

**Educational leadership in the future through Finnish
principals' perspective**

Seonjeong Ryu

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Faculty of Education and Psychology
University of Jyväskylä

ABSTRACT

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The study aims to examine the future educational leadership from the perspective of Finnish principals. The study established two research questions: 1) What kind of leadership practices do Finnish school principals use to prepare future education?; 2) How do Finnish school principals describe the future of educational leadership? This study was approached as a qualitative method of a case study. The method of data collection was conducted through interviews with three principals in Finland, and the results were inductively derived through the content analysis method. All three principals in Finland have at least seven years of principal experience.

Finnish principals were expressing leadership in a variety of ways to prepare for the future. They tried to ensure basic well-being conditions for students, teachers, and principals. They expressed their leadership to draw cooperation from teachers as well as students. Besides, they actively encouraged new attempts and challenges and took a tolerant attitude. The Finnish principals selected Dual leadership, Teacher leadership, and Participative leadership as future leadership styles. These three leaderships are implied by shared leadership. The study found that Finnish school principals are trying to stick to the basics rather than trying something new to prepare for the future. They emphasized the importance of education preventing dropouts, basic competency education, and lifelong learning. In this study, educational leaders who are preparing for the future are given a message that they need to consider the steadfastness of the basic things that they have done well rather than the desire for new things.

Keywords : Educational leadership, Future, Finnish principal. Leadership practices.

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1 INTRODUCTION

1.1 Objectives of the Study

The paper describes the perspective on educational leadership in the future through Finnish principals' eyes. The main purpose of the paper is to explore what kind of leadership practice Finnish school principals apply to school to prepare future education and how Finnish principal describe the future of educational leadership.

It is anticipated that society in the future will encounter unexpected changes in a much speedier way than ever before (World Economic Forum, 2016; Toffler, 2006; Schwab, 2016). Under this circumstance, the education field cannot be excluded as well (WEF, 2020; Dall, Dickinson, Payne & Tierney, 2018) There are many discussions to presuppose what would education look like or should education be like in the future. It might be hard to say that education in the future will be like this with clear conviction but the role of leaders would become more important (OECD 2018; OECD, 2012; Marzano, Waters and McNulty, 2005; Dall et al., 2018). Since many of variable causes would happen more easily in the future than past and static organizations which have simple order system and a top-down way to communicate will not survive anymore and leaders are supposed to lead their organization more flexible way to fit the rapidly changing circumstance (Burns and Stalker, 1961; Donaldson, 2001). This is the time that leaders should exercise leadership which could derive creativity and innovation from members of organizations.

At this point, it is meaningful to examine thoroughly Finnish educators' perspective on educational leadership of the future and how they are preparing the future for the schools. There are two main reasons. First, looking at the OECD's report on the results of Programme for International Student Assessment, PISA so far, Finland has achieved the highest level of achievement in PISA, as well as the high level of happiness and satisfaction of education stakeholders.

Finland, which has achieved both quantitative and qualitative success, is in a position to be benchmarked in education by many countries. Second, Finnish educational leadership has shown assigning a wide range of autonomy to teachers, trust toward them, bottom-up decision making ways, horizontal communicative ways based on equity, the role of facilitators in the school and less authoritative, the bureaucratic system to manage schools (Aho, Pitkänen and Sahlberg, 2006; Pulkkinen, Kanervio & Risku, 2015; Saarivirta and Kumpulainen, 2016; Sahlberg 2015; Välijärvi, Kupari, PirjoLinnakylä, Reinikainen, Sulkunen, Törnroos & Arffman, 2007). These features are considered important factors that enable organizations to adapt more flexibly in the future (Burns and Stalker, 1961; OECD 2008, Donaldson, 2001; WEF, 2020). Therefore, the researcher confidently determined that Finland is in a convincing position that gives insights to people, including educators who eagerly want to hear about advanced leadership methods in education.

1.2 Research questions

The current research aims to investigate the perspective on the future of educational leadership which Finnish school principals have. To achieve this objective, the following questions will be covered with the help of systematic research and established knowledge.

1. What kind of leadership practices do Finnish school principals use to prepare for the future?
2. How do Finnish school principals describe the future of educational leadership?

Leadership is an abstract concept. Each leader could have a different understanding and expression of leadership. Finland has a great power of autonomy for each principal, so each school may have a very different way of operating (Aho et al,

2006; Saarivirta and Kumpulainen, 2016; Alava, Halttunen & Risku, 2012). Therefore, through an in-depth interview of the three principals in Finland, the inquire would like to find out the specific way they express leadership for the future.

The researcher interviewed the Finnish principals by adding the following sub-questions to get answers to the research questions. How do the school principals in Finland predict the future of education, what challenges and changes to expect, what characteristics of Finnish educational leadership will have a positive or negative impact on the future, and how to prepare for the future as an educational leader? Before the main section starts, the basic knowledge of Finnish education would be introduced.

1.3 Basic understanding of Finnish education

Global limelight of Finnish education

Finland has achieved the best results since 2000 when the OECD first implemented PISA. Although the rankings have changed, Finland remains high amongst the countries participating in PISA. Nowadays Finnish education is actively being studied by many researchers from Finland and abroad.

Table 1 Finland PISA result among OECD countries

Finland's result	2000	2003	2006	2009	2012	2015
Reading	1st	1st	2nd	2nd	3rd	2nd
Mathematics	4th	1st	1st	2nd	6th	7th
Science	3rd	1st	1st	1st	2nd	3rd

(OECD 2001, 2004, 2007, 2010, 2013, 2016)

Finnish students' performance has been among top-achievement in all the domains. In the words of Reinikainen (2012), the narrow gap between the low and top performers in Finland has influenced the PISA result. As Kuusilehto-Awale and Lahtero (2014) point out the similar fact that Finland's lowest-scoring 25% of the students accomplish higher than the students in other countries. In Finland, efforts have been made to close the educational gap between schools and regions to achieve educational equality and equity.

As a result, Finland has high-performance students just like any other country, but Finland has better care for underperforming students. The narrow gap between low and high performance, and the better outcomes of underperforming students were factors influencing the success of PISA.

To date, Several Finnish researchers mentioned the main reasons for the success of Finnish education (Väljjarvi et al., 2007; Kuusilehto-Awale and Lahtero, 2014; Niemi, 2016; Reinikainen, 2012, Sahlberg, 2015). Kuusilehto-Awale and Lahtero (2014) state that education and teaching policy for learning not for evaluation, respect for learning and teachers, modern long term educational policy, University-based teacher education leading to Master's degree qualification and trust. According to Niemi (2016) a combination of political will, purposeful effort to raise equity through education, high-quality teacher education, teachers' professional and moral responsibility and society's trust in the educational actors are the main reasons.

The Finnish way

In this subchapter, the researcher returns to the past and take a moment to look at Finnish education reform. Because it is a story of the past, this study to explore the Finnish educational leadership of the future and this sub-chapter may feel a lack of connectivity. However, the contents of educational reform in Finland are still being applied to the present and are likely to be closely linked to future educational perspectives.

Finnish scholar Sahlberg (2015) introduced 'the Finnish way'. In describing the reform of Finland's education system, he introduces Finnish educational features as 'The Finnish Way', compared to other countries that have developed education systems closely linked to neo-liberalism.

In late 1970, neo-liberalism which was the main-stream in the global economy flow has strongly affected also to the establishment of educational policy in the majority of countries in the world. In words of Kuusilehto and Lahtero (2014), however, Finland has adopted the neoliberal education policies to a much lesser and a softer extent than most of the other countries, and equality and equity rooted in the egalitarian provision in education had been highlighted in the society. Sahlberg (2013) concisely depicts several characteristics of Finnish education compared to the Global Education Reform Movement (GERM).

Table 2 Global Education Reform Movement vs The Finnish way

GERM	Finnish way
Academic	Holistic
Standardization	Personalization
Competition	Collaboration
Test-based Accountability	Trust-based Responsibility
School choice	Equity
Education as Industry	Education as Human right

(Sahlberg, 2013)

According to Sahlberg (2013), Finnish education has taken focused on whole child development rather than academic achievement. In most of the Finnish schools, same homeroom teachers have taken care of the same class through 1st grade to 6th-grade managing, planning, and taking responsibility pupils' whole development in a long-term view

In Finland, there has been none evaluation system about academic achievement until the 5th grade of pupils in complementary schools. Since evaluation has

not been a final goal in the Finnish education environment, learning can happen all the time without bounding evaluation.

Sahlberg (2013) also mentions that standardized tests are conducted in most countries outside of Finland. Since the academic achievement of all students is evaluated with the same questionnaire, it is difficult to grasp the degree of individual learning, the speed of learning, interest, and aptitude. Finland, on the other hand, focuses on the individualization of student learning. Personalization in learning is possible because each student is viewed as a person with different characteristics and talents. Also, based on the national curriculum, a more specific curriculum can be set at the local and school level. And finally, the teacher was given the autonomy to create a personal study plan for each student, so this individualized education could be possible in the classroom (Kuusilehto & Lahtero, 2014; Saarivirta and Kumpulainen, 2016; Aho et al., 2006).

According to Sahlberg's word (2013), competition has been used as a drive to maximize the efficiency of education in GERM. The belief of competition will bring better results has firmly existed. Whereas Finland has not adopted this logic. Instead of absorbing neoliberalism tendency in education, 'co-operation' has been located as a core value in Finnish education culture. This cooperation also contributed to attaining social integration.

Educators have been asked accountability based on the result of standardized tests in many countries. Finland, meanwhile, responsibility rooted from the trust has caught more attention among educators. School principals, students, parents, various stakeholders in education, and whole society have strongly trust teachers as educational experts. Teachers and principals have given trust and have sincerely taken responsibility even though there have not been any inspections to them historically (Sahlberg, 2013).

He also points out that the majority of people in the world have believed that the more 'diverse options' of the educational institute will result in high quality of education. In Finland, however, the goal was to keep all public educational institutions fair and at a high level. Therefore, students can go to any school in any area and receive a high-quality education.

Taken together, the characteristics of Finnish education reviewed so far show that Finland, unlike many other countries, does not view education as an industry. In Finland, education is a universal and fundamental right that every human being should enjoy. According to the Constitution of Finland, no one shall, without an acceptable reason, be treated differently from other persons on the grounds of gender, age, origin, language, religion, conviction, opinion, health, disability (The Constitution of Finland, 731/1999). This philosophy is well established and widely established among the members of Finnish society.

2 EDUCATIONAL LEADERSHIP

In this chapter, the researcher will explore the concepts of school leadership, pedagogical leadership, and instructional leadership, which can generally be categorized as educational leadership. In addition, since this research topic deals with Finnish educational leadership, she will investigate four basic characteristics of Finnish educational leadership, autonomy, trust, openness, and self-awareness.

2.1 The Concept of Educational Leadership

Educational leadership could be generally understood as leadership which is implemented in educational settings such as a school and any educational institution by school principals, vice-principals, leadership team, staff who involved in leadership duty, superintendents, deputy, educational policymakers, Dean of Universities, etc. Educational leadership is a comprehensive process that is expected to develop the competences and forces of stakeholders in education, mainly teachers, students, and even parents.

School leadership, pedagogical leadership, instructional leadership are frequently covered in the concept of educational leadership by many prominent researchers and high reputable organizations (Leithwood, Louis, Anderson, &

Wahlstrom, 2004; OECD Report, 2008); Sergiovanni, 1998; Hallinger, 2005, Lahtero & Kuusilehto, 2015). These three concepts of leadership have been used in a blended way in sizable researches in the education field as there are intersectional similarities among them. Nevertheless, in order to pursuing a deeper understanding of the concept of educational leadership, these three kinds of leadership; school leadership, pedagogical leadership, instructional leadership are scrutinized closely in this section.

2.1.1 School Leadership

When school leadership is generally mentioned, a principal of the school would be the subject who will implement the leadership in the school even though a leader of teachers or others who is in charge of leader position also could be considered as a school leader.

There is a great number of references for exploring the importance of school leadership. According to OECD's review on education policies (2012), school leadership is a key factor deciding the quality of education providing clear direction at the single level of school or whole education system level. Similarly, Marzano et al., (2005) highlight that school leadership is crucial to the successful working of diverse aspects of an educational institution. The authors also state about the school leadership that an effective principal is considered to be a vital precondition pursuing an effective school. Not only from the educational researchers but also the government level in a nation had shed light on the importance of the role of school principals.

In 1977, when U.S Senate Committee Report on Equal Educational Opportunity was released, the principal is described as the single most powerful individual in a school. In this report principal's leadership is explained like below (as cited in Marzano et al., 2005)

" principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success." (U.S Congress, 1970, p.56)

To illustrate, the fact that the principal 's leadership is the core of success in school could be translated inversely; the failure of a school is imputed to a principal, school leadership. Therefore, it could be confidently said that the failure or success of a school is contingent upon school leadership. In this point, the success of a school indicates positive reputation for greatness in teaching, apex performance of students to the best of their competences, encouraging the development of educators and educatees, imperative co-operation between community and a school, positive attitudes by parents and students, energetic, innovative and student-centered learning environment and so on (U.S Congress, 1970; Sergiovanni 1998). Among these, to emphasize the importance of the development of teachers and students is pedagogical leadership. Pedagogical leadership would be sought more closely in the next section.

According to a recent report from OECD; *Preparing Teachers and Developing School Leaders for the 21st Century*(2012), the author Schleicher argues that school leadership has developed to be able to have higher degrees of autonomy than past as to designing curricula and managing resources.

Andreas Schleicher, director for the directorate of education and skill in OECD, mentions that the role of the school leadership has transited far over that of the administrator. He also claims three required factors for developing school leadership : (1) Clearly defining school leaders' responsibilities; (2) Providing access to appropriate professional development throughout school leaders' careers; (3) Acknowledging school leaders' pivotal role in improving school and student performance

Another report from OECD, *Improving School Leadership* (2008), by Beatriz, Deborah, and Hunter state that the expectations to school and school leaders have been changed largely to adapt the education system to the needs of the modern world. According to them, more countries have moved towards a decentralized direction and have granted a bigger range of autonomy to the school than the past. Thus, each school has a bigger responsibility to the result based on its own decision making than before. The move from centralization to decentral-

ization is an inevitable trend in the education field. Furthermore, school leadership has been expected to play a key role in improving student performance while handling more various student populations by using evidence-based teaching practice (OECD, 2008). These authors also argue that there has been not only the demand for finance and human resource management to the leadership but also one for learning these days. Leadership for learning becomes gradually an important concept to school leadership far beyond the administrative manager covering monetary and personnel resources. Although the meaning of school management and school administration could be frequently used with one of school leadership in some countries (OECD, 2008).

OECD (2008) further concluded that it is not appropriate anymore when the principals execute the role of school leaders which are conceived for the needs of the past. They recommend four main elements for preparing and providing high-quality school leadership :

1. (Re)define school leadership responsibility
2. Distribute school leadership
3. Develop skill for effective school leadership
4. Make school leadership an attractive profession

It was possible to look into that many researchers and organizations have attempted to emphasize the significance of school leadership. Additionally, several impacts that are affected by school leadership are examined (Marzano et al., 2015; U.S Congress, 1970; Schleicher, 2012; OECD, 2008). However, since the range affected by school leadership is vast such as, from the school management, teachers, students, parents, and even to the regional community, it is often happening to conclude abstractly that school leadership is considerable in 'every aspect'. Several researchers, nevertheless, demonstrate clear acknowledgment of the scope of school leaders' responsibility and present the direction which to school leadership needs to move in the future (Schleicher, 2012; OECD, 2008).

2.1.2 Pedagogical Leadership

Sergiovanni (1988) is one of the representative researchers who have investigated pedagogical leadership. According to his word, pedagogical leadership focuses on developing social and academic capital for student and intellectual and professional capital for teachers.

Social capital is essential to make an environment that encourages learning and under the caring community, this capital could be developed naturally. If there are students the following custom and avoiding academic performance, the pedagogical leader might have doubted the possibility of a paucity of social capital in a school. When school prioritizes teaching and learning in important decisions regarding school, educators, students, staff, budget, time, and other conditions, academic capital would be developed. In the light of pedagogical leaders, he or she has a responsibility to lead a school to enquire about the community to develop intellectual capital. In addition to that, a pedagogical leader will develop professional capital promoting reciprocal responsibility among students and teachers. Sergiovanni (1988) emphasizes these four capitals to conducive to explain pedagogical leadership.

Pedagogical leadership has been actively researched especially northern European countries such as Sweden and Finland. In Sweden, the School Commission of 1946 pointed out that principals have substantial responsibility to lead pedagogical work and to give inspiration to teachers developing school in the process of social democratization (Swedish Government Official Reports, 1948, as cited in Leo, 2015). In this government report, pedagogical leadership is described as a holistic view that encompasses the development process as well as leadership (Leo, 2015). There is an even Swedish model for pedagogical leadership constructed by Törnsén and Ärlestig (2014). In the work of Leo (2015), Törnsén and Ärlestig articulate three parts of pedagogical leadership : (1) creating conditions for learning and teaching; (2) leading learning and teaching; (3) linking the everyday work of teaching and learning with organizational goals and results.

In Finland, Alava et al. (2012) define the pedagogical leadership is that means all the activities improving the curriculum implementation in the research exploring educational management and leadership. To improve the curriculum implementation is the basic purpose and goal to achieve in the school. Finnish researcher, Juusenaho (2004) also comments about the pedagogical leadership that is desired to accomplish. (As cited in Lahtero & Kuusilehto-Awale, 2015). As they posited, the way to advance pedagogical leadership is to arrange a shared time for pedagogical discussions in a daily routine and to create an open culture of discussions inside the school (Lahtero & Kuusilehto-Awale, 2015). Additionally, Finnish National Agency for Education (2013) postulated that pedagogical leadership should be expected priority by principals' task so, through this, a principal could guarantee everyone's learning and enable the fundamental purpose and goal of the school to be accomplished. In the National Research Report Finland (2009), Finnish researcher, Vuohijoki, argues that pedagogical leadership is understood only to embrace work related to the curriculum as its narrowest, on the other hand, it encompasses developing the school for the advantage for all staff in a school (Vuohijoki, 2006, as cited in NRR Finland, 2009).

2.1.3 Instructional Leadership

The concept of instructional leadership has been more familiar to American researchers, whereas pedagogical leadership has used mainly among European researchers traditionally (Lahtero & Kuusilehto-Awale, 2015). Instructional leadership has emerged in the States for two reasons. First, Hallinger (1992) claims that curriculum revisions in the 1960s and 1970s led principals to become more accountable for class performance and student learning outcomes. This led to the recognition of the need for instructional leadership in the 70s and 80s. Second, in the words of Graczewski, Knudson & Holtzman (2009), a standardized test was created under the influence of neoliberal educational policies. At that time, it was assumed that the result of the student's learning was the responsibility of the principal, so the necessity for instructional leadership was increased to study the

school's effectiveness. Others, such as teachers or vice principals, could influence instructional leadership, but there was relatively little research on them, and almost entirely the principal ought to create a positive environment for teaching and learning as an instructional leader in school. It was also the principal's responsibility to promote a learning community environment.

Bendikson, Robinson, and Hattie summarize five ordinary instructional leadership behavior of principals : (1) Setting goals; (2) Followed by ensuring a safe circumstance; (3) Strategic resourcing and solving complicated problems; (4) Developing joint responsibility; (5) Securing quality teaching (Bendikson et al, 2012, p.5).

According to Robinson, Lloyd, and Rowe (2008), instructional leaders ensure the quality of education by visiting classrooms, supervising teachers, and providing feedback. Hallinger (2005) points out the characteristics of instructional leadership as follows. Principals of instructional leadership are goal-oriented, strong, and direct. Their most important goal is to improve and grow student learning outcomes. In the '80s, this leadership model was regarded as rational leadership. It was believed that school development and student learning growth depended on the principal's abilities.

However, there has been a change in perception of instructional leadership (Hallinger, 2005, Lahtero & Kuusilehto-Awale, 2015, Plessis, 2013). The author contends that this reasoned logic could not be a clear answer because a rational school environment is not always equipped and there are various contexts and stages of development within the school (Hallinger, 2005). Lahtero and Kuusilehto-Awale (2015) indicate that the current instructional leadership is focused on enabling teachers to develop and leading their capacities.

Plessis (2013) also shares a similar view that instructional leadership should include not only teaching and learning but also all the functions that positively affect student learning, teacher professional growth, school culture, and management in his definition of a broader view on instructional leadership. He further concludes that instructional leadership is no longer required only for principals, but is developing into a concept shared by principals and teachers.

2.2 Educational Leadership in Finland



2.2.1 Autonomy

A series of Finnish educational studies have indicated that Finnish schools in 1970, the 80s had no such a principal as we think it is today. Nothing provided management or leadership training. It was perceived as a representative teacher in charge of the school just as ordered by the Finnish national agency for education. Since 1978, the school has established itself as a principal distinguished from other peer teachers, but the principal task was to continue the daily tasks set by the National Agency for Education for about 20 years before the education reform in 1999. Until the '70s and '80s, the Finnish National Agency for Education split the work to be done in schools into very small units and produced and sent down a 'To-do list', and local governments and schools had little power for decision making. However, through the educational reforms of 1999, Finland gave the principal greater authority in the distribution and composition of class hours and greater autonomy than ever before so that he or she could lead the school in the best way the principal thinks. (Aho et al., 2006, Saarivirta and Kumpulainen, 2016)

Saarivirta and Kumpulainen (2016) and Pulkkinen et al., (2015) Alava et al., (2012) shared the view that the principal is no longer a single representative teacher delivering orders from a centralized system, but a general manager of an autonomous interest unit that provides comprehensive education as a professional leader of an autonomous school. According to the study by Saarivirta and Kumpulainen (2016), Finnish schools are largely run independently and principals say they are free to do their daily work. Principals have autonomy for the budget, but not full autonomy for teacher appointments. Most of the selection process is conducted at the school level, and the principal's opinion is considerably reflected, but the ultimate authority still resides with the municipality government. The researchers also comment that autonomy is not limited to principals in the Finnish educational system.

When looking at the public documents available at the Finnish national agency for education website (<https://www.oph.fi/en/education-system/basic-education>), the Finnish national agency for education, the national level educational center of Finland, develops a national curriculum ranging from first grade to ninth grade every 10 years. Based on this national core curriculum, each municipality has autonomy and develops a municipality level curriculum suitable for its region. Again, the regional schools can autonomously develop their curriculum for their schools based on the local curriculum.

Table 3 Educational tasks and responsibilities of National, local and school level

School-level	<ul style="list-style-type: none"> ● Pedagogical leadership ● Goals leading the development of the school culture ● Realisation of the school-based curriculum
	
Education Provider level (Local authority)	<ul style="list-style-type: none"> ● Strategic leadership and management ● Decisions on the local curriculum ● Organization, resourcing, monitoring, and development of local efforts
	
National level	<ul style="list-style-type: none"> ● National Core Curriculum ● Education Acts and Decrees, Government Decrees. ● Education policy guidelines ● Development plan for Education and Research

(Halinen, 2014)

This educational autonomy is also given to individual teachers in school. Teachers have autonomy for teaching methods in organizing classes. The goals that students must achieve in each grade are based on the national core curriculum. However, how to achieve the goal is not specified anywhere. The authors say that the higher the autonomy, the greater the chances of developing an innovative learning environment (Saarivirta and Kumpulainen, 2016).

2.2.2 Trust

Several researchers describe that trust has been recognized as one of the most important aspects of Finnish education (Aho et al., 2006, Kuusilehto-Awale and Lahtero, 2014, Pulkkinen et al, 2015). In Finnish educational leadership, the autonomy at each level mentioned above is given based on trust. Pulkkinen et al. (2015) explained that Finland has strengthened education based on trust and devotion through its own normative and cultural controls. In a similar view, Kuusilehto-Awale and Lahtero (2014) also underline that Finnish trust culture is not only limited to education but also a phenomenon is seen across society.

In the research by Pulkkinen et al. (2015), the authors demonstrate the concept of trust in Finnish educational leadership. They highlight that the essential element of a Finnish school organization is educational leadership based on trust among all parties. According to their findings, trust is discussed in two ways: trust in one's school and trust with outside parties in the school. Within the community, it is again described as trust in teachers and students. Teachers commit and shared responsibility for professional development. Pulkkinen et al. (2015) also argue that it is important for trust-based education that teachers participate in professional networks and have professional knowledge-handling skills. It is said that trust is not based on regulatory or standardization, but rather on the organization's ability to do what it needs to do.

Building trust with students emphasizes meeting, conversation, and interaction. It is an old thing to urge a change of behavior as a command, and it should lead students to learn how to trust through interaction and make a difference. The authors say, "If you don't give anything, you won't get anything." (Pulkkinen et al., 2015, p. 40) They also state that schools need to trust students, and students should learn to take responsibility in school. The researchers argue that trust can be dangerous because it can be misused, but the principal and teacher seem to have to rethink that if you don't give anything, you get nothing. They also claim that a representative relationship between the school community and the trust of outside parties is the relationship between the school and parents. However, the

authors pointed out that parents' trust in the school nowadays was not the same as before.

2.2.3 Openness

According to Sinnemäki, Portman, Tilli & Nelson (2019), honesty is a value in Finland where national, individual, and behavioral levels are consistent across all three levels. In the study, the authors introduce the fact that social psychology studies of national stereotypes have shown that honesty is a social expression of Finland's national identity and Finn's value honesty in the personal value class. Honesty indicators such as the World Values Survey (1991) and Reader's Digest Lost Wallet test (2013) distinguish Finnish people's honesty from that of other countries. (Sinnemäki et al., 2019)

This Finnish honesty shares the openness and context of educational leadership. Pulkkinen et al. (2015) contend that openness is also a factor in increasing trust in the principal and openness is one of the characteristics of Finnish educational leadership. They also debate that the principal should be able to open honestly to the areas where even other people's supports are needed (Pulkkinen et al., 2015). Besides, some researchers attempt to clarify that if the principal is open, he or she can openly discuss and deal with difficult issues by cooperating with a peer network. (Kuusilehto-Awale & Pulkkinen, 2014; Salmi et al., 2009; Kaski & Kiander, 2007; Edwards, 2005 as cited in Pulkkinen et al., 2015)

2.2.4 Self - Awareness

When describing the capabilities or characteristics of educational leadership, keywords such as self-awareness, knowing yourself, being yourself, authenticity, and finding identity are not very common. However, it appears quite often in Finnish studies and news articles. (Pulkkinen et al., 2015; Kuusilehto-Awale & Lahtero, 2014; Heinonen, 2019) Self-awareness is also linked to the concept of honesty and openness as described above. Educational leaders should open up

their knowledge and skills and honestly to what they lack, and for this to be realized, you must first be aware of your strengths and weaknesses. The growth of knowledge about yourself is equally important to the development of leadership. (Pulkkinen et al, 2015).

Olli-Pekka Heinonen, general director of Finnish national agency for Education, boldly insists that people should be him/herself. It is said that finding your genuine identity is incredibly valuable in modern times, even though it is not that easy to find. He also discusses that we should not pretend or try to be better. Instead of it, we need to stay the way we are. Finding an identity is not a test that ends once you take it, but a journey to find a lasting understanding, and it is obtained through interaction. Going one step further, Heinonen also contends that an adjustable identity can be nurtured through change by interacting with the surrounding community and others. (Heinonen, 2019)

Pulkkinen (2011) describes educational leadership in connection with confidence. He explores that the sound confidence gained through sports coaching helps the principal to run the school and carry out leadership. He revealed that confidence is an attribute of an individual that is gained and achieved from within. According to his work, for leaders, it is important to experience confidence and believe in their capabilities because in the majority of the principal tasks, leading employees' behaviors begins with sound pride.

3 THE ANTICIPATION AND PREPARATION FOR THE FUTURE

This chapter is the main part of the literature review of this study. This chapter is divided into three main categories. First, the anticipation of the future. Second, the expected future of education. Third, preparation for the future. In the anticipated future of education, education models are examined in detail. Also, as schools are one of the organization forms and are influenced by basic organization theories, the researcher will examine how to prepare for the future in organizational theories. Then, she looks more specifically at how schools prepare for the future.

3.1 The Anticipation of the Future

Alvin Toffler is a futurist who has written prominent books on future predictions such as *Future Shock*, *The Third Wave*, and *Revolutionary Wealth* et cetera. Since the 1970s, he has foreseen the emergence of the Internet, cloning genes, and telecommuting. And all of this proved to be a reality. In anticipation of the future, he predicted that industrial styles, centralized plans, and top-down bureaucracy plans would disappear, and a more open, democratic, and decentralized approach would begin (Toffler, 1983).

Toffler (2006) also concludes that time, space, and knowledge as factors of future wealth creation. The author defined these factors as a deep foundation that operates from deep within the foundation that governs society. As for knowledge, which is the core of the deeper foundation defined by Toffler, it is fundamentally noted that knowledge goes beyond the finiteness of supply, the foundation of capitalism's existence. He insists that knowledge is interacting and reshaping into bigger, more powerful knowledge. In addition, it is emphasized that since knowledge is changing and developing at an infinite speed, it is necessary to learn how to distinguish useless knowledge from the truth. The author also

points out that the expansion of knowledge is infinite because modern society is connected to billions of people around the world through mobile devices with access to knowledge.

At the Davos Forum in Switzerland in June 2016, Klaus Schwab, chairman of the forum, introduced the next industrial revolution, the fourth industrial revolution. The Fourth Industrial Revolution is an industrial revolution led by artificial intelligence (AI), Internet of Things (IoT), robot technology, drones, autonomous vehicles, and virtual reality (VR). The first industrial revolution represented by steam engines and mechanization that began in England in 1784, the second industrial revolution in which mass production using electricity in 1870 began in earnest, In 1969, there was a third industrial revolution led by the computer informatization and automated production system led by the Internet. The Fourth Industrial Revolution is an industry change that is expected to build a virtual physics system that integrates real and virtual through robots or artificial intelligence (AI) to control things automatically and intelligently.

Schwab (2018) states that the fourth industrial revolution is based on the third industrial revolution, the digital revolution. However, it is not an extension of the Third Industrial Revolution, but a separate Fourth Industrial Revolution, because there is a big difference in the effects of speed, scope, and system. The fourth industrial revolution is growing at an unprecedented rate and affects industries in almost every country. It also predicts major changes in production, management, and governance systems.

Besides the anticipation future from now, it is also meaningful to look at the modernization process from the past to the present. Some developed countries have already or have been through this process of modernization, but still many countries are expected to begin or broaden the process of modernization in the coming future. As industrialization progresses, so does individualism in society. Some of the characteristics that are common in the modernization process are like these (Bond, 1995, as cited in Salo-Lee, 2006). The sense of personal efficacy (anti-fatalism), openness to innovation and change, egalitarian attitude towards others,

belief in sexual equality, high achievement motivation, independence or self-reliance, tolerance of, and respect for, others and high educational and occupational aspirations et cetera.

3.2 Anticipation of the Future in Education

3.2.1 Education in the future

Andreas Schleicher, the OECD Deputy Director for Education shares a similar view with Toffler that there will be a world where students have immediate and unlimited access to knowledge. Thus, in the future global economy, students can no longer become attractive candidates just by knowing knowledge, but skills that know how to use it are more important. Therefore, he stressed that the education community should reflect this change in curriculum and education policy (Dall, et al., 2018).

Dall et al. (2018) state that the pace of change today, nonetheless, seems to be overwhelming for the educational system to follow. No educator would like to teach students skills for a career that no longer exists. In the future, new jobs may arise that we are not currently experiencing. Now students are also required to learn skills to prepare for jobs that machines cannot replace. McKinsey Global Institute (as cited in Dall et al., 2018) analyzed the fastest-growing jobs and the skills they needed. This study shows that we will need more cognitive, social, and emotional skills in the future.

Futurist Daniel Pink (2006) also anticipated future education centered on students. In student-centered education, schools should support individual students to identify and pursue their purposes. This means that schools should help students develop their motivation, self-awareness, and self-management skills. In this educational environment, students learn not only to acquire knowledge but to apply, improve, and innovate it sustainably.

Microsoft, an American multinational technology company expects that in the future, students will be able to use digital tools for more personalized learning. Students can make their learning paths, learn at their own pace, and connect the topics relevant to their life with the core curriculum to continue their learning. Data analysis using digital tools can help identify student abilities at a much more specific level and enable a higher level of personalized learning approach (Dall et al, 2018).

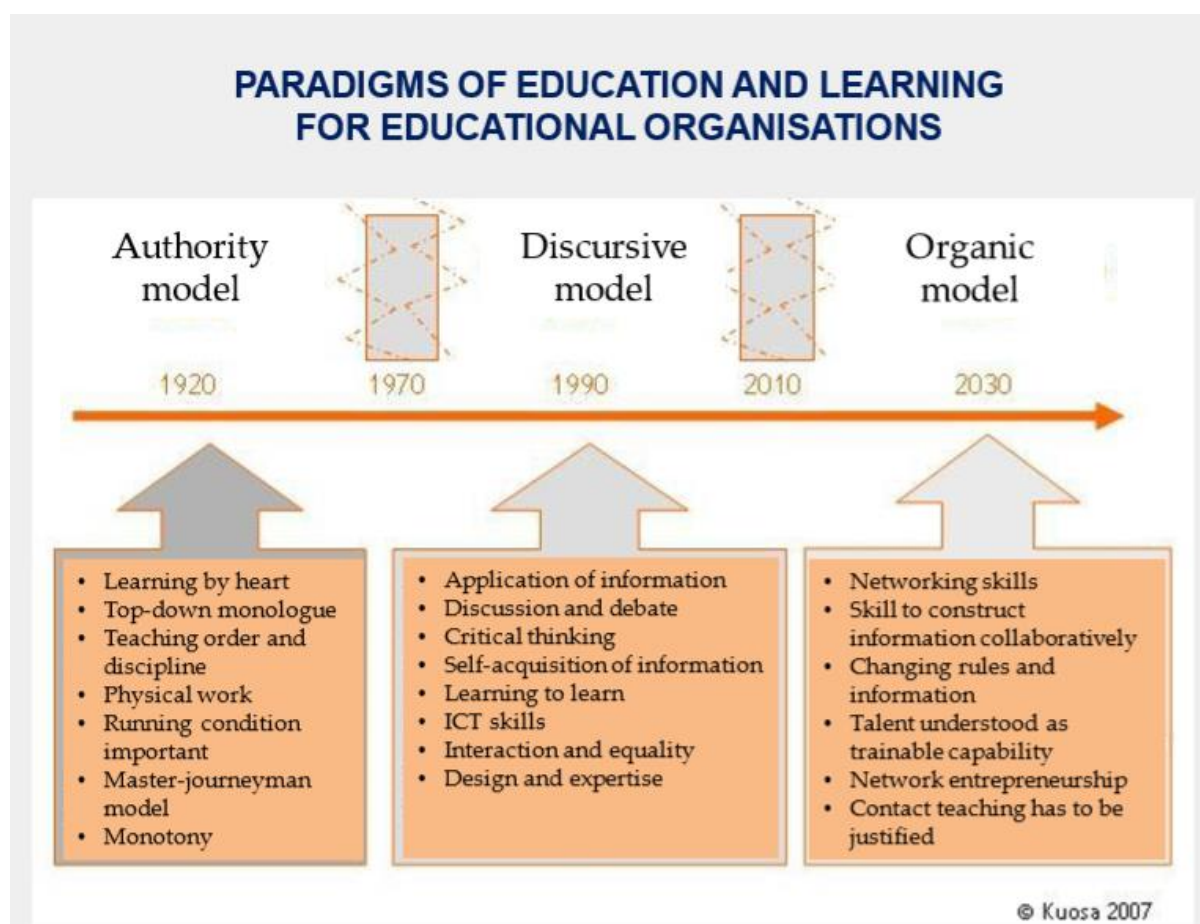
Next, it will be meaningful to explore the study of how the future principal should treat the teacher. Fullan (2014) and Dufour and Marzano (2009) share a similar view that teachers should be seen as learning leaders. These researchers explore that the principal should focus on empowering teachers to work and grow in teams rather than to spend time observing teachers individually. The researchers also dispute that it is less effective for the principal to have full knowledge and to interfere with teachers. On the other hand, explain that it is effective for the principal to develop the ability for teachers to lead on their own (The term 'learning leader' could be found in Hattie's study (2013). In comparison to the instructor leader, he testifies that when teachers become learning leaders, they place more importance on how knowledge is taught and how well they teach than what is taught. OECD (2014) reports also show that learning leaders have the confidence that they can better integrate with their peers and learn from each other. Therefore, in the future, it is required that the principal considers teachers as learning leaders and leads them to grow as learning leaders.

Paradigms of education and learning for the future

Aalto, Ahokas & Kuosa (2008) divides the paradigm of education and learning for educational institutions into three major periods, suggesting a paradigm for the future : (1) 1920's Authority Model; (2) 1990's Discursive Model; (3) 2030's Organic Model. The author remarks that the boundary among them may not be clear, of course, because this period distinction does not apply exactly to that period.

First, Aalto et al. (2008) explain that under the Authority Model of the 1920s, top-down monologues were universal, teaching was directive, imperative, and discipline was considered important. In the Discursive Model of the 1990s, application of information, discussion, and debate, critical thinking, self-acquisition of information, learning to learn, discussion and debate, ICT skills, and interaction and equality were identified as important features. The following is the 2030's Organic Model that we should pay close attention to. According to Aalto et al. (2008), networking skills, skills to construct information collaboratively, changing rules and information, talent understood as trainable capability, and network entrepreneurship will be important in the organic model that we will experience in the future.

Table 4 Paradigms of education and learning for educational organizations



(Aalto, Ahokas & Kuosa 2008, 13; Translation Risku, 2016)

3.2.2 Learning models

Personalized learning

Also, Yonezawa (2012) explores that learning outcomes improve when teachers provide personalized learning to their students. Each student has a different level of background knowledge, ability, and interest. The researcher explains that the higher the personalization in the school, the higher the student's academic achievement and social development.

The following is an example of personalized learning at school by utilizing digital platforms used by the Catholic Education Office of Western Australia. Teachers can use technology to give students options. For example, in history, students can choose between "simple reading" and "reading while listening." Students can choose to take notes in their notebooks, take notes on their tablets, or record their opinions right away. We have traditionally confirmed through, for instance, an essay that students organize and express their opinions. But at this school, students can show their learning through web pages, podcasts, video scripts, or voice recordings. The learning content available to students also depends on their academic achievement and learning requirements. (Dall et al., 2018)

The Finnish national core curriculum specifies individualized education as a learning method as well. The Finnish national core curriculum, launched in 2016, introduces new phenomenon-based learning that links multiple school subjects. Phenomenon-based learning covers several subjects, and a larger category of the phenomenon itself is learned as one of the subjects. (Finnish national core curriculum for basic education, 2014). This method of learning helps individual students get closer to many of the phenomena that occur around their lives. In other words, a student can find learning topics in his or her life so that individual students can more easily connect their lives with their learning. (Dall et al., 2018)

Social and Emotional Learning

In recent years, 'Social and Emotional Learning, SEL' is gaining popularity as a value to pay attention to in the future. As stated by Goodman, Joshi, Nasim, Tyler, (2015), social-emotional learning not only improves student achievement but also promotes emotional stability and increases the likelihood of future success. The author affirms that these short-term and long-term advantages make SEL increasingly popular. If these SEL are well established in classrooms in the future, we can expect students to communicate and collaborate smoothly in addition to achieving academic achievement.

3.3 Preparation for the Future

3.3.1 Preparing for the future of the organization

According to Donaldson (2001), contingency theory was the main theory in 1970 that first suggested that an organization should adapt to the upcoming future environment. Before that, it was believed that there were factors of survival and prosperity within the organization, but the necessity to focus on the surrounding environment by turning the field of view outward based on the contingency theory. It can be said that the changes expected in the future, such as the development of the IT industry, the combination of technology and artificial intelligence, and the acceleration of globalization, are environmental factors rather than factors within the organization. Therefore, by looking at the contingency theory, I would like to gain insight into how organizations including schools should prepare for future changes.

Burns and Stalker (1961) point out that when circumstances change and an organization can no longer perform with its existing structure, the organization changes its structure to a new contingency level and restores function. Technological advances and market changes are the factors behind the change in the situation. These factors cause a change from mechanical to organic (Burns and Stalker 1961). They state that in a mechanical structure, the hierarchy is

emphasized and it depends on a few leaders with a lot of knowledge and information, making it easier for leaders to exercise more power in decision making. In the organic structure, on the other hand, members of an organization have shared responsibilities, and job understanding is widely shared. Under this structure, organizations are set up in a network, and experts in their fields collaborate flexibly (Burns and Stalker, 1961).

As mentioned earlier, technological developments and market changes are factors that move from mechanical structure to organic structure. As technology advances and market changes rapidly, leaders can no longer effectively lead their organizations with the knowledge and information they have. Moreover, the dependence on leaders in a mechanical structure is not only due to organizational forms but also due to a psychologically dependent culture (Donaldson, 2001).

Donaldson (2001) points out that contingency theory argues that organizations that are not suitable for changes in the environment will eventually change into suitable organizations. In this situation, however, if the leader is not sure what is appropriate, it is difficult to make a decision. The author also concludes that contingency theory does not stay but changes dynamically. A misfit organization is not retained after changing to a suitable organization but becomes a misfit organization again. Cycles repeatedly, moving between misfits and fits.

Several researchers share a similar view that contingency theory explains that there is no "one best way" in the possibility of this iterative change (Burns and Stalker, 1961; Donaldson, 2001; Yukl, 2010). Perhaps this theory gives indulgences to organizational leaders. In the face of uncertain environment changes, leaders should always be believed to determine the best way for the organization's future, even though there is no single best way to be chosen in reality.

Organizations' preparation for the future has something in common with responding to the changes that will come. If there is no change in the future, there is no reason to prepare. In response to this change, Buller (2015) said, "All organizations resist change." He also explained that the overall purpose of the

organization is to act in a regular, consistent, and predictable way. Baden-Fuller and Volberda (1997) also shared similar views that many organizations feel strong pressure to make a change and prepare for a renewal process. However, because change does not always guarantee future success, there is an inertia in the organization that hesitates to change. So it is very important how the organization handles the tensions inherent between change and stability (Baden-Fuller and Volberda, 1997).

According to an experiment by Balogun and Hailey (2008), when organizations plan for change, the failure rate reaches 70%, and the cause is basically 'resistance to change'. Holub (2011) explains that change is perceived as a negative activity at first, and this acts as a factor that slows the process of change. So how do you respond to these unexpected changes? According to Baden-Fuller and Volberda (1997), outsourcing is a change response method that can be found outside the organization through networks. Outsourcing allows you to handle change without worrying about high costs or lowering efficiency. The same can be said for large organizations allying with companies that are smaller or more flexible than themselves.

Anticipating change within an organization is also one way to respond to change. When you anticipate change, you will learn about the new advantages, so you can cover your concerns regarding the change. (Brown & Eisenhardt, 1988). It is not difficult to expect change to come. However, more actively exploring the factors that will trigger change (Hodson, 2003) and predicting the pace of change (Thompson and Strickland, 2003) will be a specific way to anticipate change.

Baden-Fuller and Volberda (1997) talk about time and space as two important mechanisms that separate change and preservation within an organization. In spatial separation, space is a mechanism that separates change and stability from different groups within an organization. For example, if a marketing department attempts to lead a change first, then other departments will remain stable and follow the change. Therefore, in spatial separation, the

organization that drives change and the organization that enjoys stability plays a distinctly different role.

Time means that the entire organization moves from stability to change over time. Cae (2009-2010), who pointed out the pace of change, said that if the rate of change in the external environment is faster than the rate at which the organization responds to change, the organization can have a deadly space to prepare for the future.

In addition to predicting change as a response to change, there may be an active leading change. Leading change means establishing a product or service market for the first time, or preparing requirements for change in advance. (Brown & Eisenhardt, 1988). Also, Spiro (2011) said that the leaders of change does not end with a one-off, but asks whether achieving results today would be sustainable. He specifically introduced the steps an organization can take to lead change in eight steps : (1) Determination of change strategy; (2) Assessment of readiness; (3) Analysis of stakeholders; (4) Minimization of resistance; (5) Small initial success experience; (6) Participation of key figures in the plan; (7) Expansion and maintenance of change strategy; (8) Continuous monitoring and Course revision (Spiro, 2011, pp. 5-6). Hamel and Prahalad (1994) emphasize that pioneering the future by leading change does not always mean arriving first. They concluded that leading change is the most beneficial impact in the future.

3.3.2 Preparing for the future of schools

The WEF report (2020) shows what direction education should take, especially in the era of the fourth industrial revolution of the future. In the context of job destruction, social demands for new technologies, and socio-economic polarization, school education plays a very important role in fostering future global citizens and workforce. However, in this report, WEF (2020) warns that the current education system is becoming increasingly distant from the realities of the global economy and society. According to the report, this reality is further strengthening the need for new educational models in the fourth industrial revolution.

In response to how the school should prepare for the future, WEF's first suggestion is to seek consensus on the nature of education. In other words, it emphasizes the need for a definition of quality learning. According to the WEF report (2016) regarding the future of jobs, in the era of the fourth industrial revolution, production automation and intangible value creation are becoming new growth engines. And in line with these changes, the skills needed for economic growth and the way people work are changing significantly. However, the answer to 'is the current education system responding properly to these changes' raises many doubts.

WEF report (2020) explains the development of global citizenship skills as one of the new educational models. The world of the future will be more interconnected, and the society of the future will need to collaborate with colleagues from different parts of the world and understand cultural differences. Of course, digital tools will create a new type of communication in this future. However, it is insisting that the 'use of technology' itself is a tool that enables a new approach. There would be no technology capable of meeting the potential without fundamentally reconstructing the nature of learning. Without consensus on the underlying educational vision, it is pinpointed the limitations of innovation that schools can attempt. In conclusion, it was explained that clearly defining quality learning is an important first step for schools to include the future in the direction of educational innovation.

Several studies have suggested that schools should prepare personalized learning for students in preparation for the future (OECD, 2018; Dall et al., 2018; WEF, 2020; Pane, 2015). As a basis for pursuing personalized learning, WEF provides two reasons. First, the children of the present age are already enjoying rich choices and personalized experiences. They download the most useful programs for themselves on their mobile devices and place them in the most useful order. It is said that in the general life of students, personalization is already rapidly realized, and education must be able to provide personalized learning to support it. Second, it is possible to prepare for a society where flexibility is emphasized by pursuing personalized learning. The organization's HR personnel tailor the

experience of enabling lifelong learning to individual needs, and make significant efforts to improve work flexibility by integrating alternative work models. In the report of WEF (2020), it is emphasized that when schools provide more personalized and flexible learning, students have proven to not only achieve better academic achievement but also reflect the reality of work and life outside school. Pane (2015) also showed through experiments that, when designing a learning journey for each student and selecting a personalized learning method, results in reading and mathematics were significantly positive.

WEF reports (2020) also provided specific ways to provide personalized learning. Reducing class size, or using group works in the classroom, using project-based learning in which students choose their interests, creating a flexible physical-digital learning space, and providing multiple options to express students' academic achievement are introduced.

This personalized learning is possible when the teacher can construct a class curriculum with autonomy. Teacher autonomy is related to the decisions given to teachers. (OECD, 2018). Finland has been reported to have a high level of autonomy for teachers, where traditionally standardized tests at the national level occur once in the K12 period and provide relatively personalized learning (Sahlberg 2015).

According to Finnish researcher Saarivirta and Kumpulainen (2016), the Finnish national curriculum and the local curriculum does not describe which teaching method the teacher should use in the classroom or how to teach it. In the curriculum, the objectives to be achieved in each grade are specified in detail, but the method to achieve it is not specified, and the method of achieving the objectives allows the teacher to autonomously select based on his or her expertise. The Finnish educational culture on which this autonomy is based has enabled future-oriented attempts such as phenomenon-based learning in the newly launched national curriculum in 2016 (Finnish National Agency for Education 2014).

One of the ways schools prepare for the future may include equipping the principal with the capacity for the future. Mercer (2016) argues that in the future,

it will be necessary for the principal to work in solidarity with the network. He states that in modern society, the following capabilities are expected of the principal; Knowledge and skills regarding depth and broad school leadership, knowledge related to curriculum, education, learning and evaluation and communication, social media utilization capabilities, parent-to-face competence, and communication with local communities. In this way, Mercer (2016) mentions the competencies required by the principal are more complex and demanding than ever before, and since no one is fluent in all of these areas, he insists on the need for a team of network-based experts focused on a variety of needs. That is, when the principals gather together as a group that can work together, the author further concludes that they will be able to fulfill various roles required of future school leaders satisfactorily.

Lastly, one-way schools prepare for the future is to exist as a place to foster interpersonal skills. Schools define values and norms that enable positive human interaction. In addition to learning the hard skills such as using IT, schools should guide students to learn how to cooperate, learn to empathize, cultivate social awareness, and foster global citizenship (WEF, 2020).

The Finnish national agency for education has set three themes for planning how to meet future skill needs, one of which is the 'Discussion on learning environments'. In the discussion on the learning environment, learning together and social-cultural learning are emphasized. It also discusses the well-being and well-being of everyone in the school community (as cited in Saarivirta and Kumppainen, 2016) This direction of the Finnish national agency for education agrees with the WEF' emphasis above, and ultimately indicates that in the future, schools should be educational institutions that prepare children to grow as one citizen of an inclusive, equitable future society.

4 RESEARCH DESIGN

This chapter describes the research design. First, what research questions were set and explored in this study are discussed. The qualitative research selected as a data collection method is investigated, and the basic background of the researcher is checked. Next, the research approach that selected the case study is described. The selection criteria of participants in this study and their basic information will be presented. Finally, data collection and analysis methods and processes are reviewed.

4.1 Research questions

Before looking at the findings from the study, the researcher would like to review the research questions again for a clearer understanding of the findings. The study aims to analyze the Finnish school principal's view of the coming future education leadership. The main questions in the study are as follows.

1. What kind of leadership practices do Finnish school principals use to the school to prepare future education?
2. How do Finnish school principals describe the future of educational leadership?

The next two questions in this study are based on the Finnish school principal's understanding and views on future education. The first research question focuses on finding out what kind of educational leadership practices Finland's principals are currently conducting in preparation for the future. The method of education leadership is expressed based on the educational values that the principal considers important. Therefore, by looking at how Finnish principals reflect the educational values that will be considered important in future education in the way schools operate, the researchers will answer the research questions. The second research question is aimed at analyzing what Finnish principals think of future educational leadership.

The subquestions are first, what educational challenges and changes are expected in the coming future, second, what features of the current Finnish education leadership will work positively or negatively in the future, third, how the Finnish school principal is personally preparing for the future. The fourth subquestion is directly linked to the higher research question. In other words, the inquirer would like to get the answer to the second research question by asking what the future education leadership practices are expected by the Finnish school principal.

4.2 Qualitative Research

There are two types of research methods, qualitative and quantitative, depending on the nature of the data. Quantitative research is an inquiry method that answers or verifies research questions or hypotheses that contain quantitatively measurable characteristics. Since it is possible to secure the objectivity of the research results by quantitatively analyzing a wide range of data, it shows excellence in the same areas as the effectiveness analysis but has the disadvantage of being able to present superficial research results (Creswell, 2013).

On the other hand, qualitative research focuses on eliciting internal perspectives through in-depth interviews, participatory observations, document analysis, story-based, and dialogue, according to Björk (2008). Qualitative research is a fairly practical subjective practice, as the researcher's personal experience can influence the collection and analysis of data and presentation of results. Besides, because qualitative research aims to the in-depth understanding of human behavior and actual experiences, researchers are not looking at objective reality, but rather a tool for deriving subjective results of interpretation. (Creswell, 2013, Bogdan & Biklen, 2007). According to Bogdan and Biklen (2007), qualitative research seeks to understand participants' experiences and analyze their perspectives as accurately and clearly as possible. Therefore, a qualitative research method was adopted in this study. Since this research aims to analyze

the Finnish principal's perspective on future educational leadership, it explains the validity of choosing qualitative research.

4.3 The background of the researcher

As mentioned above, this study adopts qualitative research, and in qualitative research, the role of the researcher is very important as the subjective subject of data interpretation. Therefore, this chapter briefly introduces the background of the researcher.

At the end of the master's program, the researcher established the Korea-Finland Education Research Center with Korean educators. In the next six years, the inquirer participated in the analysis, article translation, and subject research on Finnish education trends and studied the implications that can be obtained from Finnish education. Also, the researchers organized training programs for Korean educators visiting Finland. In organizing, she could experience the reality of the Finnish educational scene through school visits, interviews with educators, and planning seminars.

The current study was finalized after several research topics were changed. The first study was a comparison of educational leadership in Korea and Finland, which was a rather broad topic to be addressed in the master's program. Therefore, although the data collection and analysis were completed through in-depth interviews and participant observations by 3 principals from Finland and 3 principals from Korea, it was decided that the subject of the study was to be reduced due to dissatisfaction with the results lacking in specificity. After that, based on discussions and consultations with the research supervisor, the scope of the study was limited to the Finnish case.

At the Korea-Finland Education Research Center in Helsinki, the researcher has participated in the development and progress of training programs for Korean educators for many years and has become more aware of the impact of educational leaders' values and leadership philosophy on school

management. The many dialogues between Korean principals and Finnish ones stimulated the researchers' intellectual curiosity and had a great influence on setting the research topic. Among the various questions of the Korean principals, the answers of Finnish educational leaders to questions related to future education were impressive in many ways. Because many Korean educators, as well as the researcher, felt impressive, the research topic was decided by the "Educational leadership in the future through Finnish principals" perspective, to derive the results through more scientific research.

According to Creswell (2013), the researcher's interests, prejudices, and value standards influence the research results. Currently, the author of this study has established and conducted research tasks based on theoretical learning during the master's course and field experience through work. Therefore, as noted by Creswell (2013), the researcher's interests and the conduct of this study are closely related.

4.4 Case Study as Research Approach

Creswell (2013) explains that the case study is to collect specific and in-depth data from various sources of information, such as interviews, participatory observations, journals, audio-visual data, and documents, to explore boundary systems or cases formed over time. A case study is a research approach suitable for situations that are difficult to understand beyond the context because they want to see the status or social unit as a whole. A researcher who selects a case study to conduct qualitative research aims to create a conclusion by deeply describing and interpreting it in the context of the case based on the analyzed data. Here, the context of a case can be a physical situation for that case or a social, historical, or economic situation. As such, case studies have the advantage of being able to grasp the specificity of a situation and to connect cultural contexts or backgrounds related to the situation in a holistic context.

In this study, a case study method was adopted by collecting data through in-depth interviews with three principals from Finland. The national and cultural context of Finland was taken into account, and the specificity of the school management situation of Finnish school principals was also taken into account.

4.5 The Participants and School Information

In the literature review of this study, it was confirmed that educational leaders can be found in a variety of locations, including school principals, educational administrators at the local level, educational policy developers at the national level, and heads of educational research groups, and so on. However, to emphasize the significance of the principal as an educational leader as the subject of direct operation and management of individual school units, research participants were limited to the school principals.

The selection criteria of research participants influence the effective achievement of the research goals. Therefore, the gender of the principals, their years of service, the level of the school, and the geographic location and size of the school were considered. The principal's gender was female 1 and male 2, and only one gender was not covered, and the career continuity as a principal required at least 5 years of qualifications, and all three principals exceeded the criteria. Schools located in three different cities were selected to minimize the factors of geographic environment, and schools in Helsinki, the capital of Finland, were intentionally included because of population density and representation as a capital city. Also, considering the difference in the size of cities, a school located in a large city, small and medium city, and small-town which is county level were selected evenly. The school's level consisted of a comprehensive school covering from 1 to 9 grades, all of which were traditionally set in Finland's compulsory education period. This level is considered basic education in Finnish education. Additionally, in Finland, the law entitles students to receive equally high-quality

basic education without being influenced by social and economic factors. Therefore, schools at this level can be regarded as representative of Finnish compulsory education.

TABLE 5 Background of the principals and schools

	Principal 1 Riitta	Principal 2 Markku	Principal 3 Petteri
Gender	Female	Male	Male
Age	62	59	38
Career years as a principal	12	25	7
School of Principal working	School 1	School 2	School 3
Level	Comprehensive (1-9 grade)	Comprehensive (1-9 grade)	Comprehensive (1-9 grade)
Location	Suburban area in Eastern Finland	Capital city	Medium-sized provincial city in Central Finland
Number of Teachers/Students	32/242	75/860	22/255
Features	Public school in small town/ Newly built school building aiming future education	Public school, Highly multicultural	Private school

Table 1 above shows the basic information of each principal and the essential information of the schools in which the principal is serving. Principal 1 leads a relatively large school in a small town. She has 12 years of experience as a principal, and in 2018, a new school building aimed at future education has been completed and used. Based on her experience in using the new educational environment, she gave opinions on the educational environment and leadership. Principal 2 leads a comprehensive school located in the capital city and has served as principal for a long period of 25 years. This school is a traditional school

with a long history and consists of students from different cultures. Principal 3 is a young male principal with 7 years of experience. He is leading a private comprehensive school. In Finland, private schools are obliged to follow the national core curriculum and, like public schools, are funded by the number of students in the state and municipalities, so the current study did not differentiate between public and private schools.

4.6 Data Collection

Interviews were used as the data collection method for this study. Interviews are one of the most common data collection methods commonly used in social sciences, including pedagogy, and anthropology (Kvale, 2007). Of the four interview methods classified by Mills, Durepos, & Wiebe (2010), the researcher adopted a semi-structured interview method. Semi-structured interviews are a mix of formal interviews and informal interviews, which include the interviewee's unique opinions and experiences on pre-set questions and questions that naturally develop in the interview process. Pre-set interview questions were delivered via the principal's email before the interview was conducted, and interview questions can be found in Appendix 1.

The question consisted of two sections. The first section asks about the specific leadership method the principal is currently carrying out to operate the school in preparation for the future. Since leadership can be a rather abstract concept, we focused on listening to the principal's specific leadership style. The second section covers the overall view of the future educational leadership of the Finnish principal. This section contains five sub-questions. It contains the challenges and changes that education will face in the future, the positive and negative factors of Finnish educational leadership, how the school principal prepares for the future, and views on future education leadership. The above questions have been carefully designed to answer participants' actual experiences as much as possible. Also, as mentioned above, since the semi-structured interview

method was used in the current study, naturally related questions were newly added and developed during the interview process, leading to a rich response from the principal.

Often, interview-style data collection is criticized for participant passive attitudes and incomplete responses due to lack of trust between the and the interviewer. To reduce this negative factor as much as possible, the researcher selected an interviewer among the Finnish principals with whom she was acquainted. The researchers tried to create a natural environment that allowed them to be as comfortable as possible with the interviewer so they can actively provide their honest opinions.

The first interviewee for this study was the principal of the school where the researcher conducted practical training such as class attendance, class assistance, teacher interview, teachers' learning community participation, principal interview, and principal shadowing as part of the master's program in 2014. Principal 1 was already interviewed by the researcher's first study in 2014 and was also the subject of participant observation. The interview for this study was conducted in the summer of 2019 and was conducted as an online video meeting because face-to-face meetings cannot be conducted due to the researcher's business trip.

The second interviewee's school is familiar because researchers visited several times for educational research between Korea and Finland. The principal's long career of more than 25 years was a compelling factor as a participant. Principal 2 asked the school's English teacher as an interpreter for more accurate communication, and an interview was conducted with the interpreter with the consent of the interviewee and interviewer. In the spring of 2019, the interview was held in a face-to-face meeting in the principal's office.

The last interviewee, like Principal 1, first came to know during the researcher's master's course during school visits, and then, in the process of collaborating with Korean educational institutions, the researcher and Principal 3 communicated more closely. Principal 3 was selected as an interview participant because of the uniqueness of a 37-year-old young principal who was hardly found

outside the Finnish educational system. The interview was held in the principal's office in the spring of 2019 in a face-to-face meeting. According to Lindseth & Norberg (2004), direct interviews bridge the gap between misunderstandings and increase the reliability of interviews.

Interview time with participants was between 40 and 100 minutes and was conducted in English. The entire interview was recorded in audio. The three participants noticed in advance that the interview will be recorded and analyzed and that the anonymity of the participants is guaranteed.

4.7 Data Analysis

In a broad sense, data analysis refers to a method of extracting what is considered meaningful from data collected by researchers. (Ely, Anzul, Friedman, Garner & Steinmetz, 1991). It presents the results in the most efficient way through the steps of understanding, summarizing, selecting and combining important topics, and giving meaning. Within the research problem set by the researcher, the data are divided into parts, recombined, and classified by the department, and in this process, the researcher's insight is generated. (Boeije 2010).

Content analysis was used as a data analysis method in this qualitative study. This is a technique to analyze the characteristics, intentions, and structures of messages in text based on objective units. Content analysis methods are used in both quantitative and qualitative research. Qualitative content analysis began in social studies and is used for subjective interpretation with a limited amount of data. (Bengtsson, 2016; Mayring, 2014). Through this qualitative content analysis, the meaning of the message to be conveyed in the text can be grasped more clearly and systematically understood.

In this study, conclusions were drawn in an inductive way for content analysis. The inductive content analysis aims to find a meaningful subject that can answer research questions by allowing the subject to emerge from the data

without setting any hypothesis in advance (Elo & Kyngäs, 2007; Hsieh & Shannon, 2005; Krippendorff, 2004; Bengtsson, 2016).

The researcher began to analyze the data by carefully listening to the recorded interview file and converting it into text. In the first conversion process, all the voices of the participants were converted to written data, and in the second process, unnecessary words or phrases that lacked the participants' emphasis on intention were removed from the written data. The process of listening to the entire recorded file and converting it to writing took a long time, but it was a step in which the researcher became familiar with the data, and understood the meaning units of contexts and understood the principals' thoughts. In this process, the parts that were impressive at the time of the interview were reviewed again and parts that could be important themes were extracted. In the refined full text, it was classified into three stages according to the degree of closest relevance to the research subject, and the final stage farthest from the most subject was excluded before entering the coding stage. The following was a summary process of the prepared script. The summary reflects how the researcher understood the participants' responses. In the process of summarizing, the text content was conceptualized and classified into units, and the impressive responses of the participants were not summarized and displayed in a color as they were in sentences. The characteristics and similarities of the classified units were divided into five categories by topic. First, the expected future of education, second, the expected future educational leadership, third, the current educational leadership method for the future, fourth, the obstacles to the future, and fifth, the preparation for the future. After five themes were set, the first summarized and conceptualized units were reclassified as sub-themes. For example, one sub-theme was included in two top themes depending on the interpretation and moved from the previously classified top-themes to another. The data were identified and sorted more systematically in the new binding process.

As mentioned above, the data analysis method of this study adopts the content analysis method and draws the results from the text itself by approaching inductively. As mentioned in the goal of inductive content analysis as “an

understanding of the material in terms of the material" Mayring, 2014, p. 79), in the process of drawing the final five themes, the researcher was able to broaden her understanding of educational leadership for the future of Finnish principals.

5 FINDINGS

This study aims to understand the future educational leadership that is considered from the perspective of the principal of Finland. This chapter describes the five points identified as a result of the study. First of all, point out the expected future of education. Existing educational perspectives are changing and the importance of basic competency and lifelong education is emphasized. Learn more personalized learning trends. Additionally, it highlights the role of public education as a role to grow as a member of society, including the socially disadvantaged. The second introduces the expected form of educational leadership in the future. It covers three types of leadership that can be explained by the expansion of shared leadership. The third section looks at the current six types of education leadership methods for principals preparing for the future. The fourth examines three factors that can be obstacles on the way to the future. Lastly, the researcher will explore how to prepare for the future at the personal level of the leader and environmental level.

5.1 Expected Future of Education

5.1.1 Changes in educational perspective

In explaining future educational perspectives, the principals agreed in common on the following three points: The need to increase motivation, self-expression, and creative activities. Principal 1 said that in the future, including the present, education should no longer be meaningful for knowledge transfer, so students should be able to motivate themselves to be curious about new things. Principal 3 replied that emphasis was placed on educating students to interact and grow as active and active learners in Finland's new national core curriculum. He said that the perspective of education is changing and it will be applied in the future

as well. Participants 1 and 3 noted that educating students to develop self-expression skills will become important in the future. According to them, to express yourself, your identity must be soundly established, you must be able to determine what your thoughts are, and you must be able to express those thoughts and interact with others.

“In the future, many things are coming but you have to know who you are and identity and what is the meaningful life to you. And then you can think what is my opinion on that and how to interact..” (P3)

“To verbalize yourself to speak about your thoughts to speak about your ideas. This capacity is not being used because they are afraid of sharing their thoughts and they haven't learned to verbalize or to tell about their thoughts and feelings. It will lead to living together with not so much fights in the future more understanding one another.” (P1)

Next, Principal 1 insisted that creative activities should increase in the future. Examples of creative activities include knitting, painting, calligraphy, and cooking. Principal 1 explained why the brain was activated more actively by moving the hands and fingers directly so as not to exhaust the brain, and that more active learning occurred from this. This means that there is a need for leaders to understand and encourage a variety of learning methods. Principal 1 said that some students sit and study, while others move and study, and that they need to have a broader understanding of how students study, unlike traditional methods.

5.1.2 Highlight the importance of basic skills and lifelong learning

Paradoxically, the importance of basic competencies is a reflection on phenomenon-based learning (PBL) currently being implemented in Finnish education for the future. In 2016, a new national core curriculum attracted great attention as PBL was first implemented. However, Participant 2 expressed deep concern about the current situation, where the importance of basic skills is relatively reduced due to the emphasis on PBL.

“I am hoping in the future curriculum would go in a better way to ensure the basic skill are taught and learned in the school. Before curriculum demand students to work PBL, it requires certain skills so we should not forget these basic skills. It seems that they are being forgotten. Many teachers think they don't have enough time to practice these basic skills. Persukoulu (Basic school in Finnish) is the basic school which means students need to learn basic things. We have to try PBL but it's quite frustrating.” (P2)

“so I think in the future about that the basic skills are still needed, and also have strong basic skills, reading and mathematics, and writing so that those are the things that we won't work or the pupils won't work without them..the basic skills.” (P1)

The principal of School 1 also emphasizes the importance of basic competencies. She mentions that in education, basic skills such as reading, mathematics, and writing should be strongly supported. She also mentions that students will not be able to work together in the future without these basic skills.

Following the emphasis on basic education, the importance of lifelong education was also emphasized. Participant 1 said we were not ready. At first, the researcher did not understand the meaning, but it meant the importance of lifelong education. She said that you are not ready to end your learning when you graduate when you leave college, or when you retire. The Finnish education system has 'no dead ends' policy. According to the explanation by the principal 1, the Finnish education system is supported by this policy, so that's why Finnish education is excellent now. It also argued that this should be emphasized enough in the future in countries other than Finland.

5.1.3 Personalization

Many educators cite the personalization of learning as one of the changes we will face soon of education. As part of a project organized by the local education office, School President 2 introduced his school's 'Digital portfolio for personal learning' an example that shows how personalization of learning is being expressed today, not in the future, with the help of digital devices and software.

“One big thing that has been changed recently is personal portfolio education. If we have a good tool (IT platform) then it is a really good thing for students. Every student has their own portfolio. Their study plan, collection of their work, and evaluation, every educational step is in the portfolio. In ***** (name of municipality), there would be one platform covering kindergarten to the high school of individual students. Collection of their work and achievement and everything.” (P2)

According to a reply from the principal 2, the local education office will soon have a digital portfolio from kindergarten to high school that contains personal learning information such as students' academic plans, achievement outcomes, evaluations, and feedback. As a result of using the digital portfolio of personal

learning for two and a half years, the principal of school 2 was very satisfied and expected that this portfolio of personal learning would be further expanded in the future.

5.1.4 Focus on preventing fallouts

In States, American school has been led by the 'No Child Left Behind' policy but Finland has implemented this from the past in the education history. Participant 1's following description verifies the sentence as it is.

"We everyone can read. Well, not everyone but most of us, but then how do we help those who are unable to read? How do we help those to find the ways in life that they would also feel that their life is meaningful? So the challenge in the future is that everyone would get that kind of education that they can be part of society, and feel that yes I'm, I'm useful in this society. They could have meaning for them, their life, they could find a reason to leave. So, that is one thing I think we need to focus in the future" (P1)

With Principal 1's answer, the inquirer can discover the role of public education in understanding and practicing Finnish education leaders. The researcher can see the educational philosophy that all children who receive compulsory education should provide a foundation for growth as a healthy citizen of society. She says that focusing on students in need is especially important so that they can realize that their lives are valuable and that they can be useful resources for society. Principal 1 also shared an example of what she said above is actually being expressed in Finnish society.

"I know also one Finnish person that he can't read his own name. But still, he has found his way, he had really hard difficulties at school. Because in that village where he lived there was no special education. But now, when he's grown up he's married, and his wife is doing all the reading and writing for him. Yeah. But he listens to the radio so he can follow what is happening in society. And he has even been working as a member of the County Council even though he couldn't read and write." (P1)

Principal 2 points out that the number of students receiving special education in Finnish schools has increased significantly. According to the Finnish education policy aiming for integrated classes, students who are eligible for special education are being incorporated into general classes, and more teachers are needed to manage and implement this part well. Principal 2 said that it is a good idea for

students who are eligible for special education to be integrated into general classes and take classes. However, he criticized the need for more human resources in order to make this part sustainable.

Principal 3 also pointed out that more students had problems with well-being than in the past. He was particularly concerned about the polarization of education. Principal 3 explained the need to educate without missing students by focusing on solving these challenges in the near future.

5.2 Expected Future of Educational Leadership

This chapter covers the key areas that this study has sought to explore. Here are three types of educational leadership expected in the future, extracted from the responses of the participants. The researcher found that the three educational leaderships have something in common. After looking at the three types of leadership, the inquirer will discuss what they have in common.

5.2.1 Dual leadership

Principal 1 selected Dual leadership as future educational leadership. She explained that dual leadership is the role of two principals in one school. Although there are still vice-principals in many Finnish schools, she added that the principal's role is played by two people in the dual leadership, not divided into different positions like the principal and vice-principal. Principal 1 saw that it would be much more helpful to make a decision by interacting with each other and considering at least two perspectives rather than one principal leading to one perspective. In this way, she said, it would be stronger leadership for two leaders in one school to reach the same target. If there are two principals, in the absence of one, the other principal can take on the role of the principal across the school and

experience what is going well or not and give a better direction. In dual leadership, in particular, when selecting a second principal who can be matched to herself and a good team, the principal can select a leader with specific skills that she lacks and complements each other. 'Wouldn't it be a threat if you worked in the same position as a second principal who could fill in a specific part you lack?' Principal 1 responded to the researcher's question as follows:

"Yeah, I really can well understand your question about being afraid of losing the leadership or losing the power of the leader. But let me say this, yes, in this dual leadership, it is the way of the learning process, for both leaders. It can be frightening to open my weak points for the other one. I might say to the other one another that I don't know this and what should we do now. But, if I trust first him or her then he or she will trust me as well. So we also learn to trust one another then we could be a team together to make the best thing. step by step learning it. (P1)

From the principal's answer, the researcher can see that the keyword of dual leadership is trust. By trusting each other, you can open up the parts you lack without hesitation. They will recognize each other's deficiencies, but they consider it a complement to their partners, not a weakness of their competitors. Principal 1 understands that opening her weaknesses can be a frightening thing. However, she is telling us that if we are willing to open each other based on trust with different perspectives, we can produce better results in a complementary way.

5.2.2 Teacher leadership

Teacher leadership and team leadership were mentioned as the expected form of educational leadership in the future. Since participant 1 describes teacher leadership and team leadership in the same content, the main subject of team leadership is considered as a teacher. Teacher leadership is where all teachers work with a leader's attitude. When this teacher leadership becomes possible, schools can effectively move towards the same target. Principal 1 says that if all teachers become leaders, they will be more active in their opinions and will be able to fully talk about a variety of different perspectives. And in this situation, the principal acts as the final leader, making decisions to move on to the next step. From the traditional perspective of looking at an institutional leader as one principal, the teacher leadership presented by participant 1 shows that the subject of leadership

is significantly increased and distributed. However, the role of one principal is still announced. To prevent situations where many leaders in the school debate and time passes and progress is not being made, the final leader should still guide the next step.

5.2.3 Participative leadership

According to the description of principal 2, we need participative leadership in the future. He explains that participative leadership is where the majority of participants in an institution (school) act as leaders. It is a broader concept from teacher leadership that refers to only teachers as leaders. The expected role of one principal in participative leadership is to motivate all members to participate. Participant 2 shared his thoughts on how to motivate.

“If a leader has information about resources and goals, then it’s up to teachers like participants to figure out the best way to reach the goals. The leader should not interfere. A leader is not a person to decide everything. We already have seen that leader and know it’s not working. Nowadays, new teachers and the younger generation they need more freedom and the way of thinking is different.” (P2)

In response to the principal 2's, the researcher realizes that motivating participants to be more autonomous is a way to motivate them. It is emphasized in the principal 2's story that the style of leadership that determines everything is no longer working. The principal's role is reduced to providing information about the organization's resources and goals, and instead, teachers and participants become the actors who must devise the best way to achieve their goals based on information from the principal. Based on principal 2's explanation of his 27-year principal experience, the researcher was able to see the changes in the era of educational leadership in Finland.

Looking at the three types of leadership adopted by the three principals as future educational leadership, the inquiry can find the commonality of 'expansion of shared leadership'. In Dual Leadership, there are two principals who play equal roles with equal power. In the concept of a leader, which usually refers to one person, the number of leaders is doubled and leadership is shared equally. In teacher leadership, leadership is shared among all teachers in the

school. With shared leadership, all teachers actively express their opinions. Lastly, in the participative leadership, the majority of participants in the organization become leaders, and the share of leadership becomes the largest. Research shows that trust and autonomy are essential to enable shared leadership. Being willing to trust, we can also open up our weaknesses, which is the first step toward entering a complementary phase. Mutual complementation leads to better or stronger leadership (according to the principal's expression). It has also been found that through shared leadership, motivation is more effective when self-determination is given to teachers and the majority of participants in the school. The fact that if you are better motivated, you are more likely to be an active and active learner is also linked to the change in the educational perspectives covered in the first chapter.

5.3 The Current Educational Leadership Practices

This chapter covers the educational leadership method currently being practiced by principals in preparation for the future discovered by the researcher. The three principals shared practical examples based on their careers. Practical examples provide a high possibility for the principals of the readers of this study to put it into practice.

5.3.1 Guarantee of basic well-being conditions

Principal 3 emphasizes that striving to ensure the basic well-being conditions as much as possible is the leadership style that he is currently doing in preparation for the future. Here, the basic well-being conditions are sufficient sleep, a healthy diet, and enough physical activity. He also claims that the principal cannot guarantee all of these well-being conditions, but at least the principal needs to help everyone find their own well-being.

“World is changing fast but I think the core things are the same that we are a human being and we have to take care of holistic or overall wellbeing of our pupils and teachers. I think

that's something that leads to good results. Wellbeing means very fundamental things that sleep enough, and have a healthy breakfast and lunch, and have enough physical activity. Just basic things it's always good to have them." (P3)

Although the world is changing rapidly, the core content of human beings will be the same in the future, so principal 3 introduces that focusing on the well-being of students and teachers from a more holistic perspective is his educational leadership method. The well-being conditions he describes include not only students but also teachers and principal himself. The researcher has confirmed that the educational leadership method of preparing for the future is not a brand new thing that we had never thought of, but rather an emphasis on the basic parts that we are already familiar with.

5.3.2 Encourage cooperation

The importance of cooperation can be appreciated because everyone is aware of it, but specific examples of how to cooperate can easily interest readers. Principal 1 shared two leadership styles that encourage teacher collaboration.

"Okay, our students, the new generation, they are coming now. They have already been working more and more together cooperatively. So teachers also need to do cooperation and work together so they can lead students in that way. I encourage faculty are working more in a team way. For example, when we have the faculty meetings, then I am not only up here and saying, we do this and that. But instead, I say, Okay, let's make groups of four and then discuss this thing and then we figure out together what to do. So to make also teachers to practice the same things that the students are supposed to do. So that helps the whole school to find the way forward to the future." (P1)

The first example introduced by principal 1 is to organize the teachers' meetings into groups. The principal of the school does not deliver the instructions alone during the plenary session, but rather, the teachers work together in groups to discuss school issues. And teachers decide how to solve it together. Cooperation is a learning method that is usually encouraged by students, but it is also applied to teachers so that teachers can experience cooperation. The second example is introduced in the next answer.

"If one teacher wants to go a lecture, research presentation, schooling, exhibition or something like a seminar, then I tried to send two teachers, not one, because then they are going there together, talk together, discuss there, so it sticks better with them. It makes them more brave to talk about what they've heard and learned and they can immediately find 'Okay, this could work in our school, let's try this one together' such as during break time and it's easier to bring it for the school faculty, and for teachers." (P1)

In this example, the researcher can see that teachers are encouraged to collaborate by sending them in pairs when they engage in activities outside the school. According to the explanation of participant 1, if two or more teachers go to an outside lecture or exhibition, they can share their opinions right there. After that, the idea of how to apply it to the school is also likely to arrive right at school.

5.3.3 Tolerance for attempts and challenges

In chapter 1.2.3, the researcher confirmed the high degree of autonomy given to teachers and school participants based on trust. Finnish teachers can autonomously decide and practice what they want to try educationally. Principal 1 stressed that leaders should be tolerant of the attempts and challenges of teachers and students.

“So we can try a small experiment and if we make mistakes, it's not the end of the world. Let me say, for example, in home-economics, the teacher decides with students that the next four times lessons will be kept outside, we just go to the forest and will try to find all the food and ingredients from the forest. But then it happens that starts snowing so couldn't go with plans but it's okay. That was our try and we figured out. We get to know that next time we have to do it already in August, not in October. So, I let them to be able to make experiments and even though there would be mistakes, let them to feel that it's not the end of the world too. I tell them 'now we have done this we have learned it and now we go on.' (P1)

There were attempts and challenges, and there were failures. However, Principal 1 did not blame them for the failure or scold. Rather, it encouraged them that even if the results of the experiments failed, it was not the end of the world. If you have tried it, experienced it, and learned from it, the principal cheers you up to now move forward towards the future. In preparation for the future, the current leadership method of the principal 1 in her school is understood as a warm tolerance for attempts and challenges.

5.4 Obstacles on the road to the future

The researchers have looked at the expected future of education, the expected future of educational leadership, and the current way of educational leadership

to prepare for the future. Does the future look rosy? But, of course, there are obstacles on the road to the future. In an interview with the principals in Finland, the researcher determined that they were largely confident in their plans for the future. However, they carefully mentioned some of the obstacles we need to pay attention to. The obstacles the researchers found were summarized in three ways following.

5.4.1 Many demands for teachers

The first is that there are too many demands from parents, principals, and even teachers themselves. Principal 3 explains that teachers are now burdened more than ever.

"There is more and more pressure for the teacher. It's too hard to be a teacher. It's too demanding. You know parents are waiting for something and it also comes from your principal to push you too much. I think many teachers in Finland try to do their jobs very well, and maybe some teachers even have too high bar themselves. Teachers have to manage everything. You have 20 pupils there and you have to give all the chances to everybody and if you try to save everybody and do everything then It might be for some teachers too much burden. It's something we have to speak about and to avoid too much burden to teachers." (P3)

Principal 3 repeatedly highlighted that Finnish teachers are stressed because they receive many demands from outside and themselves as well. The more the burden is placed on teachers, the more difficult it is for them to be motivated, and this is a stumbling block to our path to a brighter future. Sometimes, in the educational environment, the principals and teachers are classified into different interest groups, and they can see a conflict with each other. However, principal 3 fully understands the teacher's situation and supports them on the same side. It was judged that the future of education would be positive only when teachers' erroneous matters were resolved.

5.4.2 Lack of education and training for principals

In response to the researcher's question as to what part of Finland's educational leadership would be a negative factor in order to grow in the future, the Principal in Finland noted the lack of education and training for the principal. According

to principal 1's explanation, the lack of education and training for the principal is divided into two characteristics. The first is that more education is needed for general teachers to regard the principal as an attractive place. Principal 1 shared his fellow teachers' thoughts about the position of principal.

"So, what I have seen in some of my colleagues is that they are not so interested to build up themselves as a principle. It means that they are more teacher orientate. They like more to work as a teacher, not as a principal. They consider the principal position just for a short time one, so they are not interested in studying more to be a principal." (P1)

These answers suggest that Finnish teachers do not have a great desire for the position of principal. Finland needs to research more about principal education and promote the position of principal to many teachers. School principal 1 said studies are needed on 'how can I develop a mindset to become a principal' for example.

The second is the lack of practical training for school principals. School president 1 says he also received compulsory training on law and economy that he should know as a leader before becoming a school principal, but that is insufficient. She argued that it is necessary to educate more about what the principal needs to do, such as how the school operates as a whole, how to work with students and teachers in a small society called a school, and how the principal affects the school. If higher quality principal leadership education is not developed and strengthened, it will slow down the road to the future.

5.4.3 Lack of time to prepare for change

Lack of time to prepare for change also slows the road to the future. Principal 2 said he was dissatisfied with the large number of projects coming from the local education office. He also pointed out that the training time of teachers related to the new project is rather short. He said that before the next change came, there was too little time to understand and change it.

"Changes are too big and too fast. There is no time for school to figure out how to make it work in practice before the next changes coming. As a leader, we also do not have enough time to prepare these changes. There are too many projects coming from the municipality. For example, ICT project needs lots of training for teachers and lots of time spent in the classroom trying to teach students too. It's a new thing that takes a lot of time and we lack time for basic education and skills even. When we started the project and started to learn and got used to it in a couple of years and found something nice thing but now this is the time to end the project. So this nature of project cause problems." (P2)

The researcher discussed in 1.1.2 that the importance of basic education will be emphasized in the future. Principal 2 considered the lack of time as an obstacle to the future because he had to carry out new projects at the same time while putting importance on basic education.

5.5 Preparation for the future

This study focuses on future educational leadership. In this chapter, the inquirer can discover how to prepare for the future at the individual level of the leader and at the environmental level.

5.5.1 Personal dimension as leader

Wellbeing and Time management

Principals chose well-being and time management as their own concerns for the future. As a principal, it was important to ensure the well-being of teachers and students, but as well as the well-being of the principal himself.

"I tried to keep myself in a good state. Tried to feed myself properly and try to keep my condition up." (P1) "I tried to take care of my own wellbeing" (P3)

The principals say that keeping your health in good condition to fulfill your responsibilities as a leader is a way to a sustainable future. Time management was also considered for a sustainable future. Principals had to manage their time well so that they could keep their well-being under a heavy workload. It is said that time management is essential to ensure well-being conditions so that individuals do not burn out while performing well as the principal.

Keeping curiosity

In the classroom, teachers try to inspire children's curiosity to lead them to active learners. Finnish principals are also convinced that they must continue to be curious as learners who continue to learn and that this is a preparation for the future. School principal 1 shared a way to keep herself curious.

"I love to learn new things and so I keep on following up the news, so I grasp basically what's happening. And when I go to school, I asked my faculty members about the news. After they have time to read and understand it, I keep on asking them and make a discussion. It makes me have an interest in their thoughts or knowledge they have. Teachers, school assistants, and nurse as well everyone can participate so we follow up the newest thing altogether." (P1)

Collect opinions from various fields

The gathering of opinions from various fields presented by the school principal 1 encompasses not only the school but also the outside of the school. She says that we should listen to the voices of teachers, students, and the stakeholders of the school, as well as a group of experts who are concerned with the various issues the school is dealing with. This idea comes from the experience that participant 1 experienced in 2018 as the school was built as a new school building with a future-oriented future. Recently, there have been many attempts to open space in the Finnish education trend. In the course of running integrated subjects such as phenomenon-based learning, it was a kind of fashion to make the physical environment into a 'wall-less classroom'. In addition to the auditorium, the newly built schools created large and spacious classrooms, and the existing schools broke the walls and combined the classrooms. Principal 1 stated what problems were found in this process and why opinions from various fields should be gathered.

"Recently, there was an idea that everywhere needs big and open spaces and big groups of pupils working together with several teachers. That was a nice idea but when we learn more about the open space environment, we realized that it's not suitable for everyone even though it seems like a very good thing. It might be suitable for senior high school since those high school students are eager to do their studies. But when we are bringing this open space to the complementary school level, here are different kinds of children. Ones are eager to study and ones have lost their motivation for learning. They start running around and bullying in open space. As a principal, I have listened to the feedback from teachers and students so far. We also need to listen, architects, experts who are doing studies about how to make one big space keeping less echoing and light designer or

something else. So, what I mean is that we, educational leaders have to be wise enough to listen to expert's opinions from different fields." (P1)

In the future, there is a high possibility that more diverse occupation groups will be connected to solve the problem. If leaders gather opinions from a variety of fields, they can expect to be able to make smarter decisions. To prepare for the future, the leader knew that she would need to listen more actively.

5.5.2 Environmental dimension

Provision of resources

First, the number of high-quality teachers should be sufficiently prepared. In 1.4.1, the researcher pointed out the problem of teachers getting tired from excessive stress. Naturally, teachers are an essential human resource for the school. If they aren't motivated and aren't attracted to their job as a teacher, preparation for the future can be disrupted. Principal 3 emphasized that the number of "motivated" teachers should be sufficient, not just the number of qualified teachers. The principal said that the motivated teacher based on the given autonomy would serve as the subject of an active school member. Principal 2 noted that more students are targeted for special education than ever before and that more teachers are needed to deal with the situation more professionally when these children are enrolled in general classes. When the number of qualified and motivated teachers is in school, we can expect to be better prepared for the future.

The next resource is hardware. ICT is especially emphasized as a global trend in education these days. Therefore, participant 2 argued that there should be a sufficient number of digital devices available to students equally in school. He also mentioned that not only the number of devices but also the environment in which the devices are used must be supported.

Arrangement of team working structure

Principal 1 said how to prepare a team working structure is an important key to preparing for the future. For example, a child who shows great talent in science wants to become a scientist. It is easy to expect most scientists to study alone, but in fact, the best results come out when sharing, discussing, and communicating questions with people who study science with similar thoughts. Furthermore, synergy can be achieved by working with teams from various fields, including scientists as well as those who need to understand and deliver science to the public, and those who want to protect the environment by connecting with science. School principal 1 underlined the importance of creating a structure for students to learn and work as a team to expect such results in the future. It was judged that experiencing and getting used to team walking within this structure would be the foundation for fostering cooperation, not competition.

Family as a source of basic support

School principals 3 cited basic support that should be provided by families, not schools, as preparations for the future. The researcher looked at 1.3.1 for guarantees of basic well-being conditions. The school was committed to ensuring that all students and teachers had basic well-being conditions such as adequate sleep, a healthy diet, and sufficient physical activity. However, these well-being conditions cannot be met only by schools, says school principals 3. The researcher found that as a basic source of support, the family must be a solid support to prepare for a stable future.

"We have to emphasize that to take care of everybody is a goal for the family at home. If they guarantee everything is fine at home, then it's so much easier when pupils come to school. When the background is okay for them." (P3)

From the words of Principal 3, the researcher found that family support is essential to properly prepare for the future.

6 DISCUSSION

Based on the above research findings, several key points will be discussed. The first research question was 'What kind of leadership practices do Finnish school principals use to the school to prepare future education?' When the researcher set up this research question for the first time, it expected that Finnish school principals would have something new and special educational leadership to prepare for the future, and the researcher was curious about the answer. But impressively, most of the answers were familiar. The most frequently mentioned and emphasized answer was 'back to the basics'.

Back to the basics

The conclusion to back to the basics involves two things. The first is the guarantee of well-being conditions. Finnish principals have determined that the school's efforts to ensure the well-being of its students, teachers, and principals are a preparation for the future. Sufficient sleep, a healthy diet, and sufficient physical activity were provided to school members, which was the way Finnish schools prepared for the future.

In fact, the guarantee of well-being conditions was quite a small part of the literature review the inquire explored. Finnish educator Saarivirta and Kummulainen (2016) mentioned that well-being should be guaranteed to all school members in a future learning environment. The researcher, however, couldn't find enough other than that. Perhaps people have taken this part for granted and have not felt much of a need to emphasize it. However, as confirmed by the Finnish way by Sahlberg (2013), Finland traditionally viewed education from a holistic perspective. So, from a holistic point of view, Finnish principals judged that ensuring well-being conditions was the most basic and most robust way to prepare for the future.

The second is that we have to stick to basic competencies. The researcher has found that Finland has introduced phenomenon-based learning in its new

national core curriculum (EDUFI, 2014) and that these learning methods can become one of the forms of education in the future. Rather, the principals in Finland argued that basic competencies such as reading, writing, and mathematics should be emphasized. In the literature review of this study, few materials specifically emphasized this part.

Tolerance with trust and autonomy

The leadership that Finnish principals are implementing for the future was tolerant of attempts and challenges. From the contingency theory explored in the literature review, the researcher found that there is no single best way to prepare for the future (Burns and Stalker, 1961; Donaldson, 2001; Yukl, 2010). The view of the Finnish principal is consistent with this contingency theory. Finnish school principals did not consider there to be one best way, but school members were constantly trying and challenging so that various methods could be derived. As a principal, it was one of the practices of leadership to prepare for the future that encouraged teachers and students to try and challenge and be willing to tolerate mistakes or failures that could follow.

The environment in which a teacher or student can try or challenge begins with the wide autonomy given to them. The autonomy seen in Finnish educational features was also confirmed in the Finnish way (Sahlberg, 2015). He noted that Finnish teachers are free to organize their curriculum based on autonomy. Besides, as the first characteristic of Finnish educational leadership in the literature review, the researcher covered autonomy. In Finnish education, the history of autonomy was long (Aho et al., 2006, Saarivirta and Kumpulainen, 2016, Pulkkinen et al, 2015, Alava et al., 2012). Also, the level of autonomy was given from the central to the local government, from the local government to the individual principal, and from the individual principal to the teacher (Halinen, 2014).

Autonomy comes from the trust that the principal believes in the integrity and competence of school members. In the Finnish way, Sahlberg (2015) sees that Finland has traditionally built an educational perspective based on trust. Also, as

a characteristic of Finnish education leadership in the literature review, the researcher looked at the process of forming 'trust' mentioned by Pulkkinen et al. (2015).

Some principals may be willing to say that it is difficult to have tolerance. They say it's not easy to believe whether the members are sincere or capable. The following comments from the Finnish principals may be useful for leaders who think that way. "If you don't give anything, you won't get anything." (Pulkkinen et al., 2015, p. 40)

It wasn't a very new way to say that the Finnish principal was to cheer and tolerate student and teacher attempts and challenges as a way to prepare for the future. This has been emphasized in Finnish education and educational leadership from the past to the present. But they chose it again as a way to prepare for the future.

Preparation of teamwork structure

According to the WEF report (2020), the way schools prepare for the future was that schools should exist as a place where students can build their ability to interact and learn how to work together. Also, Saarivirta and Kumpulainen, (2016) also emphasized that in the future, there should be an environment for learning together at school. The findings of the Finnish school principals revealed that the way of educational leadership for the future is exactly the same as stated in the WEF report (2020) and Saarivirta and Kumpulainen (2016). Finnish principals emphasized the need to more actively build a structure of teamwork as a way to prepare for the future. In order to prepare for the future, Finland's principals noted that they are not satisfied with the current level and that they should seek cooperation across a wider range.

Cooperation has been one of the key keywords of education in Finland. However, in this study, Finnish school principals pointed out that this concept could be expanded to prepare for the future by providing a teamwork structure that not only cooperates in schools but also cooperates widely with other fields.

Shared leadership

The second research question of this study is 'How do Finnish school principals describe the future of educational leadership?'. The answer to this question was compressed into 'shared leadership'. The educational leadership of the future described by the principals in Finland was of three types of leadership: dual leadership, teacher leadership, and participative leadership. These three leaderships differ only in the extent to which leadership is distributed, and all can be integrated into shared leadership.

The researcher explored educational leadership earlier in the literature review. There, it was confirmed that the future direction of educational leadership was shared leadership. The OECD report (2008) noted that school leadership should be distributed to prepare for higher levels of school leadership. Plessis (2013) also emphasized that pedagogical leadership no longer applies to principals, but develops within the concepts shared by principals and teachers. In contingency theory, Burns and Stalker (1961) noted that when an organization changed from a mechanical structure to a future-oriented organic structure, members of the organization shared responsibility. Therefore, the future educational leadership expected by the principals in Finland, which we learned from the research results, was shared leadership, which was consistent with the literature review.

7 ETHICAL CONSIDERATION AND CREDIBILITY

In this study, researchers tried to consider ethical issues at all stages (Creswell, 2008). In particular, in the process of data collection and analysis, efforts were made to protect the information, rights, and identities of participants. Participants were informed in advance of the research objectives, research topics, and interview questions and agreed to participate in the interview. Participants were able to decide autonomously whether or not to participate in the study and to change the decision at any time if necessary. Participants acknowledged and agreed in advance that the interview was voice-recorded, and that some of the findings could be presented or published. The confidentiality of the interviews was guaranteed (Orb, Eisenhauer, and Wynaden, 2000) The researchers were also cautious about handling information from participants. Information that could expose participants' privacy, such as participant's name and school name, was not exposed by using initials during data collection and analysis. Data was used only on the researcher's personal computer, and access to outsiders was not possible, since the password was always active. The interview date, place, and time were designed to fully accept the participants' opinions so that the participants did not feel uncomfortable such as cost incurred. During the interview, the researcher interacted with sincerity and maintained a true and equal relationship with the participants.

The researcher considered various aspects to increase the credibility of the research. According to Tracy (2010), the credibility of the study should involve thick description, triangulation, and multivocality. The thick explanation required specific meaning and concrete detail. In this study, due to the nature of qualitative research, a large amount of text had to be analyzed, and the meaning and details of the text were faithfully described in the research results. Triangulation involves the collection of various types of data, various research methods, participation of multiple researchers, and the use of multiple theoretical frameworks to increase research reliability. In this study, a single type of

data was collected, and research was conducted by the researcher alone, but triangulation was realized by utilizing various theoretical frameworks. Multivocality means that various voices must be included in the analysis of data. The various voices described in multivocality are culturally conscious. Multivocality was the focus of this study because participants and researchers had different cultural backgrounds.

In this study, participants were limited to principals from the Finnish comprehensive school. Therefore, it cannot be generalized as a comprehensive study of Finnish educational leadership, as it was not possible to include opinions of educational leaders from Finnish high schools and universities. In addition, since the opinions of the members affected by leadership are also important in leadership, in the future research, if the teachers, students, and administrative staff can participate in the research as subjects that are influenced by leadership, it will be more reliable. This study is a qualitative study, and has a unique limitation that the research sample is limited. In future studies, the limitation can be secured by taking a partially combined approach of quantitative research.

8 CONCLUSION

This study is meaningful to consider the future educational leadership from the perspective of the Finnish principals. Finnish principals have chosen shared leadership as their future educational leadership. They emphasized that one leader is not enough anymore, and that it is necessary to share leadership more broadly with teachers and students. This shared leadership coincided with the future-oriented direction of educational leadership and organizational theory.

The principal practices of the educational leadership currently being implemented by the Finnish principal for the future have been found to ensure well-being conditions, strengthen basic competencies, tolerate trials and challenges, and create a teamwork structure to experience cooperation. In fact, education leadership for the future of Finnish principals was nothing new. Most have been an important part of Finnish education from the past to the present. However, the importance of it was emphasized more, or the scope of influence was broadened more widely than the existing scope. Finnish principals' practices of future-oriented educational leadership did not exactly match the literature survey. Rather, this represents the uniqueness of Finnish educational leadership. This is because the educational leadership practices prepared for the future chosen by the Finnish principal was not the emergence of new things, but was basically the point that firmly established the essence that education should naturally take for granted.

People may have had the obsession to try and create something new that has never been tried before when discussing future education. However, through this study, Finnish educational leaders concluded that preparing for the future is a more solid preparation for the fundamentals that education should originally pursue.

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APPENDICES

Appendix 1 Interview questions

1. What kind of leadership practices do Finnish school principals use to the school to prepare future education?
2. How do Finnish principals describe the future of educational leadership?
 - 1) What is your view about the future in education? What kind of challenges and changes do you expect?
 - 2) What feature of Finnish educational leadership would work in a positive way for the future education environment?
 - 3) What feature of Finnish educational leadership would work in a negative way for the future education environment?
 - 4) How do you prepare yourself for the future?
 - 5) How do you describe the future of educational leadership?