by the study about the good in principals' work gives us a tool or developmental steps for self-assessment in vocational education and training. The focus is on the actions of the experts. In practice we might ask in which way experts fulfil their responsibility, use their power or care for people. The core of the study emphasizes human touch in the culture of the community. Humanity symbolizes ethics and the authentic way of action. All this has its own influence to interaction, atmosphere and capability of organizations.

28 Artifacts in an Education Faculty: Ethical, Hopeful, and Troubling Messages, Helen Mahoney & Pam Bishop, University of Calgary

Loke

In an era when education in the Western world is under heightened scrutiny from governments and when, internationally, wealth and power are shifting to the East, universities need to better serve the public purposes of schooling. One way of doing so in democratic societies is to have vibrant and sustainable faculties of education that substantially support the learning of school-based teachers and principals. For faculties to become, or continue to be, sustainable, they must be engaged in knowledge production (Gunter & Ribbins, 2002). In this study, an aspect of knowledge production inside one Canadian university's Faculty of Education is reported. The paper discusses the findings from an analysis of fliers (n=105) that are displayed on the walls of a Faculty of Education's research facility. The fliers advertised 'in-house' presentations made to colleagues and graduate students by faculty professors, visiting scholars, and others over a 5 year period from 2004 - 2008. This promising 'coffee and conversation' initiative was designed to share knowledge and contribute to the development of a faculty-wide 'research culture'.

**1C 46 Moral leadership for a Kinder Online World Workshop**, Wanda Cassidy, Simon Fraser University  
*Chair: Paul Bredeson, University of Madison*

Balder  
Balder

This workshop discusses educators', students' and parents' perceptions and experiences with cyber-bullying and explores ways in which schools and parents might promote kinder, more caring and respectful online behaviours among youth. An overview of our research will be discussed, and workshop participants will engage with actual case examples from Canadian schools. Findings show that approximately 1/3 of students have been the victims of cyber-bullies and a similar number have been perpetrators. Most of this is happening under the radar of educators, even though the impact is depression, low self-esteem, anxiety, reduced grades and sometimes suicide. Most educators see punishment as the solution, whereas parents and students see the value of modeling the right behaviour at home and school, addressing the deeper relational and peer issues, and creating opportunities for dialogue among students, educators and parents. We see links between what students and parents suggest and the literature on the ethic of care.

11.00 Short break

11.15	<p>Parallel Session 2</p> <p><b><u>2A Superintendency and district leadership</u></b></p> <p><i>Chair: Katarina Norberg, Centre of Principal Development</i></p>	Grim
	<p><u>20 Distributed Leadership for Organizational Sustainability of Reform Efforts</u>, Kris Bosworth, University of Arizona</p> <p>A dilemma for leadership is how to sustain educational reform. This paper is a case study of one school district that planned for and supported the creation of an organization structure to support the ongoing operation of a reform. The structure was developed to be compatible with the existing culture within the district. Professional development that included leadership and program planning created a pool of knowledgeable staff to guide the continuation of and enhancements in the reform efforts.</p>	Grim
	<p><u>21 How do you know you are doing a good job?</u>, Lars Svedberg, Uppsala University</p> <p>Superintendents in Swedish municipalities are exposed to a multitude of formal and informal demands. The New Public Management movement has a strong impact in Sweden and claim to provide explicit guidelines in many cases. On top of this media, national and international stakeholders provide a number of "success-lists" offering "golden keys" to the desired future. In this situation the superintendent's capacity to interpret is vital since it forms the basis for actions. A professional, impartial judgement (in professions such as doctors, lawyers and psychologists) builds upon the existence of a professional consensus on what is "a job well done". Is it relevant to talk about professional judgement in the case of superintendents? If so – how and on what grounds is this judgement exercised? If not – what is there instead of such a judgement? In an early stage of this research project in progress we have asked 25 superintendents by e-mail: "How do you know you are doing a good job as a superintendent?" An analyzes of the answers will show sources of importance superintendents rely upon to get feedback on their job performance</p>	Grim
	<p><b><u>2B Immigrants and marginalized groups</u></b></p> <p><i>Chair: Kerstin Kolam, Centre of Principal Development</i></p>	Loke
	<p><u>8 The Best Interests of Undocumented Students</u>, Emily Crawford, Penn State University</p> <p>I address and examine the ethical issues surrounding federal and state immigration authorities' activity and impact on children and schools. I argue that educators must think critically and reflectively about how the broader debate over immigration policy might enter into their decision making should immigration authorities' presence in or near schools become more prevalent. I introduce and analyze Shapiro and Stefkovich's (2005) best interests model as a guide to inform educators' decision-making process in complex situations. The best interests model offers a framework that conceptualizes four ethical paradigms from which educators can assess their decision-making process and the potential impact of their decision on students (Shapiro &amp; Stefkovich, 2005). I explore how educators in schools serving undocumented students could use the best interests framework to make ethical decisions in the event immigration authorities choose to search for undocumented persons, including students, on or near school property.</p>	Loke

17 Viviendo en las sombras: Examining the educational experiences of undocumented immigrant Latino students in a public Secondary school setting, Jesús Rodríguez, California State University

Loke

This study sought to explore and understand the educational experiences of undocumented immigrant Latino students across three generational cohorts. The study found that undocumented immigrant Latino students undergo a "youthful or Parallel" version of their parent's adult migration narrative with its own immigrant experiences of displacement, rejection, and discriminatory treatment especially at the hands from members of their own ethnic group. The study resulted in a conceptual model of a shared immigrant narrative that illustrates the youth's movement forward despite facing legal and social contradictions. The research has implications for practitioners and policymakers in addressing undocumented students' needs and concerns in an educational setting. Recommendations include increasing faculty and staff knowledge on undocumented students by creating safe zones or AB-540 Allies for undocumented students, and maintaining educational-immigration reform (e.g. California's DREAM Act and Federal DREAM Act) on the national agenda.

45 Collaborative leadership: Engaging Aboriginal learners with complex challenges, Wanda Cassidy, Simon Fraser University

Loke

Research clearly indicates that Aboriginal youth typically are marginalized in the school system and have a much lower graduation rate than the non-Aboriginal population. This paper presents findings from a case study of a Canadian educational program designed to engage First Nations youth, who not only have a history of school failure, but also are gang-involved and face other complex social, economic and personal challenges. Results from interviews, document review and field study notes show that the program positively impacted the youth, while also impacting the staff, who learned to better appreciate the strengths, resilience and unique knowledge of their students. Five working principles were identified from the research as keys to success: caring relationships; an integrated professional team; individualized learning; the therapeutic community; importance of cultural programming.

## **2C School climate, entrepreneurship and efficacy**

P.Berger

*Chair: Jonas Höög, Centre of Principal Development*

40 Collective Efficacy as a Resource for Student Achievement: A Multilevel Analysis, Serena Salloum, University of Michigan

P.Berger

Collective efficacy – a group's belief in its capabilities to organize and execute courses of action required to reach a goal – is understood to be an important organizational property because the strength of social institutions depends in part on communal ability and willingness to solve problems (Bandura, 1997). Robust research has established that school-level collective efficacy matters to student learning. Using a stratified random sample across a single state, the current study investigates the relationship between school level collective efficacy and 4<sup>th</sup> grade student's achievement. Using HGLM, results suggest that collective efficacy is associated with 4<sup>th</sup> grade students' odds of passing state mandated assessments. Specifically, at the school-level, after controlling for other variables, a 1 SD increase in collective efficacy was associated with a 35% greater chance to pass the mathematics assessment and 42% greater chance to pass the reading assessment. Implications for school leadership are discussed.

51 Student welfare and principle responsibility, Monika Törnsén & Jonas Höög, Centrum, Umeå University

P.Berger

Student welfare is a hot topic in Sweden. The Ministry of Education has an assignment from the government to analyze the situation for students in school in need of special support. The Minister of Education has launched an electoral pledge to finance an increase in the number of positions in school working with the situation for this group of students. 25 percent of the students in compulsory school do not reach a pass in all subjects. The National Agency has given the Centre for Principal Training at Umea University the mission to study the relation between the student welfare organization and learning outcomes in Swedish schools. A special attention is to be laid on the principal's role in developing a student welfare work that helps children in need of special support accomplish their goals.

58 Entrepreneurship and school climate, Maj-Lis Hörnqvist, Umeå University

P.Berger

Entrepreneurship is a growing trend in European education and the European Commission and the Swedish Agency for Regional Growth have pushed for entrepreneurship in the education system. The basic ideas of entrepreneurship are also supported in the Swedish curriculum. The purpose of this paper is to examine and discuss entrepreneurship in relation to some aspects of the school climate and implications for leadership. The study uses the definitions of entrepreneurship given by the Swedish Agency for Economic and Regional Growth as a point of departure in the discussion: the identification of possibilities and transformations of ideas into practical and purposeful activities. A central issue is what characterizes a school climate which makes individuals see possibilities and transform them into activities. Entrepreneurship may be studied from different perspectives and with different foci, on educating entrepreneurs or on the entrepreneurial learning process. In this paper entrepreneurship focuses on promoting students to capture an entrepreneurial attitude to learning.

12.15 Short break

12.30 Lunch

13.30 Key note presentation

*Introduction: Helene Årlestig, Centre for Principal Development*

**“Striving for Equity and Social Justice: Implications for School Leadership”**

Jorunn Møller, professor, University of Oslo, Department of Teacher Education and School Development

14.30 Short break

**3A, 4A 30 Exploring Applications of Sustainable Leadership in Education, 5 paper Paul T Begley, Nipissing University**

*Chair: Paul Begley, Nipissing University*

Grim

SYMPOSIUM double

There are educational processes and practices that build on consistency, trust, capacity, relationships, and transformation. These are the practices of sustainable leadership. Conversely, there are many practices commonly espoused by leadership courses and management experts that are not contributions to sustainable leadership. Labeling a school, as a "failed school" does not build capacity, it may destroy it. Zero tolerance policies are another example of destructive practices that focus on narrow interpretations of behaviour, ignore intent, and reduce the range of discretionary responses by school leaders. Identifying and promoting leadership practices that are sustainable as well as ethical is a worthy quest for authentic leaders.

**Paper #1:** Inclusive Education as Moral Education, Erin Brock, Nipissing University

Grim

All students require support from teachers, classmates, family, and friends in order to benefit fully from their school experience. Some students have special needs that will require additional supports beyond those ordinarily received in the school setting. Each student goes to school as an individual, as a result, some children may require special education services or accommodation's to enable them to attend school and to benefit fully from their school experience. For Inclusion to be a truly successful practice, educational leaders must shift their focus to a moral education for all students. This shift in priorities will require a shift in leadership style to reflect the needs of new practices. According to current educational scholars, it is only natural that the characteristics of good leadership change to reflect the needs and goals of society. In order for Inclusion to be truly successful in the school, the focus of leadership must shift to the rights of students, and as an outcome, educational leaders will be forced to place moral leadership at the forefront of their practice.

**Paper #2:** Fostering Empathetic and Active Global Classrooms Through Moral and Ethical Leadership, Leah MacCharles, Nipissing University

The increasing diversity evident in schools and communities across North America, and around the world, reflects a growing awareness for the need to teach social issues in schools. Expanding on the recent focus on the moral dimensions of leadership in schooling, this paper examines the integral place of social justice in Canadian and global curricula. However, despite a growing necessity to assess how Canadian students are interacting with one another, themselves, the environment and the global world, implementation of social justice curriculum remains difficult due to a lack of mandated programming. This paper looks at the variables that contribute to the challenges of self-jurisdiction. It discusses the moral and ethical responsibility of educational leaders to take the initiative to prepare children of this generation to navigate in a world of colliding global, social, political, and economic forces. As a result, students are given ample opportunities to become truly empathetic and active global citizens.

**Paper #3: Media Portrayals of the Principalship and School Leaders**, Cameron Hausman, Nipissing University Grim  
Society's collective understanding of those who occupy various professions is shaped and informed by the media that people "tune in" to watch on a daily basis. In fact, the media has created a new definition of what it means to be a principal which is quite contrary to the skills and leadership practices that real-life principals describe as being vital to the role. While a moral media principal may be emerging, the vast majority of school leaders depicted in films and television programs fit neatly into three distinct archetypes based on their leadership practices, those being: the authoritarian, the bureaucrat and the idiot. As the name for the last archetype suggests, none of them are particularly flattering or representative of the roles and duties undertaken by modern, real-life principals. This mostly negative and derogatory media definition of the principalship and who is qualified to be a principal has a number of implications for current school leaders, and may be feeding or creating much of the public's mistrust in educators and the school system as a whole.

**Paper #4: Ethical Decision Making for Children with Chronic Illnesses and their Schooling**, Taunya Wideman Jonston, Nipissing University Grim  
Students with chronic illnesses are increasingly being included into traditional classroom settings. Advancements in medical treatment, technology, and increases in survival all support the rising integration of students with chronic illnesses into schools. Identifying one static definition for the term chronic illness continues to be a challenge, as the term includes a range of medical ailments requiring an array of symptoms and treatments. The difficulty in defining chronic illness contributes to the obstacles educators experience in attempting to identify and implement a standard set of guidelines to accommodate the needs of chronically ill students. Educators need to understand and recognize how the moral agenda of students with chronic illnesses differs from healthy students. Identifying the moral agenda of chronically ill students contributes to ethical decision making concerning the 'best interests of the students'. Starratt's ethical framework of care, justice, and critique all contribute to facilitating the 'best interests of students' with chronic illnesses in classroom settings. Understanding Starratt's framework provides educators with a guide to support the inclusion of chronically ill students into schools.

**Paper #5: Comparing and Contrasting Cultural Leadership Styles: Native and Non-Native Perspectives**, Eric Bortlis, Nipissing University Grim  
This paper builds a cultural comparison between the academic, literature-based, and Western-centric view of what leadership should look like in education versus the cultural norms that influence and may make the indigenous leadership styles different. This paper aims to develop a better understanding of what constitutes good leadership from the Native perspective. The paper employ's Begley's (2004) values syntax and Branson's (2007) notions of personal formation as a conceptual framework. Probing into the diverse and positive aspects of Native leadership may raise awareness of the potential benefits of including a Native perspective in educational administration. Among the questions explored in this paper are the following: 1. What are the paradigms of Native leadership? 2. What cultural aspects impact upon Native leadership and make it differ from Non-Native leadership? (ie. What Native leadership is not) 3. How do the meta-values of Native leadership and Non-Native leadership compare? 4. How do both culture's expectation of a leader reflect upon the current situation? 5. How can this knowledge help solve the current gap in Education in Ontario?

### **3B Best interest of the child**

Loke

*Chair: Elisabet Edqvist, Centre of Principal Development*

23 An Ethos of Care: Applying the Best Interests of the Student Model to the Integrated Education System in Northern Ireland, Mary L Osif, Penn State University

Loke

In what ways does Northern Ireland's integrated education system define and meet the needs of children in a post-conflict society? Using the Best Interests of the Child Model, this paper analyzes the ways in which Northern Ireland's integrated education system attempts to define and serve the needs of schoolchildren. It also examines the context in which Northern Ireland's integrated education sector has arisen. This study relies on both published research and personal interviews with integrated school educators and investigates how successful contact through integrated education is possible when school leadership, which includes parents, follows the Best Interests of the Child Model.

37 Serving Our Student Needs during Demographic Changes and High Stakes Testing, Rosita Lopez, Northern Illinois University

Loke

Until very recently, ethical issues were given little attention in preparation programs (Beck & Murphy 1994). Over a decade later, the reality is that schools of education and educational leadership programs have not adequately prepared teachers or administrators to deal with these conflicts and to complicate matters teachers and administrators must understand the moral and cultural values of their communities as they undergo ongoing demographic shifts. How will national standards and high stakes testing have an effect on imagination and improvement if what is tested is what is taught? How do we avoid "cookie-cutter" testing that ignores student's individuality and creativity? We need to rethink how we prepare teachers and leaders.

47 An Investigation of Elementary Public School Administrators' Ethical Reasoning in Considering "the Best Interests of the Student", William Frick, Jeannine Rainbolt College of Education, University of Oklahoma

Loke

This study examined the moral sensitivities and ethical decision making of educational leaders – how practicing elementary principals made sense of their experiences and judgments, the process by which past decisions were made, and meanings ascribed to professional moral judgment. Of particular interest was the meaning participants ascribed to the often used expression, "the best interests of the student." The central question of the study: How do practicing school administrators conceptualize or define the expression "the best interests of the student," and how do they understand or utilize such an expression as ethical guidance in decision making? Data were obtained through semi-structured, in-depth, face-to-face, phenomenological-like interviews with participants and analyzed following qualitative analysis procedures and techniques. Preliminary emergent findings from data analysis are multiple and varied. Administrators regularly and consistently deal with issues that necessitate value-laden decisions with moral and ethical consequences.

**3C 4C 54 Structure, Culture, Leadership**

*Chair: Olof Johansson, Centre of Principal Development*

Symposium from an ongoing project

P.Berger

P.Berger

Olof Johansson, Jonas Höög, Monika Törnsén, Björn Ahlström, Helene Årlestig, Umeå University, Anders Olofsson & Conny Björkman, MidSweden University

P.Berger

The point of departure for this session is the conflict between the demand for clearer structure and a better use of resources *and* the school's need for basic cultural changes regarding school development and school improvement in the learning of both social and academic goals. This project focuses on the relationship between structure, culture, leadership and authentic learning for adults and children, i.e. successful schools.

The first question to confront is: what is a successful school? If you ask principals you often get answers like – a school in which students and staff feel comfortable, where there's harmony and people can participate in decisions, where everyone is seen, the head-master is visible and the teachers are good instructors, a good working environment. These are all valuable things in a good school, but what about the results, performances and achievements springing from all the positive circumstances.

15.45 Coffee break with sandwich

16.15 Parallel Session 4

**3A, 4A 30 Exploring Applications of Sustainable Leadership in Education, 5 paper Paul T Begley, Nipissing University**

SYMPOSIUM double continued

Grim

Grim

#### **4 B Ethical leadership in challenging context**

Loke

*Chair: Maj-Lis Hörnqvist, Centre of Principal Development*

##### 3 The Quest for Authentic Educational Leadership: Coming to Grips with One's Ethical Position Regarding Individuals with Disabilities, Barbara L Pazez, University of Texas

Loke

Meeting the needs of special populations, including students with disabilities, mandates attention from administrators regarding the student's rights and the responsibilities imposed upon all school personnel with respect to such students. Knowledge of legislation pertaining to education reform and students with disabilities is a major factor for any educational leader. Due to the litigious nature of special education, school leaders are starting to enroll in courses related to special education and law. As their journey proceeds, they begin to probe from within to ask, "What are the driving forces that guide my leadership practice? What are the core values and beliefs that I hold sacred when faced with the dilemma of ensuring that the needs and rights of *each and every* individual with whom I have been charged are considered, supported, and honored?" This presentation will provide a picture of an authentic ethical journey taken by future school leaders from Educational Administration, Special Education, and Curriculum and Instruction, enrolled in the course, *Law and Disabilities*. Data obtained from graduate-level student responses to a reflective writing assignment designed to engage them in a self-awareness exercise of their ethical beliefs and then apply their discovery to an ethical framework for professional practice (Furman, 2003; Pazez, 1995; Shapiro and Stepkovich, 2005) that they believed would be a "best fit" and help guide them in the decision-making process in special education service delivery will be provided. The value of integrating an ethical framework for analysis and reflection into the curriculum of a school law course and the potential for such a framework to provide a resilient and sustainable leadership approach toward meeting the needs of an increasingly diverse student population will also be discussed.

##### 29 Leading More Inclusively in High-Poverty Schools: Who and What is Involved? Pam Bishop, University of Calgary

Loke

In this paper I draw on my experiences as a teacher, principal, and researcher in high-poverty schools over three decades to consider who and what is likely to be implicated in any systemic attempt to provide inclusive leadership in high-poverty schools in Western liberal democracies. In particular, I probe why inclusive leadership is important, yet very difficult to broadly enact in high-poverty schools. Ryan's (2006) notion of inclusive leadership is used as the theoretical leverage in the discussion. In brief, Ryan posits that inclusive leadership has three key domains: influence, practices, and policies. On the surface, the proposition to have inclusive leadership in high-poverty schools might seem promising to many educators and, indeed, school systems in Western liberal democracies. For example, active attempts by teachers to create inclusive classrooms can result in students who previously 'were on the margins of the margins' becoming more engaged in learning and better understood as individuals. In an allied way, principals who lead inclusively can shape organizational culture when they talk with teachers, students, and parents about all peoples having a legitimate place in schools

15 The Purpose of School vs. the Rights of the Individual: Re-framing the School Discipline Discussion, Hollie Mackey, University of Oklahoma Loke  
American schools have consistently demonstrated a tension between the obligation of preparing students to participate as contributing members of a republic and maintaining a safe school environment. This has resulted in placing administrators in a position of having to make school discipline decisions that have the potential to have significant effects on the lives of all students within the school. This is especially evident when it comes to zero-tolerance policies, where students are often suspended or otherwise excluded from the school experience for a range of infractions. This study explores this tension and seeks to define the ethical dimensions between the purpose of school and the rights of the individual within the context of the application of zero-tolerance policies. The paper's findings suggest the need for re-framing the school discipline discussion and provides recommendations for both practice and future research.

**3C 4C 54 Structure, Culture, Leadership**  
Symposium continued

P.Berger

17.30 Reception with snacks and cash bar - evening free

## Thursday Sept 23<sup>rd</sup>

- 8.30 Key note presentation Idun  
*Introduction: Katarina Norberg, Centre for Principal Development*  
**“Should Ethics be Included in the Mission of the School? Why? Why not?”**  
Robert Starratt, professor of Educational Leadership at the Lynch School of Education at the Lynch School of Education, Boston College, USA
- 9.30 Coffee break with snack
- 10.00 Parallel Session 5 Grim  
**5A Schools – a place for ethical learning and practice?**  
*Chair: Helene Ärlestig, Centre of Principal Development*
- 44 Teachers’ and students’ experiences of the school as a site for ethical practice contribute to shaping the leadership for learning with moral purpose, Ulrika Bergmark, Luleå University of Technology Grim  
This paper emanates from my thesis (Bergmark, 2009), which explored the school as a site for ethical practice. The research was inspired by life-world phenomenology. A total of 45 teachers and 45 students participated. Teachers’ and students’ experiences of school as a site for ethical practice imply the value of: *striving for ethical awareness, building ethical relationships, and encouraging ethical actions*. The findings in this thesis suggest that the schools’ mission to integrate ethics into the curriculum can be viewed as a process whereby, together with students in different educational settings, an *ethical learning community* can be created and sustained. It is of specific interest to reflect on how the findings from my thesis can be interpreted and affect the role of school leaders. How can teachers’ and students’ experiences of the school as a site for ethical practice contribute in the process of forming the leadership for learning with moral purpose?
- 53 On the search for the Ethical Dimension in the Swedish Superintendency, Katarina Norberg, Olof Johansson, Umeå University & Elisabet Nilfors Uppsala University Grim  
School leaders are uniquely positioned in complex educational systems to mediate the oftentimes opposing forces of globalization and localism with their communities. In a multicultural setting, with different cultural perceptions of the good life in general, and what characterizes good learning in particular is the superintendent’s value map of importance as it has impact on how ethical issues are addressed. Space for dialogue with members of the community with possibilities to contrast different perspectives on a given issue is significant and implies more than creating a conversation. This paper is a work in progress. It discusses superintendents’ role and assignment in relation to its ethical dimension. One tentative result from the questionnaire data is a discrepancy between ethical considerations at the local level and national policy; international research; and test results. Our crucial question is: what steers the superintendent? The assignment, their inner conviction or political forces?

36 Promoting Moral Leadership Practices, Rosita Lopez, Northern Illinois University Grim

Educational leaders experience multiple and complex ethical quandaries on a daily basis with solutions that are easier said than done. In many cases, leaders are alone in deciding what is right or wrong, or what they ought to do or which decision makes the most sense in terms of moral values. Quite often educational leaders will face challenges in promoting moral leadership practices that affect the communities they serve while trying to develop the skills needed to identify ethical challenges, weigh options, consider other viewpoints, and also take a stand for their beliefs and the interests of others (Shapiro & Stefkovich, 2001). Not a small task. A good manager can accomplish only what has been defined, yet a good leader constantly questions why things are done the way they are and is able to recognize the value and potential of doing things differently.

**5B Leadership and Sustainability** Loke

*Chair: Monika Törnsén, Centre of Principal Development*

26 Moral Literacy for Sustainability: Educational Leadership and Sustainability Ethics, Nancy Tuana, Penn State University Loke

In the face of environmental problems such as pollution, global warming, and concerns over development, many have argued for the centrality of embracing a sustainable lifestyle. While the concept of sustainability is playing an important role in environmental discourses, its role in the context of educational leadership has not been as fully developed. In this presentation, I will illustrate how an appreciation of the value of moral literacy includes an understanding of the ethical dimensions of sustainability

22 Moral Literacy: Creating an Ethical and Sustainable Student Leadership Program, Laurinda Harman, Joan Poliner Shapiro, Ann Weaver Hart & Lisa Staiano-Coico, Temple University Loke

This presentation will describe the development of an action research study enabling students to learn about values and ethical decision-making throughout their time at a university, so that students can graduate with an understanding of the importance of both intellectual and moral literacy. An applied ethics certificate program will be described, whereby students interact with faculty, administrators, peers and their community as they learn to build their ethical decision-making expertise and earn "points" toward a certificate which would be posted on their graduation transcript, regardless of the academic program (e.g., education, business, liberal arts, science and technology, the arts). This *values-added, ethical decision-making* approach will serve the individual, the university and society as well as be a model for other institutions of higher education.

43 Resilience and Sustainability in Democratic Ethical Education Innovation: The Case of The Red Cedar School 1989-2010, Steven Jay Gross, Temple University Loke

The Red Cedar School, an independent school in rural Vermont, has made a serious transition in order to achieve organizational stability. This raises the question of the price that Red Cedar School may have paid in its commitment to the values of democratic ethical education in order to be responsive to changing student needs, the times, conditions, and new knowledge about pedagogy. Therefore, the purpose of this paper is to compare and contrast Red Cedar School's original organization and its current organization along four values of Purpose, Organizational Structure, Governance, and Motivation.

## **5C Methods enhancing quality**

*Chair: Jonas Höög, Centre of Principal Development*

P.Berger

1 Principals with teachers - peer-reviewing colleagues, Anders Olofsson, Mid Sweden University

P.Berger

In this paper, education of peer reviewing teams will be described and the teams reviewing will be analysed. The approach is in relation to what can be found, in appropriate journals, unusual but the interest might be increasing (Meyer & Shannon 2009). During two years, two municipalities educated teams in purpose to run peer reviewing of learning outcomes in selected schools in each other's communities. The chief administrative officer together with their principals selected the teams. The teams had one principal each and two to three teachers. They were selected from different levels in the municipalities' schools, preschool teachers to teachers in junior high school. The team could, with great legitimacy among the observed schools, contribute to uncover shortages in the teachers and principals' work in relation to support of the pupils learning activities.

34 Case studies of Ontario teacher teams conducting collaborative action research on mathematics education, Ron Wideman, Nipissing University

P.Berger

In 2008/9, the Elementary Teachers' Federation of Ontario (ETFO) supported forty-five teacher teams investigating their own mathematics education practices through collaborative action research. The purpose was to improve student learning in mathematics. This presentation reports on case study research conducted by Dan Jarvis, Doug Franks, and Ron Wideman with three teams incorporating a problem based approach into their teaching of mathematics. The research found the team approach helpful to teachers, starting with the planning phase and the "messy" period of the first few months as student were introduced to the new approach. The study suggests that capacity building in action research would enhance leadership from within individual schools to work toward centrally-mandated expectations in ways that meet the needs of local communities. Sustainability of change would be enhanced by an emphasis on teacher team-building because depth of professional dialogue is influenced by the existence of trusting relationships within a team.

33 A Qualitative Review of Locally-Developed, Secondary School Projects Designed to Improve Student Graduation Rates in Ontario: the Learning to 18 Lighthouse and Rural Schools Lighthouse Projects, Ron Wideman, Nipissing University

P.Berger

Between 2004 and 2007, the Ontario (Canada) Government provided school board funding of over \$60,000,000 for 225 locally-developed student success projects for students who had difficulty coping with secondary school mainstream programming. The purpose was to promote student success through school board innovation to improve graduation rates. This presentation reports results of a case-study of thirty-five of the projects. The projects created beacons of hope for students. Projects were student focused; emphasized experiential learning and co-operative placements; and relied upon community involvement. Project teams stretched traditional organizational structures so students could experience success. The knowledge created through the 35 projects appears of value to jurisdictions that may attempt to develop similar initiatives. For a larger proportion of students to achieve success, it seems that schools need to nurture people and a variety of processes so that alternative programs can more easily be established and sustained as part of mainstream services.

Christopher Day, University of Nottingham, Jorun Möller, University of Oslo, Jonas Höög & Olof Johansson, Umeå University, Betty Merchant, University of Texas at San Antonio & Anders Olofsson, MidSweden University

The point of departure for this session is the conflict between the demand for clearer structure and a better use of resources *and* the school's need for basic cultural changes regarding school development and school improvement in the learning of both social and academic goals. This project focuses on the relationship between structure, culture, leadership and authentic learning for adults and children, i.e. successful schools.

The first question to confront is: what is a successful school? If you ask principals you often get answers like – a school in which students and staff feel comfortable, where there's harmony and people can participate in decisions, where everyone is seen, the head-master is visible and the teachers are good instructors, a good working environment. These are all valuable things in a good school, but what about the results, performances and achievements springing from all the positive circumstances.

11.00 Short break

11.15 Parallel Session 6

**6A Global perspectives on moral issues**

Grim

*Chair: Helene Årlestig, Centre of Principal Development*

35 Finding Justice in Difficult Moral Dilemmas, Rosita Lopez, Northern Illinois University & Anibal L. Taboas, Strategic Leadership and Risk Management

Grim

Boston College Professor of Education Robert Starratt describes ethics as the investigation of standards that are created and selected by members of a diverse, democratic society and that are considered sensible norms to guide the behavior of people's lives, behaviors that coincide with basic qualities that promote the fullest and deepest compassion of society. He views ethics as "a study of the underlying beliefs, assumptions, principles and values that support a moral way of life," (Starratt 2004). This paper presentation addresses moral ethical dilemmas that challenge us about the right vs. right thing to do. This paper also address current issues such as educational opportunity, discrimination, affirmative action, welfare, defense of necessity, same-sex marriage, immigration, and basic human rights while revealing that important moral questions are never black and white. How can we address moral ethical dilemmas through a new lens and with an innovative perspective?

59 ELTE – European Leaders' Training in Education, Helene Ärlestig & Monika Törnsén, Umeå University Grim

What is necessary knowledge for European principals independent of the country they work in? How do forces of globalization and international trends affect schools and principals? A multilateral COMENIUS Project named ELTE, European Leaders' Training in Education, financially supported by the European Commission started in October 2008 and will end in October 2010. The consortium consists of five European Higher Educational Institutions from Turkey, Latvia, the Netherlands, Austria and Sweden. The main task of the ELTE program is to develop a 30 EC curriculum for leadership training consisting of 5 modules each with a workload of 6 EC covering different areas. The program will be tested in October 2010 during a course week with participating principals from all 5 countries. During this session we present the program and discuss what knowledge is necessary for principals independent of in which country they work.

**6B Were Change is Needed** Loke  
*Chair: Jonas Höög, Centre of Principal Development*

2 Making the Move from a Risk to a Resiliency Focus: Sustaining Changes While Building Leadership Capacity, Reflective Practices and Cohesiveness in Our Work with Behaviorally Disordered Students, Anne Kelly, Lenape Elementary School Loke

Our site-based, shared decision-making team at the Ulster BOCES Special Education Program at the Lenape School has worked on reducing incidents of violence, including physical aggression, threats and bullying. For the past five years, we have initiated programs that emphasize social emotional learning. In this session, you will learn about the integration of methods for social skill instruction as well as the work of the team in analyzing data regarding violations of the school code of conduct and the plan to address these through restorative practices as we move from reliance on zero tolerance procedures towards an asset-based approach. You will hear about the challenges of sustaining change while maintaining momentum in the project elements by building of community and cohesiveness through contingent leadership and cooperative problem-solving. Connections between resiliency and the growth of leadership capacity with reflection upon moral purpose is a major factor in sustainability.

7 Leading the Change for Alternative School Systems, Diana I. Regis & Lionel H. Brown, University of Cincinnati Loke

Students at risk of dropping out have always been a concern for educators. They have often been perceived as unmotivated, disruptive students whose parents are not concerned about their academic success. Such students often coming from the low class communities are not given much chance to improve their fate by attaining a college education due to the lack of interest and/or education of their educators on how to be able to assist such a population. Traditionally, one of the solutions offered for such students have been to place them in the alternative school programs. Yet, such programs in past have often been viewed with much skepticism due to the fact that students improvement as a result of the intervention was only temporary and upon return to regular schools the students fell back into their old patterns of behavior. Thus, such schools were used by teachers mostly just to “warehouse” the disruptive students so that they would be able to teach the other students.

55 Principals and their responsibility for Coasting schools, Jonas Höög & Olof Johansson, Umeå University

Loke

The aim of the project is to study how public schools run by municipalities and private/independent schools, firstly procure and create information about schools achievements - socially-culturally and academically, secondly how this knowledge is used to create a local organization and operation and thirdly how different administrative leadership functions is formed, steered, driven, assessed and changed. The four year study's empirical focus will be schools/municipalities where the students show results clearly lower than expected. We define underachieving/coasting schools as schools where the students the last 3-5 years show results clearly under the expected marks and proportion that pass. These schools can have marks (merit values) both above and under the mean marks for Swedish schools. By studying these coasting schools we argue that new knowledge about the schools internal processes and conditions can be described and analysed and in that way enhance the understanding about the way responsible authorities could contribute to the shaping of effective administrative leadership functions and active and good learning environments for the students.

### **6C Authentic and Sustainability leadership**

P.Berger

*Chair: Kerstin Kolam, Centre of Principal Development*

12 Sole administrators: Sustaining authentic decision-making, Heather M. Rintoul Nipissing University & Heather L. Rocca York Region District School

P.Berger

Effective administrators are authentic decision-makers, in that, decisions are morally and ethically-based (Begley, 1999). Administrators make a plethora of school-based decisions considering perspectives from all educational stakeholders (Begley, 1999; Rintoul, 2010; Sergiovanni, 2001). Considering the nature and complexity of school-based decision-making, administrators often seek counsel from their administrative partner. With a principal/vice principal team, there is an opportunity for decisional collaboration and feedback. How do administrators, practising alone, sustain authenticity in their decision-making? Using qualitative research methodologies (Anderson, 1994; Merriam, 2002), one-on-one interviews for data collection (Seidman, 2006), and a thematic approach (Glesne, 2006), we interpreted information from 10 sole elementary administrators in three public boards in Ontario, Canada. They suggest: 1) carefully recruit decisional assistance from trusted colleagues in other schools; 2) take considerable time, when necessary/appropriate, to reflect about decisions involving numerous stakeholders; 3) communicate processes and outcomes as transparently as possible; and 4) endeavour to ensure that determinations are student-centered.

48 Elementary Principals and Their Professional Moral Sense Making: Voices but Viable Ethics?, William Frick, Dorothy B. Nkhata & Julia K. Daine, Jeannine Rainbolt College of Education, University of Oklahoma P.Berger  
 This investigation focused on a secondary analysis of elementary principals participating in a larger study pertaining to ethics, ethical decision making and moral school leadership practice in educational administration. A unique, multiple-researcher theoretical voice analysis was applied to acquired data in order to investigate the complicated and nuanced nature of ethical reasoning and moral practice among public school administrators. Three separate researchers analyzing the same data set employed three ethical perspectives/paradigms or theoretical orientations commonly referenced within the field of educational leadership: the Ethic of the Profession, the Ethic of Care, and the Ethic of Community. Qualitative data manipulation was guided by an analysis protocol that directed researchers in conversation about meaning making and structured the pace of analysis encouraging recursive reflexivity. Findings from the three distinct ethical "voices" revealed some commensurable aspects between them, while also revealing incommensurable dimensions as rooted in the data.

12.15 Short break

12.30 Lunch

13.30 Key note presentation  
*Introduction: Monika Törnsén, Centre for Principal Development*  
**"Resilience: A Necessary Condition for Successful Leadership"**  
 Christopher Day, Professor of Education, University of Nottingham, UK

14.30 Short break

14.45 Parallel Session 7  
**7A Leadership resilience and sustainability** Grim  
*Chair: Maj-Lis Hörnqvist, Centre of Principal Development*

13 Developing Leadership Resilience in the Vice Principalship, Heather M. Rintoul, Nipissing University & Linda Goulais, Rainbow District School Board Grim  
 Resiliency -- associated with elasticity, buoyancy, and , optimism, -- may be viewed as a journey in self discovery, beyond "toughing it out" and requiring that we "pay attention to the complexities of [our] experiences" (Pulley & Wakefield, 2001, p. 7). In the fast-paced, often ambiguous world of the vice principalship, resilience is essential (Fullan, 2005; Reeves, 2008). Using qualitative research strategies and personal interviews (Seidman, 2006; Merriam, 2001) of 14 vice principals in four Ontario, Canada school boards, we sought to discover how these front line leaders learn to bounce back. Our findings led us to suggest that, leadership resilience includes the development of moral literacy (tolerance for ambiguity, flexibility, values, moral purpose); consciously chosen behaviours (re-visioning, rational action planning); and meta-cognitive processes (self-reflection, self-messaging) all of which, we suggest, ultimately help to develop the over-arching mindscapes of hope and optimism necessary to fuel leadership resilience.

18 Ethical leadership in sustainable attire, Kaija Teikari, University of Jyväskylä Grim

The purpose of this paper is to show what elements of ethical leadership were found in my qualitative study on Philosophical Ethics of the Education Sector of a Finnish City. My informants in the education sector were principals, teachers, students and various collaborators inside and outside the schools. The ordinary school life is my context, but I interpret it theoretically when trying to answer the research questions: What is ethics? How are normative ethical theories referring to consequences, duties and virtues reflected in the informants' answers? For this paper, I selected the section of *Consequences* to provide my interpretations of answers on taped interviews (principals), in questionnaires (teachers) or short notes (students). As for expected outcomes (of my unaccomplished research), these answers show that consequences really matter in school world. There are issues connected with utility, value, justice, altruism, egoism – all of these referred to by relevant normative ethical theories. The role of ethical leadership is essential – and not diminished by themes of resilience or sustainability.

**7B Community building and inclusive leadership** Loke  
*Chair: Elisabet Edqvist, Centre of Principal Development*

5 The role of leaders in enabling civic engagement in schools, Dana Mitra, Penn State University & Donnan Stoicovy, Park Forest Elementary School Loke

With an increasing focus on test scores, many schools are losing sight of responsibilities to model democratic practices in schools. Jointly presented by a university professor and an elementary school paper, the paper provides a case study of democratic decision making in a U.S. elementary school—a school in which decision making involves both youth and teachers in collaboratively building a school culture with a strong sense of community and a service mission that reaches out to the broader community. We find that the following concepts were important for efforts to enable and foster civic engagement: (1) fostering democratic activities within the context of a school-wide learning community; (2) recognizing that implementation across classrooms and personnel will vary depending on individual contexts, values, and experiences; (3) clear vision of school that is incorporated deeply into practice as “the way we do things here.”

42 Camp New DEEL: Learning to Sustain Innovation through Democratic Ethical Community Building, Steven Jay Gross & Joan Poliner Shapiro, Temple University Loke

The New DEEL (Democratic Ethical Educational Leadership) has shown dramatic growth since its founding in 2005. We have had four successful conferences that brought together scholars and practitioners from the US and abroad. In the summer of 2010, we launched a new program called Camp New DEEL to build community and plan for the future of the New DEEL around the world. Research questions include: \*To what extent, if any, do Camp New DEEL participants experience an increased sense of a New DEEL community? \*What specific scholarly projects were developed or enhanced by participating in Camp New DEEL? \*To what extent, if any, did Camp New DEEL influence the direction of the New DEEL's long-term or short-term vision for democracy and ethical decision making among educational leaders?

14 Learnings for Life? A Case Study of an Inclusive Leadership Graduate Course for Educational Leaders, Helen Mahoney, University of Calgary Loke  
 This exploratory case study investigated the reasons why—and what happened when—a professor in one Canadian university developed a course entitled 'Inclusive Leadership' for Master of Education course-work students. The study drew on interviews with the professor, student survey data, class observation, and document analysis.  
 In particular, the study's questions were: What were the reasons behind the development, design, and teaching of a course entitled Inclusive Leadership, for Master of Education students?; and, How did students who completed an Inclusive Leadership course regard the course? The key data sources in this study were the professor who created and taught the Inclusive Leadership course, and 67 Master of Education students who completed the courses. The data were thematically analyzed. The study's validity was achieved primarily through data triangulation. The framework underpinning this Interpretive study was Starratt's ethic of justice, critique, and care.

**7C 61 Superintendent Research Project**

P.Berger

*Chair: Paul Bredeson, University of Madison*

Olof Johansson & Håkan Myrlund, Umeå University, Elisabet Nilfors & Pia Skott, Uppsala University & Pekka Nanervio, University of Jyväskylä  
 In this session we our research problem deals with what happens when national educational policies meet structures of implementation at the school district and school level. Focus is on the position that is directly subordinated to a municipal committee or board and with responsibility for education. This position we call superintendent. By focusing on this position and the prerequisites for the person holding the position it may also be possible to investigate some of the preconditions for learning. The findings address the power distribution between the state and the municipalities in the national school governance across Nordic countries. The underlying argument posits that these system characteristics are crucial in determining the context for municipal superintendent leadership in practice. The conceptual model of the Nordic superintendent is discussed in the light of empirical data from Nordic countries.

1. Challenges and Opportunities for Finish Superintendents - Pekka Kanervio, Jyväskylä university
2. The Swedish Superintendent and their School Board Chairs - Challenges and value variation - Olof Johansson, Umeå university and Elisabet Nihlfors, Uppsala university
3. The Swedish Free School system and it's governing system - Pia Skott, Uppsala university
4. Local Political School Boards and Swedish School Politics - Håkan Myrlund, Umeå universitet

15.45 Coffee break with sandwich

19.00 Conference Dinner with entertainment

Äpplet

## Friday Sept 24<sup>th</sup>

9.00

Parallel Session 9

### **9A Schools and Ethics in a world with benchmarking and harsh economy**

*Chair: Elisabet Edqvist, Centre of Principal Development*

Grim

#### 9 Protecting Students by Buffering Teachers: School Leadership, Global Benchmarking and Teacher's Ethical Responsibility to Students, Gerald LeTendre, Penn State University

Grim

There is a significant debate on the extent to which national patterns of schooling being homogenized by global cultural trends, yet few have considered the impact of these trends on teacher's ability to conduct their work in an ethical manner. Much of what teachers do for students occurs outside the classroom, or is not about subject matter instruction and addresses issues and problems related to socio-emotional development. Transnational trends in subject matter specialization, work intensification and accountability testing appear to limit both teacher's ability to address these important areas, as well as their own self perceptions of efficacy. The rise of significant adolescent problems nations with high-scoring students combined with increasing reports of hopelessness, despair and eroding social status among teachers suggest that teacher's work roles and their ability to teach in a professionally ethical manner is being significantly affected.

#### 6 Leading community involvement as a means to cope with the current economic impact on school downsizing, Diana I. Regis & Lionel H.

Brown, University of Cincinnati

Grim

As the American economy faces with financial crises of the decade, many of the educational institutions are downsizing. This results in overburdened teachers (who were lucky to keep their jobs) teaching more subjects to more students. Although there has always been a problem with the disruptive students and students at risk of dropping out of school, the situation is likely to worsen. "Project Succeed Academy" that took place in Cincinnati, Ohio, was an innovative experimental alternative school. Although initially the school provided additional resources to help educate the parents and to assist them in their personal struggles, the long term benefits were great. The parents became very involved in school and even often volunteered by assisting the teachers in monitoring the student's behavior.

#### 41 School Leadership and The Market Mentality A Value Perspective, Steinunn Helga Lárusdóttir, University of Iceland

Grim

This paper reports on a case study from a larger research about the values of male and female head teachers in Icelandic schools in this context of educational change. Ten head teachers were interviewed and asked about changes in their working environment during the past five-ten years (1995-2005) and how these changes affected their roles. They were also asked to share information about difficult decisions they had made during this time, especially those involving value-related dilemmas.

The results highlight the multiplicity of conflicting demands head teachers were faced with, the difficult issues they had to address and resolve. The findings also indicate that policy makers, politicians as well as community school stakeholders, are important gatekeepers for evaluating and filtering ideas and ideology before accepting them into schools. One way of facilitating such a role is to apply a value perspective.

## **9B Principals improving instruction and learning**

Loke

*Chair: Monika Törnsén, Centre of Principal Development*

### 4 The Challenge of Instructional Leadership in High-Poverty, Urban Schools: A Cross-Case Comparison of Literacy Coaching in Three U.S. Elementary Schools, Christine Marie Neumerski University of Michigan

Loke

The purpose of this study is to understand the constraints instructional leaders encounter when tasked with improving instruction in high-poverty, urban elementary schools in the U.S. This exploratory, comparative case study investigates the challenges faced specifically by literacy coaches as they take on leadership roles around the improvement of teaching in their schools. By comparing the ways in which major challenges around the work of literacy coaching emerge within each school, I hope to contribute to an understanding of: a) how school leaders may be better trained to succeed at facilitating instructional improvement in literacy, and b) how U.S. schools and districts might be structured to provide appropriate support for such leaders to do their work effectively.

### 56 Classroom visits- a part of Principals' Pedagogical Leadership towards improved student results, Monika Törnsén & Helene Ärlestig, Umeå University

Loke

The main task in all schools is to contribute to student learning. National and international evaluations and comparisons draw attention to student and school results for which teachers and principals are held publically accountable. In Sweden principals' work with the schools' core mission, teaching and learning, is often labeled pedagogical leadership, a concept covering diverse activities. The presentation in this session is based on studies of experienced principals who attended a course on pedagogical leadership with a focus on principals' leadership of teaching and learning including classroom visits and dialogues with teachers about classroom activities. Our conclusion is that principals perform their pedagogical leadership with various qualities. Although experienced, the participating principals did not intentionally make structured classroom visits or have dialogues with teachers as means to promote improved student and school results. During the course the principals started to prioritize differently. Besides conducting more frequent and structured classroom visits they became better in assessing how they acted as pedagogical leaders.

### 25 The place of moral purpose in leading for learning: lessons from the Leaders Transforming Learning and Learners project, Michael Bezzina & Charles Burford, Australian Catholic University

Loke

This paper will report a number of findings of the *Leaders Transforming Learning and Learners* (LTLL) Project (2004-2010) (Bezzina, 2008; Bezzina, Burford, & Duignan, 2007; Burford & Bezzina, 2007) with a particular emphasis on those related to the ways in which participants experienced and responded to leadership which draws on an explicit sense of shared moral purpose. The purpose of the LTLL project was to explore ways in which the use of a coherent conceptual framework with moral purpose at its core could enable schools to enhance learning through leadership. One of the major research tools in the study was an interview conducted with each school team after the completion of formal engagement in the project. This paper draws on these interviews to highlight development in perceptions and behaviours in schools with an explicit focus on perceptions of moral purpose and its contribution to leadership and learning.

## **9C Teachers taking on leadership**

P.Berger

*Chair: Maj-Lis Hörnqvist, Centre of Principal Development*

31 Teachers as Leaders for Quality and Equality, Raquel Aviles,  
University of Toronto

P.Berger

The purpose of this paper is to explore how teachers understand leadership and ultimately its effect on their work and school improvement. Initially the research will draw on the perspectives of teachers in elementary schools in Mexico City. The approach is an on-line survey to access diverse types of respondents. The results uncover some evidence related to the dimensions of teacher leadership consistent with Muijs & Harris's research (2006) and suggest that practice of teacher led is not defined. Leadership is mostly related to principals or administrators. In that sense research is needed to find out more about teacher led that contribute to participation, quality and equality in education.

19 To capture a leadership – facilitating peers in action research for sustainability, Karin Rönnerman & Anette Olin, University of Gothenburg P.Berger

In this paper, the social dimension, characterising democratic and process-related ways of working with a critical perspective will be in focus. Action Research today is a global phenomenon and can be seen as a product of the world of flows and brings with it a democratic imperative to challenge oppression and nurture and sustain a social justice. A course in action research has been given to teachers. A survey study shows that 80% of respondents indicated that they are still doing action research in their settings four years after completion. The most interesting result is that many of the teachers expressed that they have taken a leading role in the early childhood setting, either as leaders within their own or other settings. In both scenarios they are leaders for their colleagues. In the results it is obvious that the teachers gained personal and professional knowledge but also political can be mentioned in the way they acted.

10 How Secondary School Teacher Leaders Sustain Student Learning in their Mixed-Gender English Classes, Heather M. Rintoul & Tiffany A. Roberts, Nipissing University

P.Berger

In recent years there has been an increased emphasis by teachers on the use of collaboration in Canadian classrooms to promote learning. Supported mainly by the work of Vygotsky (1978), Piaget (1963), Bruner (1990), and somewhat by Dewey (1916/1966), collaborative learning refers to "an instruction method in which students at various performance levels work together in small groups toward a common goal" (Gokhale, 1995, p. 22). In our research study we wanted to explore the specific instructional strategies secondary school teacher leaders use to sustain student learning in their mixed-gender English classes. Using qualitative research strategies (Merriam, 1998; Seidman, 2006) we attempted to make meaning of the four secondary school English teacher participants' experiences around the strategies they use to promote and sustain student learning. Interpretation and analysis of participants' interview data revealed these emergent themes: grouping strategies, identification of student strengths/needs, and gendered group dynamics.

10.00 Short break

- 10.15 Key note presentation Idun  
*Introduction: Kerstin Kolam, Centre for Principal Development*  
**“Europe as a Community of Values”**  
Göran Hermerén, Professor of Medical ethics, Faculty of medicine, Lund University, Sweden, since 1991; professor of philosophy, Lund University since 1975; and professor of philosophy of science and humanities, Umeå University 1970-75.
- 11.15 Coffee break with snack
- 11.45 Conference summary, reflection panel to be announced  
Chair: Professor Paul Bredeson, University of Madison, US
- 12.30 Next Values conference is presented!  
Professor Paul Begley  
Conference ends  
Professor Olof Johansson, Umeå University
- 13.00 Lunch