JYVÄSKYLÄN YLIOPISTO

Seppo Pulkkinen, Pekka Kanervio, Mika Risku (eds.)

MORE TRUST, LESS CONTROL – LESS WORK?

Culture of Trust as a Basis of Educational Leadership and School Improvement

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UNIVERSITY OF JYVÄSKYLÄ

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ABSTRACT

This publication includes the full paper presentations presented in the
European Network for Improving Research and Development in Educational
Leadership and Management (ENIRDELM) 2014 conference. ENIRDELM 2014
is a conference for school leaders, educational administrators, trainers,
researchers and consultants from across Europe and beyond, who share an
interest in educational leadership and management. The annual conference was
organized by the University of Helsinki, City of Vantaa, and the Institute of
Educational Leadership in the University of Jyväskylä.
The theme of the conference in 2014 was More Trust, less Control – less Work?
Culture of Trust as a Basis of Educational Leadership and School Improvement.

Keywords: leadership, trust, control, school improvement

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FOREWORD

My first experience in ENIRDELM was twenty years ago in 1994 in Majvik here in Finland. The conference was chaired by Kauko Hämäläinen and it was the third one in the network´s history. The first one was held in Sanner, Norway chaired by Christen Jordet and the second one in Katowice, Poland chaired by Danuta Elsner. These three friends were with us in the 1994 conference.

The atmosphere and attitudes I met in the ENIRDEM-conference was something special. It gave me the feeling that this is where I can meet with professors and other professionals whose ideas are really worth listening to. During all these years I have enjoyed the exceptional kindness, warmness and real friendship between the members. This is the second time that I have the honorable task to serve this fine network as the chairperson.

Ten years ago in 2004 the conference was held in Helsinki. I remember opening the conference with the words "I hope that this conference will widen our views in the topics that the conference is devoted to. We should approach one another as partners who are able to look at the task that unites us from many various angles. Mutual understanding is based on trust and confidence. It grows stronger when we get acquainted with the other person and her or his reality. This professional network is the best possible ground for increasing this understanding."

I am a little worried about myself. Why do I want to repeat that part of my speech in 2004 after ten years? The reason is because I think that the feeling of trust and confidence is vitally important also today. I´m sure that we are capable and willing also this year to reach the same atmosphere which gives us a reason to come together year after year and learn from each other – for the better education to our children in our own countries.

We made together a good professional conference! I hope you enjoy the results while reading this book.

In Vantaa 31.3.2015
Jukka Ahonen
Chairperson of the ENIRDELM Board in 2014

FIGURE

TABLE

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1   INTRODUCTION

The history of ENIRDELM goes back to the year 1991, this being the 23rd
conference. Each year the ENIRDELM conference has had excellent key note
speakers from the host country and abroad. In addition, from the very
beginning one core element of the ENIRDELM conference has been to give a
forum for practitioners and researchers to present their ideas on the field of
education. Probably the ENIRDELM conference has quite often been and will
be a stepping stone for practitioners / researchers to present their ideas and a
good opportunity to get feedback from fellow practitioners and researchers.
The ENIRDELM 2014 continued this tradition and one day of the conference
was reserved merely for presentations. More information concerning
ENIRDELM conferences is available at https://enirdelm2014.wordpress. com/ .

The presenters are also given an opportunity to publish their papers in the
ENIRDELM -publication. The 2014 one is published in the series of Publications
by University of Jyväskylä, Finland. The publication is two-folded. Some papers
followed the double-blind-referee system. The writers were reviewed by two
referees who did not know the writers. Neither knew the writers the referees
nor the referees each other. The other papers were evaluated by the editorial
board evaluation. The used process is mentioned at the beginning of each article.

The main theme of the symposium, More trust – less control – less work?,
can be seen throughout the articles. The first articles focus on the theme
whether trust is possible. These articles are critical of modern education. The
theme connecting the next articles is professionalism. This section ends with an
article raising the question about the ownership of school. The last articles focus
on leadership strategies. They emphasize the significance of leadership and
pedagogical solutions. At the end of the book one can find brief bios of the
writers.

2 CAN WE TRUST MAINSTREAM EDUCATION TO PREPARE US FOR A SUSTAINABLE FUTURE?

David Oldroyd, Educational Consultant, Poland

You cannot escape the responsibility of tomorrow by evading it today. Abraham Lincoln

All that stands in the way of saving the planet is a combination of ignorance, prejudice and vested interests. What could go wrong? Paul Krugman

ABSTRACT

This paper is in the form of an essay reflecting on a fundamental issue of trust that we now face both in education and in the world at large – our ability to prepare for a sustainable future. The essay is structured around the workshop held at the 2014 ENIRDELM conference in Vantaa. The workshop used the metaphor Spaceship Earth to illustrate the central 'wicked problem' facing our globalised world – exponentially expanding human impact on a finite planet. The central argument is that mainstream education systems are sandwiched between the macro-systems that control them and the 'consumers' whom they serve. Both sides of the sandwich currently 'disavow' the wicked problems and seem content with pursuing business-as-usual despite the numerous planetary threats to a sustainable future. Most of these threats arise from the clash of the 'Machine World' with the 'Natural World'. Barriers to trust in macro-systems (economic, political, social, cultural), educational systems and in individual people are discussed, along with the widespread ignorance of the implications of exponential growth of human impact on the planet. An outline of a vision that education systems might promote to ensure a sustainable future is offered, in addition to which the continuing efforts within ENIRDELM are analysed. Finally, readers are invited to join, or at least examine, ENIRDELM's Community Action for Spaceship Earth initiative now accessible through the dedicated website www.case4all.info. The essay is minimally referenced due to the fact that the website contains a rich catalogue of resources, including the Vantaa workshop presentation, that underpin its content.

Key words: sustainable future; Spaceship Earth; 'Machine World'; wicked problems; exponential human impact; disavowal.

2.1   Introduction

This paper arises from the heart as well as the head of an old man who has been with ENIRDELM since its foundation 23 years ago. Graduating in 1961 with a degree in geography, I have also for over fifty years been a close follower of the relationship between humans and their environment. Since 1997 I have with ENIRDELM friends started initiatives to orient educational leadership to what I see as 'the ultimate question' of our times (Oldroyd, 2007) – can we trust in a sustainable future for sentient life on our planet? The zeitgeist of our times is loss of trust in systems, leadership and even ourselves. Many people feel disempowered with no real sense of agency and alienated from the macro-systems in which our lives are lived: both human (political, economic, social and cultural) and natural systems. This paper expresses my lack of trust in mainstream education to prepare us adequately to ensure a sustainable future.

2.2   Context

In June 2012 as part of the Club of Reykjavik initiative we organised a symposium to debate the challenging question "Is a Sustainable Future Science Fiction?" The optimists won the debate. They wanted to believe that all will be well, that human ingenuity and technological prowess will find answers to the 'wicked' problems that have arisen in what is now called the Anthropocene Era. Since WWII, human economic, financial, political, social, cultural activity (the technosphere) has become the major force shaping the earth's natural spheres (atmo-, hydro-, cryo-, geo-) that support life (the biosphere). The term memosphere (including cyberspace) can be used to represent the globalised 'layer' of ideas and information that feed cultures. These 'memes' and stories of our times grow amazingly rapidly at an exponential rate and now span the globe. Moore's Law about the growth of computing power demonstrates its incredible capacity to spread even faster than most other human-made impacts on the finite planet. Education, of course, is but one key contributor to how the memosphere spreads the stories of our time – knowledge, skills and beliefs. Nevertheless, education's role is to dispel the ignorance to which Krugman refers in the ironic quotation above.

Education systems can be seen, in a biological metaphor, as the 'adaptive tissue' of the memosphere that disseminates knowledge, skills and values about all the other 'spheres' and helps to form the web of ideas and 'stories' that create the way people see the world. Just like the cultural and technical macrosystems that the education system serves, mainstream education has become maladaptive for future survival. This is because it fails to deal adequately with the ultimate question of our times - the fundamental contradiction between the

dynamic of exponentially growing human systems and the finite limits of our planetary home's global ecosystem.

2.3 Why "Spaceship Earth" as a guiding metaphor?

These 'big ideas' and their terminology are not easy to grasp. A simplifying metaphor comes in useful: "Spaceship Earth" on which humans are the "passengers" who are behaving in a self-destructive way. Inspired by Boulding (1966) I first used the metaphor as the basis of a team-taught inter-disciplinary integrated humanities unit in an English secondary school in the mid-70s. Here is what Boulding wrote:

> I am tempted to call the open economy the "cowboy economy", the cowboy being symbolic of the illimitable plains and also associated with reckless, exploitative, romantic, and violent behaviour, which is characteristic of open societies. The closed economy of the future might similarly be called the "spaceman" economy, in which the earth has become a single spaceship, without unlimited reservoirs of anything, either for extraction or for pollution, and in which, therefore, man must find his place in a cyclical ecological system which is capable of continuous reproduction of material form even though it cannot escape having inputs of energy. (Boulding, 1966)

Reckless cowboy behaviour based on the obvious fallacy that limitless growth is possible in a finite space, has been running faster and faster. The global economy is driven by nations and corporations competing to outpace their competitors. The pursuit of ever-increasing GDP, capital accumulation and shareholder profits had produced great material benefits for consumers but now overshoots the capacity of the earth to sustain this exponential drive. I was born in 1940 at the worst of times when the world was still at war. Thus far I have enjoyed possibly the best of times growing up in a post-war welfare state and enjoying unbroken material sufficiency, a rich education, health care and freedom from violence while witnessing the amazing advances of science and technology. I want the same good fortune for my offspring's generation and their offspring, in their time as passengers on Spaceship Earth.

2.4 Two 'worlds' on a crash course on Spaceship Earth

The Natural World has evolved since planet earth was formed over 4.5 billion years ago. Starting in the oceans, the biosphere has developed for over 3.5 billion years based on natural laws that result in change within a process of self-regulating balance. In the blink of an eye in terms of geological time, the recently evolved species tool-making Homo Sapiens through cultural evolution creat-

ed the 'Machine World'. The invention of technology enhanced by the use of fossil energy has led to exponential growth and impact of many features of human activity that has now resulted in 'overshoot' of these activities of Spaceship Earth's 'carrying capacity'. Put simply – the Earth is full (Gilding, 2011)

The reason for this excessive impact of the Machine World on the Natural World that sustains it is clearly expressed in Ehrlich's formula: Impact = Population x Affluence x Technology (I = P x A x T). The three factors in the equation underlie many threats to a sustainable future for the human passengers and many other forms of sentient life on Spaceship Earth. Here is a daunting list of those threats:

1. Climate disruption & sea level rise
2. Pollution of air, water and land
3. Depletion - fossil energy and minerals
4. Depletion - fisheries, forests, soils, water
5. Biodiversity and ecosystem losses (the planet's 6th Great Extinction.)
6. Global debt-based financial system collapse
7. Increasing inequality in wealth & poverty (recently represented as the 1% and the 99%)
8. Illegal migration & criminal global trafficking
9. Regional ethnic, resource & religious conflicts
10. Nuclear weapon proliferation & terrorism
11. Urbanization & mega-cities (31 over 10 million population)
12. Global epidemics of disease
13. Cyber-warfare and internet fragility

Abraham Lincoln's admonition that 'you cannot escape the responsibility of tomorrow by evading it today' was made in times when humans had much less power to modify our global planetary systems. The catalogue of threats to the passengers of Spaceship Earth was much smaller in the nineteenth century. The collision of the Machine World with Nature has now reached a point of intensity on so many fronts that our systems of education must surely place centre-stage the task of understanding and acting upon this twenty-first century reality.

2.5 Wicked problems

Recently the term 'wicked problems' has come into use to describe many of the above threats. Such problems occur when:

- The time is running out for their solution;
- A short-term cultural mind-set means that the impact on the future is not taken fully into account;

- There is no central authority to direct proposed solutions;
- Those who are trying to solve the problems are also those who are causing them.

These four criteria apply to just about all the threats listed. For example, an expanding culture of debt-fuelled economic growth and consumption are leading to financial and climate instability, energy insecurity, population growth, disparity of wealth and illegal immigration. When wicked problems are on a global scale, a global alliance between nations is needed to deal with them. As the spread of carbon emissions, the ebola epidemic and the rise of Islamic State terror in 2014 illustrate, such global alliances are highly problematic given the force of national self-interest built into most systems of governing. Meeting the challenge of educating our young about these emerging crises has itself become a wicked problem.

2.6 Systemic barriers to trust

Dictionary definitions of trust relate to 'the obligation or responsibility imposed on a person in whom confidence or authority is placed; confident expectation of something; to place reliance upon'. One can trust in people or structures. Ten millennia of competing imperial powers have led us to the present situation of around 200 nation states, still dominated by inward-looking competitive (one might say tribal) 'I and we first' values with existing and emergent superpowers struggling for ideological influence, resources and wealth. Attempts to promote world peace and supra-national controls, such as the creation of the UNO after WWII or the WTO, IMF, World Bank, etc. have all been subject to blockage by the self-interest of the most powerful nations.

Human agency is often incapable of changing macro-systems and there is widespread mistrust of those who exercise power through public and private sector leadership, even in well-established democratic open societies. Corporations stand accused of a pathological drive for profit and power and 'creative destruction' of those who stand in their way. Politicians and their non-elected officials are held in low esteem for their corruptibility. Many see the self-interest of those with political power as outweighing their desire to serve the well-being of those whom they lead and of the natural systems that support all human systems. The structures in which they operate seem less and less to be relied upon to deal with the wicked problems outlined above.

It is much easier to imagine trust for a teacher or a school leader than it is to trust something as elusive as 'mainstream education'. Mainstream education represents the formal, usually compulsory, education system created by a nation state to induct the next generation into society. This system is a sub-system of the overarching economic, political and social systems that constitute 'The Machine World'. Mainstream education everywhere has primarily promoted

loyalty to the state, what Bottery (2015) calls the Cultural Heritage and GNP codes. It has also been a powerful tool for socialising the young into ideologies, religious or otherwise, illustrated by the examples of the Muslim world's madrassahs or Poland's pro-Catholic state schools that modified their pro-Communist values following the demise of the USSR in the1990s.

Even the integrity of science is put into doubt. Contentious debate about the uncertain effects of human activity on the earth's climate has been running for a very long time but some still challenge the veracity and the motives of the UN-sponsored succession of IPCC reports that have become progressively alarming as the newly developing economies grow exponentially.

2.7 Education system barriers to trust

For several years many in our ENIRDELM network has mounted a concerted critique of what Sahlberg (2013) terms the Global Educational Reform Movement (GERM). It has infected educational systems with policies imposed by politicians that have reduced the trust of the public at large in the ability of educational professionals to provide an education that will serve national economic performance in the globalised free-market competition to raise GDP. It promoted new public management and introduced management and accountability approaches from the competitive business world. These were readily supported by national governments and supra-national organisations such as the OECD which introduced league tables for comparing narrowly defined national educational performance measurements.

Mistrust of professional educators by politicians has been reciprocated. Many ENIRDELM papers have regretted the reductionist focus on standardised testing of results in a small number of subjects and the narrowing of educational aims to what Bottery (2015) calls the GNP code at the expense of other codes: cultural transmission; child-centredness; social reconstruction; and sustainability upon which the ENIRDELM survey of the values of school leaders was based (Bottery, Oldroyd & Wright 2009).

To what extent does mainstream education, particularly at secondary and tertiary levels place a main emphasis of these ultimate realities facing our planet and our species? Any education system is a sub-system that serves ideologies & purposes ('stories') of the 'macro-systems' (economic, social, political and cultural) of any given nation. Rather than focusing on existential threats to our planet arising from 'business-as-usual', current education systems variously serve to promote:

- Neo-liberal economic theory
- Corporate & consumerist interests
- New Public Management accountability
- Faith indoctrination

- National competition
- Patriotism

Mainstream education emphasises:

- Economic growth more than the 'sustainability' of human societies within nature
- Producing consumers and workers more than the advancing the well-being of citizens
- Fragmented subject learning more than 'big picture' thinking
- Standardisation of learning and assessment above creativity and compassion
- Competition more than cooperation
- Knowledge of the past more than of future trends (Jonasson, 2011)
- Material more than social sciences

Overloaded teachers and educational leaders have less and less time and freedom themselves to be creative in promoting inter-disciplinary future-oriented learning in times of exponential growth of human impact on Spaceship Earth. Indeed, one commentator (Bartlett, 1996) offered the opinion that the greatest failing of mainstream education was not to teach the meaning of exponential growth. The expansion of human population, now 7.4 billion continues at 1.1% per annum; the global economy at 3.2%; the Chinese economy at 8%; the related resource depletion, debt and capital accumulation at similar rates; and, of course, rates of environmental pollution, not least greenhouse gas emissions that are growing at 2.2%. The table 1 summarises the doubling time of these growth rates.

Table 1   The doubling time of the growth rates

Human impact	Annual growth rate	Doubling time
Global population	1.1%	67 years
Global economy (GDP)	3.2%	22 years
Greenhouse gas emissions	2.2%	32 years
Chinese economy (GDP)	8.0%	9 years

The simple formula for calculating doubling time is to divide 70 by the percentage rate which takes account of the compounding effect of each year's additional growth. Thus China's economy doubles at 70 divided by 8 = every 8.75 years if growth remains constant. It is almost impossible to imagine a doubling of all China's material consumption and production, infrastructure and pollution of land, air and water happening in such a short time.

2.8 Can we trust ourselves?

However, not only systems and leaders are the locus of mistrust. It is the nature of wicked problems that we ourselves are key reasons for global threats, albeit unintentionally. Why is this so? Why do we deny evident realities? One sophisticated explanation is offered by Rowson (2013) who has researched attitudes to climate change in the UK

> Denial begins to look normal, even adaptive, when you realise that our sense of self is constructed from a coalition of fragments, that most of what we do is unconscious, that we are motivated to keep feeling good about ourselves, and that we are, in many ways, strangers to ourselves. The postmodern self, by contrast, is fragmented and accepts fragmentation. Socialised and automatic behaviour tends to dominate individual behaviour based on conscious deliberation about long-term consequences based on evidence. People engage more in rationalising their prior beliefs than in thinking rationally, i.e. rationalising rather than being rational! One form of denial is 'disavowal' in which reality is accepted, but its significance is minimised – 'knowing and not knowing at the same time'. It frees us from the emotional distress of confronting the problem head on. It undermines our capacity to care, love, or show concern. Further, without care there is no action, so disavowal hinders our capacity for creative solutions because we just don't care enough.

Psychologically we avoid imposing costs on the present to reap gains in the future. We give in to temptation and let the future take care of itself. Other reasons for this disavowal may be that:

- many planetary threats are not felt as here and now
- changes in personal behaviour have no immediate impact on the dysfunctional trends
- our brains have evolved to deal with short-term local everyday crises
- our emotional needs often outweigh rational deliberation
- we hold deeply-rooted worldviews into which we are socialised from an early age, such as political desires (low taxes, etc.) and behavioural habits (consumerism)
- our sense of finite limits or exponential speed of doubling is not developed
- as urban dwellers enmeshed in the Machine World, we are spiritually disconnected from Nature

It is thus easy to hypothesise why short-term self-interest, ignorance and denial usually overcome long-term, inter-generational concern. It is a tall order to expect mainstream education to unravel such an array of cultural and psychological constraints, trapped as it is between its controlling macro-systems and its consumers. The demands of the here and now to maintain business-as-usual

allow little opportunity or time to re-orient national and local curricula, teacher professional development and school leadership towards these complex wicked problems.

2.9   How to restore trust in a safer future?

What sort of future society should we help the next generation to visualise and create? Engaging with the future itself has to become an educational priority, given the dangerous acceleration of numerous threats arising from exponential impact of the Machine World on the Natural World. Long-term solutions to the wicked problems require substantial shifts of values away from unbridled exploitation and disruption of the planet and fellow humans. Unfortunately, critical appraisal of unquestioned values and creative exploration of systemic problems are not the way most mainstream education systems operate. Systems and individual behaviour must adapt to a world of finite limits in place of the drive for unlimited exponential growth. New priorities must emerge: stability not growth; enough, not more; equity, not differentiation of well-being; concern for all, not simply self, for survival not simply wealth.

A substantial body of knowledge and advocacy already exists pointing to characteristics of a sustainable future, for a safe operating space for humanity:

- Steady-state or 'de-growth' of economies and human population
- Localised self-regulating communities for diverse production, consumption and welfare
- Totally renewable energy for zero-carbon emissions (no fossil fuels)
- Zero-waste resource use and products designed to be recyclable
- Wise rule of law both through global and local institutions
- More equal societies
- A shift from ego-centred selfishness to eco-centred planetary ethics
- A Machine World made compatible with Nature, designed according to the self-renewing processes that characterise the cycle of life.

Like almost all other professionals, educational leaders operate within the prevailing discourse of economic growth and the competitive, accountability framework of the global educational reform movement. In his theoretical perspective on education for the future, Namdar (2013) calls for a new discourse based on the values of what he terms 'globally good' education, teaching and leadership. Such a discourse would draw upon concepts such as those listed above in an effort to create greater trust in the future for today's students. He proposes a discourse around transformative leadership for 'glocal societal transformation'. Schools would assume the role of centres of social experimentation open to and embedded in their local communities while at the same time promoting an ethic of the well-being of humanity as a whole. This, of course,

requires that the well-being of humanity's planetary home (Spaceship Earth) is maintained.

2.10   What can ENIRDELM contribute?

The ENIRDELM network is a self-regulating system of equals and depends on the shared voluntary agency and initiative of individuals. It is a modest gathering of professionals and friends from diverse education systems. Recent conference themes have been focused on the future: Uppsala in 2007 first used the term 'sustainable future' in its title; in 2010 in Antwerp we examined educational leadership in 'times of turbulence and complexity'; the 2012 Antalya conference was sub-titled 'meeting an uncertain future'; and the draft title for Dublin in 2015 is 'Leadership for "Future-Focused" Education and Learning'. Our network has certainly invited a discourse that relates to the concerns of this paper. However, not so many see the urgency of the concerns of this paper, even though all will be affected by them. Our concern is to persuade them of the urgency and to provide them with the opportunity of acting in whatever way seems worthwhile within our respective communities.

In addition to the conference themes a number of other initiatives by ENIRDELMers have been realised:

> *Post-Bergen Research* – 2008 – Bottery keynote followed by an international survey of educational leadership values (Bottery, et.al., 2009)

> *EL4SD – Educational Leadership for Sustainable Development* – 2009 - resource bank, workshops + research + Wikispace forum

> *CoRk - Club of Reykjavik* – 2011-12 – Kalous keynote, workshop, symposium + blog

> *CoRk/CASE –Community Action for Spaceship Earth Initiative* – 2013-14 - workshops, website resource platform and blog [www.case4all.info]

Expanding interest and international involvement in these activities has only been partly realised: in a research project across 12 countries, in annual workshops at the ENIRDELM annual conferences, in an on-line forum, in resource platforms and in the international symposium "Is a Sustainable Future Science Fiction?" held in Poland. The many distractions of professional life as well as the universal phenomenon of disavowal described above probably explain the relatively low response - one can lead a horse to water but one cannot make it drink! But important global problems have to be addressed with persistence.

Encouraging 'glocal' community action – thinking globally; acting locally is the aim of the current CASE initiative. The Vantaa workshop led by Oldroyd,

Namdar and Kalous (2014) was enriched by a presentation from a Swedish school leader, Ingela Netz, who has introduced a global perspective as a central vision at Igelsta School that has been outlined on the CASE website (Netz, 2014). Abraham Lincoln would approve of Ingela's leadership that is not, like the majority of our generation, attempting to escape the responsibility of tomorrow by evading it today. It is this type of educational leadership that we are trying to encourage to ensure the future well-being of Spaceship Earth and all its passengers.

The internet allows global access to the continually updated resource platform and blog. Another example of local action to promote global thinking is also presented on the website. - a workshop for upper secondary school students presented in two languages (Oldroyd, 2014). This workshop and the CASE website is also providing the basis for two courses taught by involved ENRIDELMers. I am using the website and an adaptation of the workshop as basis for a year-long staff education programme at the Silesian Botanical Garden. Jaroslav Kalous (2010) will make the website the key source of material for a course on 'The future world and education's role in it' at Charles University in Prague. The current structure of the website is set out in the appendix to this essay. Kamran Namdar (2012) is promoting 'globally good teaching' the theme of his research by offering consultancy support to several educators, including Ingela Netz. Mike Bottery is about to publish a new book on educational leadership for a sustainable future (Bottery, 2015). We would like to share these ENIRDELM-based initiatives more widely and invite others to join us in thinking globally and acting locally, whether within or outside mainstream education. Perhaps then we will not have entirely betrayed the trust of the coming generation.

2.11 Conclusion

Mainstream education systems serve macro-systems. The goals of these controlling systems are both the source of global threats to the planet and of the denial of these threats. Although education as the 'adaptive tissue' of societies has the potential for social reconstruction and shifting values through critical pedagogy, it is largely controlled by policies that reinforce the values of the dominant economic, political and social systems. Education also serves individual members of society. The expectations and values of the majority of parents and students, citizens and consumers are formed through socialisation into prevailing cultures that are also largely determined by the 'stories' reinforced by macro-systems (government, the media, and corporations) where power resides. Mainstream education is located between the controllers and the consumers of education who are committed to maintaining business-as-usual. Formal mainstream education has little hope of serving a new urgent agenda - survival of the support systems of Spaceship Earth. Nevertheless, the current peripheral

voices inside formal education and in the non-formal sector need to extend and share their analysis. They must continue the campaign to bring centre stage to the educational mission, the well-being and survival of the coming generation. One hopes that ENIRDELM can amplify these voices seeking to combat ignorance, prejudice and vested interests that cannot be trusted to prepare us to ensure sustainable future for Spaceship Earth and its passengers.

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APPENDIX

Website structure and contents - www.case4all.info

1. **Catalogue of resources for a sustainable future (10 categories)**

   Videos; websites; lectures & interviews; books; 'big picture' thinkers; book reviews; key concepts; dangerous & remedial events; educational leadership.

2. **Document summaries & articles (7 sub-headings)**

   Relating to: self; schooling; society; Spaceship Earth; energy; good news; dissenting views.

3. **Free on-line courses (2)**

   The crash course on economy, energy and environment (Chris Martenson)
   What time is it? Context Institute Course (Robert Gilman)

4. **Spaceship Earth workshops (3)**

   Saving Spaceship Earth (English)
   Saving Spaceship Earth (with Polish)
   Mainstream Educational Failure

Blog posts (40 from January to November 2014)

3 THE DEPARTMENT OF ENTHUSIASM

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ABSTRACT

This paper reports on a local community project, "The Department of Enthusiasm", that has been going on in a suburb of Oslo since 2008. The aim of the project is to create structures of solidarity, belonging and trust between the residents in order to make a difference in daily life. The focus is to engage people in issues relating to children and young people´s future, due to the changed roles of families and to societal challenges. Welfare society has brought us a high standard of living, but we still face problems with loneliness and mental health. In our project we consequently engage ourselves in activities aimed at facilitating new venues for people to act and meet. Young people are important as innovators and for their skills and abilities to realize personal dreams together with others. The "Department of Enthusiasm" should not be viewed as an alternative, but as a complement to school, and to other social obligations and benefits. This implies a need for trust and confidence in leadership and management among traditional actors and innovative environments. Partnership between local authorities, politicians, individuals and organizations may outsource new activities of value-adding that may prevent problems and provide improvements in suburban life in a longer perspective. Environmental leadership paves the way for deliberative democracy. The goal of this presentation is to show the results of the project so far, as well as its potential and challenges.

Keywords: local community, new venues, environmental leadership, deliberative democracy

3.1 Introduction

This article is a brief summary of a three-part symposium, conducted at the ENIRDELM conference in Vantaa, Finland 19.09.2014. The common denominator of our performance is our commitment to the rising generation. As researchers and educators we are also occupied with the impact of good forces that can be released, when young people co-operate in order to transform and improve their living conditions.

Previous research in this field has often focused on social changes and recently even by the rapid technological development, with new ways to communicate and integrate worldwide. Increased social inequalities can simultaneously achieve worrying difficulties to realize young people´s life opportunities. In our study we look for alternative options, focused on young people as actors in community development, instead of simply keeping up traditional roles as passive recipients of knowledge and support from school and society.

The first part of our speech focused on children and youth as active stakeholders in societal life. As researchers we wish to explore the prospective opportunities for children and youth how to meet the complex challenges of today, which in different ways affect everyone´s daily life. The demands on how to make the best choice from an expending range of opportunities enable traditional school education to emerge insufficiently and untimely.

The middle part of our presentation was directed to the question of how to improve young people´s life chances in a well-functioning Norwegian community. A main research question is how one best can use the impact of multi-professional groups. We also want to enlighten the question of how to achieve good leadership in different contexts of professional cultures and societal structures. Our study is divided in two parts and carried out in two distinct contexts; a Norwegian suburb of the capital and a neighborhood in a mid-sized Swedish town. A challenging problem is how to transform the prevailing global perspective of young people as primarily consumers to a global view on youngsters as ambassadors for democracy and humanism.

In our concluding section, we intend to highlight the impact of multi-professional groups and their potential opportunities. Multi-professional groups are generally characterized by teamwork and shared knowledge for effective fulfillment of difficult tasks. To establish a multi-professional group requires ability and willingness to work towards a common goal, regardless of formal qualifications and societal position. To participate in a multi-professional group makes demands on the individual´s ability to change and improve relationships and structures within a defined operating range. In the modern school, multi-professional groups evolve from political reforms for changing leadership and for decentralization.

We want to pay particular attention to the challenges of leadership, where different actors are expected to choose and decide the best solutions for optimal effectiveness. The empirical background for this discussion is a Swedish urban

community development project in a socio-economic challenging environment (Berg, Namdar, & Sträng, 2011). In this project the school assumed a spearhead role in community development, instead of just reflecting on the problems prevalent in the surrounding community. A number of key institutions operating in the school´s neighborhood, such as the social services unit, the local housing company and the police, collaborated in order to meet and support the residents to bring about the different kinds of development they wished to accomplish. A basic idea for the school was that early intervention would contribute to positive growth for young people with limited social and economic opportunities.

3.2 Children as stakeholders

The term stakeholder has occurred quite frequently in management theory and practice in the last two decades. Research on the subject has contributed to the knowledge on what it means in practice. There is, however, relatively little in literature on how to systematically identify and analyze stakeholders (Bryson, 2004).

A general definition of a stakeholder is someone who can actively affect or is affected by an organization, strategy or project. Stakeholders can be internal or external and they can be at senior or junior levels. A common perception is that stakeholders are those who have the power to impact an organization or project in some way. Eden and Ackerman (1998) speak of people or small groups with the power to respond to, negotiate with, and change the strategic future of an organization. More compatible views on stakeholders in the fields of democracy and social justice are "all parties who will be affected by or will affect the organization´s strategy" (Nutt & Backoff, 1992: 439); "any person, group or organization that can place a claim on the organization's attention, resources, or output, or is affected by that output" (Bryson, 1995:27) and "individuals or groups who depend on the organization to fulfill their own goals and on whom, in turn, the organization depends" (Johnson & Scholes, 2002:206).

An article in The Guardian (2013) emphasized that, young people, as the generation of the future, are not only a powerful market force, but should also be empowered within the market to have a say in the decisions that will affect them. However, the line between protecting children and supporting their participation can be very fine, and companies must ensure that they are respecting and advancing children's rights within their business practices.

Important questions are the following. When is it appropriate to bring children into business decisions and what are the ethical guidelines? What is the difference between protection and participation and what is the business value of bringing in children as stakeholders? In our work we have experienced that young people need knowledge on how to navigate among the institutional and organizational dilemmas, in order to meet both their own needs and the

aspirations of society. In this matter we also search for some examples of best practice.

3.3 The Department of Enthusiasm

Welfare society has brought us high standards of living, but we still face problems with child and adolescent loneliness and mental health. To cope with these problems we have to focus both on our own needs and on the needs of society. Alongside our own research we described a local community project that has been going on in a suburb of Oslo since 2008. The project is administrated by The Department of Enthusiasm, a non-profit organization, founded in Norway, working to create dedicated and happy communities. The ultimate goal of our symposium was to show some results of the project, its potential and challenges.

The suburban project should not be perceived as an alternative, just as a complement to the existing possibilities of school and community. Anyway, this implies a need for trust and confidence between the traditional social functions and the innovative environments as the Department of Enthusiasm. Partnership between local authorities, politicians, individuals and organizations can outsource new activities of value-adding that might prevent problems and provide improvements in suburban life in a longer perspective. Environmental leadership paves the way for deliberative democracy, moving beyond the "theoretical stage" and into the "working theory" stage (Chambers, 2003).

The aim of the Department of Enthusiasm is to engage and inspire residents and stakeholders, especially children and young people, to influence and contribute to a positive development in their local community. The project´s basic ideas are clarified in the "Dream Bank", an online portal for local involvement, vigor and creativity.

The participants in the project consequently engage themselves in activities aimed at facilitating new venues for people to act and meet, such as inspiring presentations with specially invited lecturers. Among the array of activities we can mention the spectacular "Light Elves Project", inviting all residents to light a candle or a lantern at 6 o´clock every evening in December, outside their home. "No fear will own the night when a light elf lights her light" is the official message from the organizers.

"Team Experience" is one of the main concepts of the Department of Enthusiasm. In Team Experience youngsters have the opportunity to conduct positive activities in their own local communities – on their own terms. The teams are put together in schools, youth clubs and other channels that organize children and adolescents in the areas where the Department of Enthusiasm is established. The aim is to inspire and mobilize young people to contribute to the making of social values in their home communities. Every team member is expected to experience the joy of being a part of an important community.

The first Experience team was established in 2011. Students from a secondary school were commissioned to create and organize a drug-free music festival, which has since become an annual event. In accordance with the basic idea that everything is possible there is a standing invitation to rock superstar Bruce Springsteen to participate in the music project. Here is an excerpt from one of the recurring letters to him.

> It´s not because we are huge Springsteen fans. We are not. (But we really like your music!) It´s because you are the most impossible possible thing we ever could imagine! If you are possible – everything else is possible. As easy as that. Dear Mr. Springsteen: We need your voice to make people listen. We need you to come so that people who have stopped dreaming can start dream again. So that people who have lost their beliefs can start believing again. So that people who have forgotten to make a change in the world…can start to do so (Team Experience, 2013)

3.4   The impact of multiprofessional groups

Multiprofessional groups are characterized by teamwork and shared learning to allow effective fulfillment of certain tasks. The establishment of new types of work groups requires willingness and ability to collaborate, regardless of formal qualifications, training and position in society. Participation is built by a common desire to change and improve the relationships and structures within a particular organization or community.

In literature multi-professional groups are often recognized for their aim to improve certain health care processes and outcomes. Inter-professional collaboration has the ability to improve inter-professional relations, thus facilitating the work of knowledge translation and evidence-based practice (Zwarenstein & Reeves, 2006).

As we said earlier in this paper, we collect our empirical data from development projects in different contexts of school and community. We focus on methods, tools and processes across contexts and activities, and we try to explore different aspects of learning and their importance for professionalism, mainly among the young. Our research work is characterized by terms such as multi-professional participants and multi-role participants. The differences between these two rather synonymous terms are not obvious, but something that we hope to explain with the help of more longitudinal studies, rather than relying on short term snapshots.

The young organizers of the music festival can be regarded as a simple practical example of the impact of a multi-professional group or team. The Department of Enthusiasm encourages all schools in the area to initiate experience projects in one or more classes. Teams can also start in youth clubs and other organizations that activate children and youth. Adult supervisors as teachers and club leaders will help the youngsters with structures and planning. Each

project is presented for the residents of the municipality, and the teams use various ways to create awareness and to reach out to current contributors.

3.5 The importance of trust

The ENIRDELM 2014 conference was focused on the culture of trust as a basis of educational leadership and school improvement. Trust is important because it allows individuals and collectives to manage independence more easily, by reducing the needs for formal agreements (Mishra & Mishra, 2012). In our study, we want to examine what forces that can be released when young people are given the confidence of the adults to carry out their dreams. For school leaders and policy makers, it brings challenges to leave the traditional structures and decision-making processes. The Department of Enthusiasm shows how the situation looks for a non-governmental organization (NGO), which tries to operate in parallel with other societal functions. New social media feature increased interactivity and social presence. Research has found that high-intensity Facebook users are more likely to participate in civic engagement (Valenzuela, Park & Kee, 2009). In this area we see children and young people well prepared to succeed.

Educational leadership and teachers' professional responsibility are, according to the national curriculum in Sweden, to take place in active interaction between staff and pupils, and in close contact with parents and the surrounding community (Sträng, 2011). School development aims to facilitate continuous improvement of the current conditions for school activities, and to question the limits and rules for daily work (Olin, 2009). The team-building activities of the Department of Enthusiasm can serve as an external resource for school, as well as a resource for the local community. The old phrase "Educational engineering" may be given a new meaning of shaping the young to fit the new requirements of society. Shaping the society to the individual is a basic keynote of our democratic trust; and social responsibility is another basic tenet of the same democratic faith (De Cecco, 1963).

Deliberative democracy is in turn based on how citizens construct arguments and discuss political issues. To achieve a deliberative democracy the inhabitants must position themselves in a process of conceptualizing "reason-giving" of why they hold a particular opinion. (Adams, 2014). Orientations and practices that facilitate deliberative democracy in the local environment are dialogues, information sharing, building public goods and engagement (Browning, Morris, & Kee, 2012). The Department of Enthusiasm must appear trustworthy and well positioned in its dialogues with school and other actors, in matters relating to young people´s future. There also need to be some kind of evidence offered in support of a positive reaction. In this respect, the basic idea of children and youth as active stakeholders in their local environment is undoubtedly an acceptable reason to support operations with them.

As researchers and teacher educators, we ask ourselves what demands we can place on decision-makers in school and society about accepting new venues for the development of the young? This implies a need for trust and confidence in leadership and management among traditional actors and innovative organizations like the Department of Enthusiasm. Partnership between local authorities, politicians, individuals and organizations can outsource new activities of value-adding that may prevent social problems and provide improvements in suburban life, in a longer perspective.

The concept of involving children and youth in decision-making and questions of good leadership is far from new. Educational researchers have for a number of years advocated the importance of bringing in children's voices, because children are "innately equipped in some mysterious fashion for knowing precisely what is best for them" (Ausubel, 1963: 75).

Positive societal change can occur when people become aware of and identify their actual roles and living conditions. A prerequisite for change is that politicians and other leaders notice the opportunities for change and are prepared to contribute to the processes that are initiated. Ausubel (1959) states that, in a general sense, it is undeniable that concern with child development has a salutary effect on educational enterprise. In our study we extend the issue from child development to social movement of the rising generation. We also identify the activities going on in the Norwegian and Swedish local environments as processes of social movement, rather than limited development projects.

Modern research indicates that social movements should be viewed as groups of people who share a common identity based on experiencing community spirit and injustice and who are working to change society in different ways (Guckenheimer, 2012). Others have previously argued that social movements do not explicitly have to be focused on problem solving, but can express preferences for change among members of the society (Zald & Berger, 1978). Our study is still far from complete, but we are prepared to agree.

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4 TRUST IN EDUCATIONAL LEADERSHIP: FINNISH WAY

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ABSTRACT

In this article, we will examine trust in educational leadership. Special interest will be given to the opportunities pedagogical leadership offers to educational leadership. Another central scope is that of coaching leadership which appears to support the Finnish approach for pedagogical leadership. Pedagogical leadership has changed Finnish educational leadership significantly and people have started to give up their old leadership practices. The new practices are constructed on leadership based on the principles of so-called broad pedagogical leadership. As with other approaches of leadership, trust seems to remain as an essential challenge for successful leadership also concerning educational leadership.

Keywords: educational leadership, trust, pedagogical leadership, coaching leadership

4.1 Introduction

The significance of school for the development of society and its future is crucial because school's mission is to take care of future experts' growth, development and learning opportunities. The quality of schooling in the long-term affects the development, quality and future of society.

Finland seems to have been able to develop its education system successfully. Finland is seen as an example where both quality and equity have been combined. Trust in its many forms has traditionally been considered as one of the most essential aspects of Finnish education. In Finland, standardized tests, control and strict instructional governance are not in use. The approach used focuses on relying on teachers' and principals' expertise and ability to locally solve issues of teaching and education. One reason might be all teachers' and principals' master level training. (Sahlberg, 2011; Isotalo, 2014)

Research results indicate that Finnish principals' operational environments, school organisations, roles, work and leadership are changing. Whole Finnish society is presently facing major demographic and economic challenges. In addition, as a result of the challenges also societal values are changing. There seems to be a common agreement in Finland that the role of principal has altered radically during the last thirty years. Principals are no longer head teachers who implement orders and report actions in the system-based, centralized and state-led administration. They are general managers of autonomous profit units, which no longer only provide instruction but function as inclusive service centres. (Kanervio & Risku 2009; Risku & Kanervio, 2011; Risku & Pulkkinen, 2015;)

The Finnish education system was governed by the state's norm-based, system-oriented and centralized steering apparatus till the 1990s. Then a radical delegation of tasks from the state to municipalities took place (Risku, 2014).

As Hargreaves and Shirley (2009) write, the education system of Finland is led from the top, built from the bottom and both motivated and supported from the sides. Leadership from the top refers to the state's determination of the overall national goals, allocation of time for various subjects, and goals and core contents of the subjects. Building from the sides relates to education providers' obligation to formulate and approve the local curricula and yearly work plans in accordance to national guidelines. Motivation and support from the sides no longer comprise inspections and other fastidious controls. Instead, there are comprehensive programmes for national evaluations which do not to rank but support education providers' efforts to develop their operations. Furthermore, education providers are obligated to conduct self-evaluation. (Kuusela, 2008; Ministry of Education and Culture, 2013; Risku, 2014.)

According to Raasumaa (2010), school today is conceived as a community where both adults and children are active learners and where everybody has the responsibility to learn. School must be seen as a community of learners. The trend of schools developing into learning organisations can be identified in Fin-

land already in the 1990s (Pulkkinen, 2011; Raasumaa, 2010; Stålhammar, 1996; Berg, 1996). An essential part of the school organisation is the Finnish concept of pedagogical leadership and coaching leadership both based on trust between all parties.

4.2 Research Data

The research data of this article consist of the following.

1) Interviews of 10 principals. Principals were required to have worked as comprehensive or general upper secondary school principals for at least three years (Pulkkinen, 2011);

2) Writings of 12 adults working in different roles (e.g. teachers, a youth worker, a school nurse) with young people at school. The writings were strongly connected to the world of the young, but included very different kinds of scopes. (Hamarus, Kanervio, Landen & Pulkkinen, 2014).

For the present article the data offered information about how trust is connected to the school work seen by different actors.

4.3 Methods of Data Analysis

For the present article, content analysis was applied as the method of analysis, following Tuomi and Sarajärvi's (2002) loose interpretative framework, which according to them can be applied to diverse entities of thoughts. In content analysis a document can be understood as comprising a wide range of sources, such as books, articles, diaries, letters, interviews, speech, discussion, dialogue, reports or almost any written material or document. Content analysis is well suited to analysing totally unstructured material. (Tuomi & Sarajärvi, 2002; Kyngäs & Vanhanen, 1999)

In the data we in total found over ten different themes. In this paper we are presenting only those which concern trust. We try to explain the trust theme in connection to the educational leadership having as central scopes pedagogical leadership as presented by Alava, Halttunen and Risku (2012) and coaching leadership.

4.4 Literature review

The mission of school as a future creator allows principals to lead and develop their schools to provide real impact on pupils' and students' lives. (Risku & Pulkkinen 2015). If we look at trust based on the educational reform strategy,

we learn that teachers should have discretion and empowerment for instructional changes. Teachers should have commitment and collective responsibility for development. This means that teachers should have an opportunity to develop themselves through continuous professional development. Teachers' engagement in professional networks and capacity to process external knowledge is an important part of trust-based education. In Finland, the capacity to process external knowledge is partly achieved by demanding all teachers to reach master's degree which comprises skills to conduct scientific research. Furthermore, trust and commitment based education in Finland is strengthened by the normative and cultural control peculiar to the country. (Höyer, Paulsen, Nihlfors, Kofod, Kanervio & Pulkkinen, 2014.)

4.4.1 Trust and mistrust

If one compares trust-based and mistrust-based trust, one finds differences in every element of the education system. For example, curriculum alignment in mistrust-based trust is behavioristic, kind of "systems of input, behavior, and output control designed to regulate classroom teaching and standardise student opportunity for learning" (Rowan 1990, see also Höyer et al. 2014). Here, behavioral control includes uniform teaching and supervision as well as standardized training programmes. It is a tightly coupled system, which means that the educational system is managed meticulously to achieve the standard. Thus, trust emerges from effective control and incentive systems. (Höyer et al. 2014.)

In the case of trust-based trust the picture is very different. There, leadership is based on trust between the various parties in action. Trust is shown to the employees and the leader, and also to other parties in the organisation. The leader is the flagship of the work community, and his/her leadership style and way to lead have a big effect on generating an atmosphere of trust. (Salmi, Rovio & Lintunen, 2009, 113; Nikander, 2007, 101; Hershey & Blanchard, 1988, 87–88.) For example, in curriculum development and enactment everybody has been empowered and everybody's expertise is valued. Trust is not created by regulation and standardised, but trust is based on everybody's capability to do the necessary work.

4.4.2 Pedagogical and coaching leadership

According to Alava et al. (2012), pedagogical leadership should be redefined and regarded as communal learning. This learning is fundamentally based on trust. Everybody's expertise is needed for the community to learn. In addition, everybody has to learn from others.

One can find a connection to the modern coaching leadership practised in sport world. It, too, emphasises capitalising on expertise in one's own organisation and on holistic thinking. In Finnish sport world, coaching leadership became a popular approach during the last decade (Carlsson & Forsell, 2008). During the last five years also other fields have begun to make use of the approach (Harmaja & Hellbom, 2007).

Challenges that fall upon principals in Finland also provide them with much larger opportunities than before, particularly as pedagogical leaders, who also have to master coaching leadership. The increasing demands and expectations of operational environments both strengthen and direct schools' work. Schools are increasingly more future creators, building society. School's mission as future creator allows principals to lead and develop their schools to have real impact on pupils' and students' lives. The necessity to develop schools as learning communities provides principals an opportunity to work more closely with teachers, pupils, and students, focusing on learning. Thus, principals can become genuine pedagogical leaders (Risku & Pulkkinen, 2015) and they fundamentally need coaching leadership to be able to enact that role successfully.

The view of pedagogical leadership as communal learning and coaching leadership counting on expertise inside one's own organisation presupposes distributed leadership. In Finland, this approach is further strengthened by schools' insufficient resources and administrative and managerial staffs, which forces principals to efficiently use all resources they have in their schools. It has become impossible for principals to lead their schools alone. They must distribute leadership. The distribution of leadership provides principals with efficient leadership tools. It also enables the school community to have involvement, ownership and empowerment, which further develops communality. (Risku & Pulkkinen, 2015.)

Relativity, interaction and every one owning a voice promotes sharing expertise and leadership. In such an inclusive culture and work atmosphere, governance is horizontal through team work and a work division which comprises of shared responsibilities and experiences. A caring school leader endeavours to ensure that teachers engage themselves in sharing their expertise to develop their professional capacity together. He/she also ensures that students are inculcated in the skills of collaborative and team work, learning through experience how knowledge and understanding increase, reshape and diversify in exchange, as well as interaction, intra- and interpersonal skills develop in exchange. All this improves the self-knowledge and self-esteem of the involved. (Collinson & Cook, 2007) This kind of leadership is at the core of pedagogical leadership, which empowers and enables instead of only instructing, ordering, assessing and evaluating. (e.g. Caldwell & Spinks, 2008; Müller & Hernandez, 2010)

However, the distribution of leadership does not remove the overall responsibility of the leader. The leader remains accountable for creating and maintaining the work culture and atmosphere conducive to the tasks in question and enhancing the big picture, in interaction with the members of the work community. (Kuusilehto-Awale & Pulkkinen, 2015)

4.4.3   Knowing yourself and self-confidence

Trust begins with trusting oneself. When one in the broad pedagogical leadership model by Alava et al. (2012) is responsible for the learning of others and

the community, one has to both know oneself and have the self-confidence to be able to manage the responsibility.

Leaders are guided by their values and their own concept of the human being. On the basis of this, they form their own concept about the objectives and methods of their work. In coaching leadership, for example, taking other people into consideration and respecting them as well as having healthy values and tolerance are of essential importance. Coaching leadership is based on the inter-action between the leader and the employee, which forces the leader to observe his/her own concept of the human being. (Kuusilehto-Awale & Pulkkinen 2014; Heikkilä, 2009, 96; Nikander, 2007, 13) The concept of the human being combines the moral and ethical values that guide the leader either consciously or unconsciously. It brings into light the multidimensionality of the human existence and answers the question what the human being is.

Self-confidence, experiencing certainty and confidence and believing in one's capacities is important to a leader. It is healthy pride that guides both the leader's and the employee's actions in almost all their tasks. On the other hand, the task of every leader is to continuously engage in healthy self-criticism as well as reflection and renewal of his/her own methodologies. A good support facility is to work not only with the leadership team but also with the network of peers, with whom one can openly discuss also the tricky issues. (Kuusilehto-Awale & Pulkkinen 2014; Salmi et al. 2009; Kaski & Kiander, 2007, 187; Edwards, 2005, 17–21.)

The most important person to be led in a leader's work is the leader him-/herself. To be able to lead others, one must first know oneself. In the coaching leadership approach leadership is based on the leader's own leadership philosophy, where the leader defines his/her own values and world view. Leadership philosophy assists the leader in his/her daily work by guiding the action, by directing how to set the objectives and by defining the work culture of the work community. The leader must be conscious of his/her own knowledge and skills as well as of his/her areas of lesser quality where he/she needs support from others. The development of leadership skills is equivalent to the growth of one's own self-knowledge. (Kuusilehto-Awale & Pulkkinen 2014; Pulkkinen, Korsman & Mustonen, 2013, 35-36; Loko, 2007, 162)

4.4.4   Seeing the big picture

A cornerstone of a good leader has proved to be the ability to see the so called big picture. This view is emphasised also by both modern pedagogical leadership (Alava et al., 2012) ans coaching leadership. A leader is expected to be conscious of the wide range of factors affecting work, and to possess the means of being the master of these factors. Being insufficiently aware of the big picture may cause illogical outcomes and decisions made at a moment's whim. (Drucker, 2006, 1, 37; Fullan, 2005, 90-92) Often too quick a reaction to one single factor or a possible error may lead into damage and even to cutting down the entire entity (Heino, 2000, 149-150). Conscientization of the big picture provides the

leader with tolerance conducive to problem solving. Understanding the meaning of the big picture is supported not only by one's own self-confidence, but also by one's belief in the goal. (Kuusilehto-Awale & Pulkkinen 2014; Maxwell, 2002, 52-57,103; Puhakainen & Suhonen, 1999, 70-71; Singer, 1984, 79).

In the future, both students and teachers have to be responsible for finding the methods of learning for reaching required knowledge levels. Giving responsibility and receiving it requires a lot of trust between the parties. First of all, teachers' have to have mutual trust in leading learning processes. Not everyone has to learn or teach the same way others do. It is usual that a teaching method outside the mainstream may attract condemnation and shut the development discussion off rather than inspire the teachers. The fact that developing different education methods raises such scarce discussion does not create the feeling of trust in the teacher community. In order to create trust, interaction is needed: people share knowledge only when they trust each other. (Pulkkinen, M. & Kotro 2014)

4.5   Results and Discussion

In the following, the authors try to present the results for trust in educational leadership obtained in the content analysis for this study. The presentation is based on the findings of the analysis, but also attempts to follow the categorization of the topic in the literature review. Especially, the authors tried to interpret the findings from the scopes of pedagogical and coaching leadership.

4.5.1   Trust as a concept

Based on the interviews trust shown to the leader can be discussed from two perspectives: trust inside one's own community and trust with the external parties of the work community. Creating an atmosphere of trust in one's own community is a precondition to quality work in the work community as well as in any entity surrounding it. To generate trust inside one's own community four factors need to be in place: 1. the role of the leader in building trust, 2.trust in others, 3. openness, and 4. giving responsibility

The utmost starting point in principal's work when working together with other people is trust. Involved parties should be able to fully trust that things get done. Creating trust and general atmosphere of trust is principal's primary task. If there is lack of trust, principal must work for the trust to be created. (Pulkkinen et al. 2013, 35)

According to the present study, openness increases trust in principal. Principals should be open in almost all professional matters, including know-how and skills. They also should be open emotionally. People should be allowed to see that principals are human beings. They have their good and bad days, too. Sometimes they are grumpy, sometimes really nice. It is important to be open: if you don't give anything, you don't get anything!

4.5.2 Trust in other people

In school world teachers come to school and hurry to their own class rooms. Encounters are often based on people's own will. It is principal's task to create such an atmosphere that everyone can trust that the operational principles are attended to and teaching is done with heart. In addition, principal should be able to encourage teachers' natural interest for interaction outside the classroom and official events. Trust creates trust. Principal must lead the way: show his/her trust in other people, and thus be trusted as well. (Pulkkinen et. al 2013)

Shared leadership is a strong trend in Finnish school management. It can be called the saviour of schoolwork. The core in the trend is that teachers receive more responsibility for the teaching, as principals' work is changing into such direction that they have even less time for leading actual teaching. Research on the use of principals' time clearly shows that managerial tasks tend to fill Finnish principals' working time. (Risku & Kanervio, 2011; Risku & Pulkkinen 2014; Karikoski, 2009; Pesonen 2009; Mäkelä, 2007)

Earlier the authors described two areas of trust the interviewees had described: 1) trust within own community and 2) creating trust in parties outside the community. Both areas bring pressure for the leader. To be able to handle the pressure, the leader must trust all members of their community. Leader must also be able to defend his/her community in challenging situations. See the following example.

> Another important thing in school world that I have always told to teachers is that I have to be able to trust my people 100 percent. I have to be able to stand up for them in all situations. And difficult situations come up more often these days. (Principal 1)

According to the results, one of the most important external factors of trust is parents' trust in the school. In Finland, this trust is no longer as strong as it used to be and principals have to stand up for their people, as Principal 1 states. Schools must pay especially careful attention to building trust. Furthermore, results show that co-operation with different parties has increased. The interviewed principals thought it had taught them to work together with interest groups.

4.5.3 Self-confidence

The result supported the notion that trust is connected with self-confidence. The beginning of the principal's career is crucial for the establishment of this self-confidence. At the beginning, excitement and uncertainty of one's own decisions are normal reactions also in principal's work. The interviewed principals told that their work as teachers and experience from other communities, e.g. sports world, had helped them to survive the uncertainty and nervousness. In addition, self-confidence from sport world experience transformed itself to school world.

> I think I would have been less self-confident in the beginning. Coaching has given me self-confidence because the variety of the situations one ends up to, and one has to manage the stress and make quick decisions. It shows in the easiness of school management. You can take a stand and that is not a problem. (Principal 4)

Sound self-confidence gives courage to carry out one's own thoughts and ideas. Knowledge and experience increase self-confidence. (Aaltonen et al. 2005, 181.) In the research of top sports coaches working as principles, it was evident that the interviewees included self-confidence transference from sports to school world in their answers. It had helped them to carry out their own leadership and management ideas. Self-confidence is a personal attribute that comes from within and is achieved. (Pulkkinen 2011, 141)

4.5.4 Interaction and trust between different parties

Management should be based on self-confidence and on trust in different parties: employees, managers/leaders, and other parties of the organisation. Manager is the flagship of the work community, and this/her management style has a great impact on work and building the trust.

Trust in superior can be seen from two different points of view: trust within the community and trust in external parties. Based on the results, interaction has a central role in building trust. Encounters and discussions are the best interaction situations. After an encounter both parties should think of success, nice atmosphere or benefit, for example of the good advice one got. Never underestimate an every-day encounter or discussion with someone for "You can never tell which one is an important discussion." Successful interaction means that manager can open up "if you don't give anything, you won't get anything". (Quotes from the interview with Principal 3).

Interaction skills have great significance when working with different age-groups in school world. Adolescent is often a challenge for his/her environment. Emotional outbursts can be overwhelming; therefore it is important that there are reliable adults who can guide the adolescent. In high school, student counsellor is such a person. Guidance counsellors can specialise in this challenge, but the thought "everybody guides" should be kept in mind, too. Guiding adolescents is a mutual task. (Pulkkinen, M. & Kotro 2014). In the present study data, guidance counsellors wrote that succeeding in this task demands co-operation and trust in different parties. It was also said that trust is built in interaction.

> It is important to build a trust between the parties. Young people feel that someone is supporting them in problematic situations as well and looking for a solution to them together with them. It means genuine caring. (Guidance counsellor 1)

In encounters with students, it would be good to know if their behaviour has to do with a diagnosed illness. Even more important than a diagnose is that teachers know how to deal with the student. A type of user guide would be good for extreme cases, especially if the student is aggressive and violent. In these cases the co-operation between school and home is crucial for the school work to succeed. Most important factors for the growth are boundaries, trust, respect and genuine caring when the student and adult encounter. (Pulkkinen, M. & Kotro 2014)

In this study, guidance counsellors wrote that people working with high school students are dealing with young people in a very delicate and important age. People working with adolescents must understand the reasons for their behaviour and know that it is a passing phase, during which support for the growth is important. Support means genuine caring, setting boundaries, having trust and showing respect. The atmosphere should be such that an adolescent can be young, timid, sky and vulnerable. Most of all, young people should be able to feel incomplete, and have pride in it.

According to the research data, trust is built in encounters. Understanding this often means a change in action. A brave change in work is demanded, comprising methods and structures, as well as growing to responsibility. The change presupposes courage to trust. Learning responsibility requires trust in student. Students must be able to try their skills to work in the community, so that learning will be based on their own choices and decisions. If students get a list of things to do, they don't need to take responsibility for their actions and they do not learn. Later in life responsibility is something they don't know how to handle. In work life, giving and receiving orders is a thing from the past: one has to learn to take responsibility already in school. Trust as a phenomenon is vulnerable, for giving and receiving trust is always risky. Trust is vulnerable for misuse, too, thus interaction and discussion with students are the key to trust. Everyone studying and working in school world must learn to trust each other. There are different ways, however, how to communicate study and work. (Rautiainen, Kostiainen, Silander, Jääskelä & Klemola 2014). On growing the trust, Guidance counsellor 2 said as follows.

> School is not a penitentiary, but a place for teaching and upbringing. Punishments are needed, but more than punishments, we need mutual trust to support different upbringing methods when we guide young people to follow the rules and regulations of school and society. Schoolwork cannot be carried out with a statute book in one hand and a ticket in another, but through human relationships and interaction. (Guidance counsellor 2)

The upbringing school carries out requires trust, respect for others and possibility to be oneself. Based on the research material, listening is integral for trust and respect. Do we listen to kids and youth? If we do, do we respect the message the way we should or are the messages just random words kids blabber out? Do we believe the messages we hear? Many informants emphasised the meaning of knowledge. In order for an adult to understand kids' and adoles-

cents' messages, he/she should know the world the kids and adolescents live in. It is not the same world the adults used to live in when they were young. It is very important to understand that by listening and acknowledging we can create an atmosphere of genuine caring. Caring builds trust. Finland has ratified in 1991 UN's convention for the rights of the children. The convention states that children have the right to state their opinion and their opinions are to be treated with respect. (Kanervio & Pulkkinen 2014) In addition, as Risku, Björk and Ferrigno-Brown (2012) write regarding school collaboration a Finnish school cannot manage without a successful interaction with its pupils and students. It is how the education system in Finland is constructed. From the point of view of broad pedagogical leadership, pupils and students are an essential resource for developing school. And, this means that there has to be trust in the pupils and students.

4.5.5 The connection between management style and trust

According to the research material, a good principal has to have an ability to affect the employees. Management means decision-making, motivating employees, giving feedback, creating interaction and good guidance of the work community. From the point of view of pedagogical and coaching leadership, principal has to be able to see these approaches as fundamental parts of their role and work. Based on the analysis of the principal features, personality as well as leadership and management styles were seen important factors in creating trust. This can be seen in the following comment by Teacher 1.

> If I think what type of principal I'd like to work with, and the basis would be working together, so full trust in methods would be crucial. The trust, environment of trust in which we work is the most important and it is principal's task to create it. It is very, very important. (Teacher 1)

School work is group work led by principal. The most important precondition for successful group work is mutual trust between the members of the group (Salmi, Rovio & Lintunen 2009, 113). In order to create a positive environment that enables development, everyone needs to trust one another and everyone must commit to such practices that the best possible result can be reached. It is a difficult and challenging task, not only teaching knowledge and skills but complex co-operation based on respecting one another and trust. (Pulkkinen 2011, 44–45; Rovio 2002, 127; Heinonen & Pulkkinen 1992, 31.)

Interaction/communication is the most important factor. Developing it toward dialogue and respect calls for trust, listening and open conversation. Developing communality is a matter of the whole school, not just one person's individual attempt. (Kyllönen 2011, 165)

4.6   Conclusion

The Finnish way of educational leadership seems to be constructed on the concept of trust. In Finland, the operational environment is changing in ways that demand the whole education system and schools to learn and change as communities. This demand presupposes a novel approach to pedagogical leadership. As Alava et al. (2012) write, pedagogical leadership can no longer be confined to the classroom and individual. In addition to this, it has to comprise the school communities as well as the whole education system. In this approach all parties become both learners and pedagogical leaders who coach their communities. The previous role has to include trust in others so that one accepts them as one's teachers. The latter one, on the other hand, must comprise trust in oneself to act as a pedagogical leader regardless of one's formal status in the organisation. Trust thus becomes fundamental for the Finnish way to educational leadership.

The results of this study can be condensed as Pulkkinen, Korsman & Mustonen (2013, 53) state 'Trust and you will be trusted'. What this study further tells about trust in educational leadership in the Finnish way can be summarised as follows.

Trust in Finnish educational leadership is an equivocal concept. It comprises trust in oneself, in one's own community and in external parties, and is established through innumerable tiny details. To be able to earn trust one has to recognise and manage the entity these details comprise. For example, although the community has to have a shared view on the mission and vision of the organisation (Alava et al., 2012) and joint responsibility for achieving them (Adair, 2009; Heino, 2000), there has to be space for community members' own ideas and even for contradicting views (Pulkkinen, 2011), too. In this process, interaction, encounters, distributed leadership, team work and open-door policy are essential tools. Fundamental is that the leader genuinely believes in the significance of trust, understands its character and knows how to create, maintain and develop it as a tool for educational leadership.

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5 WHAT MATTERS IN FINNISH SCHOOL PRINCIPALSHIP

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ABSTRACT

In explaining the success story of Finnish school, principals' role has received less attention. In this article the attention is focused on Finnish principals' special characteristics which open up as a result of comparison with other countries. The extent to which these special characteristics explain the level of learning outcomes in Finland is, however, largely merely a guess. In Finland, principals' training the pedagogical nature of leadership is emphasized. The task of Finnish principals comprises administrative actions taken in different areas, in which they create grounds and meanings for decisions from the background of the school's basic mission. In Finland, the level of organization of schools is fairly low. A principal is an independent player, because school inspections do not take place and rules and regulations give considerable leeway for organizing schoolwork. Hierarchy is not seen in the everyday life of schools and shared leadership is implemented effectively. It is relatively rare for principals to make proposals to teachers to develop their teaching. Quite often teachers feel that they get no feedback on their work. Learning outcomes are used very sparingly in the evaluation of the work of principals and teachers, and the evaluation is not very systematic as a whole compared with many other countries. In the future, Finnish school management will probably lose its "exceptional" nature. A direction in practice and research in which connections are sought more thoroughly between leadership practices and learning results is likely to make landfall in Finland.

5.1 Introduction

Efforts have been made to explain the success story of Finnish schools in the 21st century on the basis of the overall state of Finnish society, its school system, and the characteristics of Finnish school management. The nine-year basic education shared by all reflects relatively small differences in values, lifestyles, and material conditions. Differences between the schools are small and the overwhelming majority of Finns choose the nearby school as the place where their children should learn. Explanations for the quality of teaching have included factors such as the quality of teacher education and the attraction of teaching as a profession.

Management of the educational institutions has been been receiving less attention in the discussion. The Finnish educational administration is at present known to be decentralised. Organisers of education have considerable freedom in the drafting of curricula and in the administrative resourcing of teaching. This freedom is emphasised by the lack of inspection, and by a relatively light evaluation system, which leaves a considerable amount of responsibility for the collection of evaluation information with individual organisers of teaching. Drawing conclusions on the basis of evaluation information is left up to the organiser of teaching of the individual school.

Traditions are another factor affecting the management culture of schools in Finland. Management practices of the old schools (elementary and secondary schools) differed from each other considerably. The head teachers of municipal elementary schools, and to some extent also the principals of state-run secondary schools were generally selected on the basis of recommendations by the teachers, and their task was primarily to deal with essential paperwork in addition to their own teaching. Interference in the work of another teacher was avoided and tolerance for allowing different working methods was very high. However, the principals of private secondary schools had a powerful position. A large part of their job description also involved administrative work and financial management, and teachers were generally allowed to work independently at their teaching jobs. School inspections were important, but while they were in use, the evaluation of teaching work was not systematic, and the focus of attention was on the quality of the general framework of teaching (e.g. Isosomppi 1996).

The comprehensive school reform was implemented in a centralised manner and the position of principals remained weak, similar to that of the old position of an elementary school head teacher. The principals were expected to have a more significant role in the development of school, but they themselves felt that their work focused on administrative and financial management - the "general running" of school work (Vaherva 1984). Erätuuli and Leino (1992) concluded on the basis of a principal interview that "a Finnish principal is an unseen civil servant focusing on administrative duties, emphasising good team spirit, and one who leaves pedagogical development to the teaching staff". It

appeared that relations between principals and teachers were regulated by an invisible agreement, according to which teachers handle the pedagogy and principals deal with the administration that creates the prerequisites for the pedagogy (Erätuuli & Leino 1993).

The present framework for educational institution management was created in the 1990s. Centralised administrative regulation was dismantled - both the financial and pedagogical fine-tuning were moved to the organiser of the education and to the schools. The rhetoric of efficiency and effectiveness also penetrated the protective walls surrounding schools, and a demand for a new kind of leadership began to emerge in the teaching community as well. The work of principal became more challenging, and one of the results was that more principals than before changed jobs, moving away from what was previously seen as a post that would be held until retirement. Meanwhile, a powerful differentiation of tasks began as a result of differences in size and management culture of different schools and the organisations that maintain them. Principals were given more power and responsibility in varying degrees, but often the coaching into the new role remained inadequate, and many principals felt that they were being left on their own without external support for their increased burden of work (National Board of Education 2013).

The looming threats seen in the dismantling of centralisation in the 1990s and the differentiation that followed have not emerged, at least not yet. The learning results have brought world-wide attention, and Finnish teachers and principals have been seen to be exceptionally satisfied with their positions and working conditions in international comparisons (OECD 2014a, 2014b). Management of educational institutions has been investigated with unprecedented enthusiasm in the 21st century. More than 30 doctoral dissertations on the subject have been published and nearly all of the writers are school principals. The subjects of research have included the tasks of principals and how they are weighted, the ways that principals work and their coping strategies, principals' training and the schools' management cultures (Risku & Kanervio, 2011). A research tradition which has become popular in other parts of the world, in which explanations are sought from the relationship between learning outcomes and principals' actions, has not taken hold in Finland.

The exceptional nature of the Finnish management culture has been sought increasingly by comparing Finland's own practices with those of other countries. A national report on Finland and a research group's report on the Finnish leadership system were completed in 2007 in the OECD's school leadership project (Hargreaves, Halazs & Pont 2007). An extensive study was published on the basis of interviews with principals in connection with the PISA study (OECD 2012). Extensive reference material was collected in 2011, commissioned by the National Board of Education (OPH 2012), which was utilised in the work of a "Working group preparing reform of the job description and training of principals", which was established by the same organisation (OPH 2013). Finland has joined the Teaching and Learning International Study (TALIS) project, which has produced reports on lower secondary school (comprehensive

school classes 7-9) (OECD 2014a) and primary and upper secondary education (0ECD 2014b).

On the basis of these studies and surveys, it is possible to describe how Finnish practices are similar to and how they differ from those of other countries. In this article, the attention is focused on the special characteristics opening up on the basis of the differences identified in the studies and surveys. The extent to which these special characteristics explain the level of learning outcomes is, however, largely merely a guess.

5.2   Local discretion in leadership structures and resources

In Finland the leadership structures of schools are dependent on the will of the organizer of the education, which is usually the municipality, and no regulation basis for the decisions exists with the exception that school legislation requires each school to have a principal who is responsible for the activity of the school. Job descriptions and the distribution of authority are defined in codes of standards approved by the organiser of education, and it is also possible for one person to be responsible for the management of more than one school. Larger schools have assistant principals and/or heads of training, in accordance with local discretion.

Compared with many countries, the level of organisation of schools is fairly low. The actual supervisory position is usually with the principal and resources provided for the administration are quite meagre on average. Most principals are also required to teach, and especially in fairly small primary schools principals often have an entire class to teach. Assistant principals usually have a 10-40 % reduction in their teaching obligation depending on factors such as school size. The small amount of time available for administrative work is underscored by the fact that compared with colleagues in many other countries principals in Finland have extensive responsibilities. The Finnish principal is also an independent player, because school inspections do not take place and rules and regulations give considerable leeway for organising school work.

Class level, subject, and task teams have been set up within the low organisations in nearly all schools, with whose help shared leadership is implemented, engaging the entire personnel in decision-making and developing the school. Hierarchy is not seen in the everyday life of Finnish schools, and the principal does not necessarily stand out among other players (Hargreaves et. al. 2007). Different personnel groups are equal in their official positions.

Principals are selected from among people who meet various conditions, usually according to the municipality's standard procedure. All posts that are filled on a permanent or open-ended basis must be freely open to applications. The decision on selection is made on the basis of evaluation of the suitability of the applicants by the principals' supervisor or a board with many members, depending on the code of standards. Personnel and representatives of parents

are often heard as experts when preparing for a decision, especially when clarifying the competences of a new principal. In addition to interviews, aptitude tests are also becoming increasingly common. Principals are initially appointed for a probationary period of six months in a post for an indefinite period.

5.3 Qualifications and training of principals

In Finland, qualifications for the post of principal require one to be competent as a teacher for the form of school in question, to have sufficient experience in working as a teacher, and to possess a degree in educational administration (15 ECTS). The degree in educational administration can be substituted by a university training programme in educational administration (25 ECTS) or equivalent studies, whose applicability is evaluated by an entity deciding on the selection for the post. In the 21st century it has become possible to include the qualification studies in the basic studies of teacher training, which, when supplemented by experience in teaching work, have brought qualification for the principal's post.

MASTER'S DEGREE AND TEACHER QUALIFICATION

- STUDIES IN SCHOOL MANAGEMENT AND LEADESHIP ARE INCLUDED

- A PROGRAMME IN EDUCATIONAL LEADERSHIP (25 CREDITS) CAN BE INCLUDED

EXPERIENCE AS A TEACHER

- A PROGRAMME IN EDUCATIONAL LEADERSHIP (25 CREDITS)
- OR
- A CERTIFICATE IN EDUCATIONAL ADMINISTRATION (15 CREDITS)
- OR RELEVANT STUDIES IN SCHOOL MANAGEMENT

LEARNING ON-THE-JOB AS A PRINCIPAL

- AN INDUCTION PROGRAMME (9 CREDITS)
- MENTORING
- A PERSONAL PROFESSIONAL IMPROVEMENT PLAN WHICH IS REGULARLY UP-DATED: DIFFERENT AREAS IN WORK, STRENGTHENING OF PEDAGOGICAL LEADERSHIP

Figure 1   Learning track of Finnish principals (OPH 2013)

In Finland, work experience has not been defined as years on the job, as is the case with many other countries, but those applying for a post as principal are on average very experienced teachers. Management skills have not been included in the conditions for qualification, but in practice that is expected either through studies or through practical experience.   The organiser of teaching can

also place additional conditions on the person to be selected either with respect to education or to experience.

A key role in the training of principals has been held by the training programme for new principals, which is government-financed, and is implemented according to criteria set by the National Board of Education. Previously the arrangements were the responsibility of a training centre operating under the authority of the National Board of Education, but today funding for organising education is received by different education organisations, most of which are institutions for further education operating in connection with universities. Education has been, and continues to be of great importance in the implementation of education policy, and also in promoting extensive networking of principals.

Continuing supplementary education is up to the active input of individual principals and their employers. No minimum level for participation in training has been set. The need and funding for training is usually agreed in performance appraisal discussions between the principal and his or her supervisor. Principals' associations, among other groups, have an important role in supporting the professional development of principals.

The Finnish principal has an undivided responsibility for his/her school's success in its task. Consequently there are moves to emphasise the pedagogical nature of leadership. The principal is responsible for his/her school's development, teaching and educational work, personnel and administration, and finances. The task of the principal comprises administrative actions taken in different areas, in which the principal creates grounds and meanings for decisions from the background of his/her school's mission. This is what is meant by large-scale pedagogical leadership (Alava, Halttunen & Risku 2012).

5.4 Comparing principal's position and working methods

Principals' activities have been examined in connection with the amassing of PISA material (OECD 2012, Salo 2013) and the TALIS study (OECD 2014a,2014b), and this information also includes comparisons of principals. This section presents and interprets those results on whose basis the status and working methods of Finnish principals appear to differ significantly from the average of OECD countries.

Table 2   Principal´s autonomy in resource allocation (OECD 2012, 16).

PRINCIPALS ARE RESPONSIBILE FOR	FINLAND	OECD
Selecting teachers for hire	32 %	63 %
Dismissing teachers	18 %	51 %
Establishing teachers' starting salaries	8 %	17 %
Determining teachers salary increases	5 %	17 %

According to Table 1 Finnish principals would seem to have relatively little power in matters of personnel. In reality this is not necessarily the case, thanks to the prevailing practices in the preparation of personnel matters. Decision-making power in municipal organisations has either been delegated directly to the principals, or then they prepare the selection decisions that are then made by a supervisor or a board with several members. It is very unusual for a decision to deviate from the option put forward by the principal. Dismissal procedure follows the same lines. The likely reason for the low percentage figures in the responses is that it has been exceedingly rare in most schools for a teacher to be terminated. Differences in decision-making power also depend on the level and size of the school. This is indicated by the comparison of upper-level schools in the TALIS study. Eighty percent of principals say that they decide on hiring teachers, and 54% say that they decide on dismissals. In this as well, it is likely that these figures should be the same, because usually the same office holder or decision-making body decides on both the appointment and termination of a teacher.

The same interpretations can also be made about results applying to teacher pay. According to the TALIS study, as many as 54% of the principals of upper-level schools said that they decide on the basic pay of teachers, and 29% decided on bonuses. Summing up it can be said that these studies do not give reliable support to the claim that the influence of Finnish principals in personnel matters would deviate significantly from those of other countries in either direction.

Table 3   School principals´ view of their involvement in school matters: Principals' leadership methods (scale 1= never, 4= often) (OECD 2012, 17)

PRINCIPALS REPORT	FINLAND	OECD ALL
I ensure that teachers work according to the school's educational goals	2.71	3.32
I observe instruction in classrooms	1.96	2.80
I give teachers suggestions as how they can improve their teaching	2.30	2.98
I use student performance results to develop the school´s educational goals	2.43	3.14
I take exam results into account in decisions regarding curriculum development	1.94	2.83

The numbers in table 2 suggest a low action profile on the part of the Finnish principal compared with foreign colleagues. Only 9% of Finnish principals say that they regularly follow class teaching, while the average for the OECD countries is about 50%. It is also relatively rare for Finnish principals to make proposals to teachers on the development of teaching. The TALIS study had similar results. One explanation for this might be the atmosphere of trust: in the education administration there is trust in the schools' ability to carry out their task

without inspections by officials, and principals have confidence in the professional skills and work ethics of the teachers. The PISA results (OECD 2012) which indicate that Finnish principals do not follow teaching or take an issue with the development of teaching work as often as is the case among OECD principals on average may indicate that there is something wrong with Finnish principals' interest in the quality of teaching. Another possible explanation is the tradition of the privacy of work in Finland: teachers consider following their teaching as interference with their work and feel that principals do not have sufficient expertise to evaluate the work or to offer guidance. A third plausible explanation is that with all of the tasks the Finnish principal has, there is simply not enough time to regularly monitor lessons. At present as much as 37% of upper class comprehensive school teachers (in primary school 24% and at the second level 28%) feel that they get no feedback on their work. (OECD 2014a, 2014b).

A possible point of comparison can also be the practice that prevails in many Anglo-American schools, in which the teacher's immediate superior - a school level principal, or the equivalent - will use his or her working hours to follow and participate in teaching work. This kind of working method is missing from Finnish schools. On the other hand, transparency in teachers' work is increasing. Co-teaching, flexible groupings and professional collaboration are doing away with the traditional culture of working alone. The movement towards a "professional learning community" establishes a foundation for the shared development of work and for engaging leadership. The change can be most clearly seen at the lower secondary, where the majority of teachers say that they get feedback from their colleagues (OECD 2014b).

The curriculum in Finland is not altered at the school level on the basis of learning outcomes as often as is the case in OECD countries on average. The explanation is likely to be found in the curriculum system, which gives space to different kinds of pedagogical solutions. Corrective action can usually be taken within the school year plan without the need to change the curriculum that is specific to a particular municipality or school. A more thorough revamping of the curriculum usually takes place once every ten years, when the National Board of Education together with the people in the field prepare the new foundations for the curriculum.

Table 4   Use of Student exam results according to principals (OECD 2012, Salo 2013).

STUDENT EXAM RESULTS	FINLAND	OECD
are published in newspapers	2 %	36 %
are used in appraising the performance of school leaders	4 %	36 %
are used in appraising the performance of teachers	9 %	53 %
are used in resource allocation of schools	7 %	40 %
are monitored in school administration	46 %	76 %

Information on individual schools on the success of pupils getting the basic education is not published. However, national or regional evaluation results have

been increasingly discussed in the media. Under the Education Act, evaluation information is public, and upon request, it must be made available to the media. Pressures to publish learning outcomes more openly exist, but more important is the desire to prevent schools from being labelled good or bad, and thus to accelerate differentiation. As one result, learning outcomes are used very sparingly in the evaluation of the work of principals and teachers, and the evaluation is not very systematic as a whole compared with many other countries. This is something that the members of the OECD evaluation group (Hargreaves et al. 2007) also noted, and recommended Finland to use learning outcomes more systematically in the development of teaching. Targeting teaching resources is ultimately the responsibility of the organiser of education and in some municipalities (i.a. Helsinki) additional financing is targeted at schools operating in more difficult circumstances in the name of so-called positive discrimination.

5.5 Summary and future prospects

The "exceptional" nature of Finnish leadership of educational institutions is based on a tradition of leadership and on a way of administering teaching that deviates from the mainstream in a certain way. In recent decades, Finnish principals have actively sought examples from abroad and have also actively taken part in conferences in the field and in the work of international organisations. It is also worth noting that dozens of principals have acquainted themselves with scientific literature in the field as writers of doctoral theses and as researchers, and consequently, up-to-date information has been passed on into e.g. principal training. At the same time awareness of national policy choices has increased. The way that pedagogical and education policy innovation relates to value judgements can be evaluated possibly better than ever before.

Pasi Sahlberg (2014) compares the Finnish way of operating with the Global Education Reform Movement (GERM). In Finland, the emphasis is on collaboration instead of competition, on individualism instead of standardisation, on a culture of trust and responsibility instead of outside testing, on professional learning communities instead of searching for top talents, and on educational equality instead of a marketplace for schools. It is obvious that magnificent results have been attained in Finnish comprehensive education without internal competitive bidding. The school and its leadership system have shown their strength from top to bottom. Finnish teachers and principals are exceptionally satisfied with their choice of profession (OECD 2014a, 2014b). In recent decades some of the best people of each age group have applied to study education. The recruitment base for i.a. principals' posts is therefore very good, especially considering that there is growing interest among the female majority of teachers for principals' posts.

There is good reason to ask what the future of Finnish leadership of educational institutions will be. For instance, Sweden, which has long been Finland's partner in developing schools, has reassessed its course to a considerable degree. It appears that in the ongoing decade Finland will experience its longest-lasting post-war economic squeeze. In practice this means that the resources of public economy are weakening and that pressures for measures such as more efficiency in running schools will grow. This trend is accelerated by the difficulties experienced in export industries, and by the exceptionally rapid ageing of the population.

In the 1990s, school district boundaries were removed and a law was passed on public access to evaluation information, while calls were made for schools to profile themselves. The prerequisites for the emergence of a school market existed, but a counter movement emerged in the decade that followed, emphasising a unified curriculum and uniform quality of schools. Naturally, the foundation for this movement came from the international attention brought on by our PISA success. The unity of the curriculum system was brought back in the reform of 2004. Availability of principals was boosted offering teachers, and those studying to become teachers, basic training in educational leadership. State-funded coaching for teachers hoping for a career as a principal has also been available for a long time.

In the coming years, Finland's network of schools will become considerably sparser owing to the concentration of the population in urban areas as well as to the tougher economy. In the leadership system of large schools, the tasks of the principal will be delegated to assistant principals and others. Instead of just one principal, schools will be led by "leadership troikas" and there will have to be some compromise on the idea of a low-level organisation. It remains to be seen, if it will be possible to retain the benefits of little hierarchy and shared leadership in these school groups that often operate in a networked fashion.

The competition and public access to learning outcomes are part of everyday life in post-comprehensive level teaching in Finland today. At the upper secondary level about half of pupils at each age level take part in the matriculation examinations which are held twice a year. The results have been published as different kinds of rankings for more than 10 years already. It has boosted the differentiation trend in schools, and some "elite schools" in large cities are only accessible by comprehensive school pupils with the top grades. Comparison has shown that in addition to its type of pupils, an upper secondary school's success is dependent on the evaluation practices at the comprehensive school level - grades that are given there are not comparable. The differences can be considerable depending on the school of origin, or more precisely, on the teacher conducting the evaluation. In present conditions, it has not been possible to develop an indisputable way to measure added value produced by an individual upper secondary school. For this reason, and also for the sake of fairness, pressure to unify the basis for final grades in basic education is growing. The solution that has been chosen is to define the criteria for skills and knowledge. Still,

no serious discussion on the organisation of shared final examinations of the comprehensive school level has taken place.

The funding model for upper secondary education is currently being upgraded. Effectiveness is becoming one basis for funding, and it will be measured, among other things, by the proportion of students who complete the studies and who get into further education. The significance of effectiveness funding is still impossible to evaluate, because the way that it is to be implemented remains unclear. From the point of view of the leadership of educational institutions, the change is, nevertheless, significant as a factor promoting the emphasis on results. If good results come from it, the operating model could later be applied to comprehensive level education in some form. In the coming years, a direction in research is likely to make a landfall in Finland, in which connections are sought between leadership practices and learning results.

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6   PROFESSIONAL GUIDANCE OF SCHOOL TEACHERS

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ABSTRACT

This paper describes how the professional guidance of staff can create sustainable opportunities to face challenges in everyday school work. In a school development project, researchers from Østfold University College have collaborated with teachers and leaders from a medium-sized primary school in order to develop better ways of working with students with special needs. Joint confidence and the desire to develop good relations between researchers and practitioners have been fundamental principles for the collaboration.

The project had three main starting points. The principal of the current school asked for help to guide and supervise a group of teachers, inspired by the teacher education program at the nearby college. As researchers we took the opportunity to examine whether reflective team as a method for development could be given a convenient role in the school's inner workings. All project participants were engaged in learning more about the challenges that an external intervention means for a school. To achieve a closer view on all participants' experiences and reflections, personal, methodological, theoretical and personal notes were used as "historical records" for continuously writing a narrative of the self (Richardson, 1994). Our main task was to strengthen the knowledge and behavior of teachers in their daily work and provide their leaders with the understanding of the teachers' personal strengths as an active organizational resource. The result of the project indicates that the knowledge and behavior of the teachers in their daily work was changed as expected, although their personal strengths and skills as problem solvers were never recognized as a stronger organizational resource by their leaders.

Keywords: professional guidance, reflective teams, personal strengths, organizational resource

6.1   Introduction

This paper suggests that the professional guidance of teachers can provide an opportunity to demonstrate their practice to better cope with the everyday problems of school. The effects of professional guidance can be visualized by the development of critical reflective surfaces within the profession (Williams, 2012). Reflections of all types and at different levels have eventually become a general term to describe a variety of activities in how to transform an organization into a learning system. Empirically oriented researchers have, however, found themselves unsure of whether they are mainly exploring objective social facts or people´s subjective experiential meanings (Alvesson & Sköldberg, 2000).

The introduction of reflective practice requires that new opportunities can really be put into use by professional personnel (Ledvinka, 2006; Burton & McNamara, 2009), though their leaders need to take great responsibility for how best to spread the effects of change within the organization (Schön, 1973). Reflective activities will not be successful if the participants do not find them important enough to assimilate, or if they lack adaptiveness to new demands and situations (Sträng, 2014). The school of today places increased demands on teachers to fulfill their daily work with students of all kinds and also to best meet each student's specific needs. Due to the parallel increased complexity of schooling, the need for adaptive employees has become important. According to the growing importance of adaptive performance, more empirical research is needed (Sonnentag, Volmer & Spychala, 2008). In this paper we focus on how reflective practice can be a way of increasing individual teachers' skills and abilities of learning and adapting to complex situations in daily work.

6.2   Literature review

Individual performance and adaptability to new conditions and challenges is important for organizations and individuals alike (Sonnentag et.al. 2008). In the literature there is a number of definitions of adaptability, all with different names; Adaptive performance (Hesketh & Neal, 1999), role flexibility (Murphy & Jackson, 1999), the proficiency of integrating new learning experiences (London & Mone, 1999). A structured approach to the topic is presented by Pulakos et al. (2000), including the handling of emergencies or crisis situations, personal work stress, creative problem-solving and how to cope with uncertain or unpredictable work situations. These dimensions of adaptiveness include demonstrating interpersonal and cultural adaptability and the ability to learn new work tasks, technologies and procedures.

In the literature on organizational behavior we find that organizations may need to absorb knowledge from outsiders to stay effective, because no or-

ganization can itself possess all required knowledge to properly deal with the increasing demands for change (Anand, Glick & Manz, 2002; Powell, Koput & Smith-Doerr, 1996). We also learn that a positive and cooperative relationship between organizations facilitates knowledge sharing alongside with the creation of new organizational knowledge. Studies have revealed that organizational innovation is often promoted by external ties with other organizations (Subramaniam & Youndt, 2005; Uzzi, 1997). Research on individual learning has found that emotions and goals are two important factors that influence learning outcomes (Jackson & Ying Hong, 2008). Collaborative working relationships may help the sharing of successful practices and the provision of support (Fullan, 1991; Hargreaves & Dawe 1990; Little, 1990). Communication and joint work provide required pressure and support needed for getting things done and to increase the motivation of individual actors for change and development of their own ability (Fullan, 1991; Hargreaves & Dawe 1990; Little, 1990).

Although reflective practice in many contexts is more or less generally accepted as an aspect of professional development of an organization, the group dimension of reflective practice is still little known (Collin & Karsenti, 2011). Group processes play an integral role in linking experiential thinking and learning to a higher personal proficiency in daily work (Williams, 2013). Individual job experiences are also relevant for performance (Sonnentag, et al., 2008). To expand our knowledge on the meaning of personal experiences we need multidimensional research models that include qualitative aspects of variety, challenge and complexity (Tesluk & Jacobs, 1998).

Behavioral aspects refer to what people do at work, or the action itself (Campbell, 1990). In school, performance encompasses traditional activities of teaching and conversations with students, as well as the social interaction with colleagues. The organizational outcome refers to the individual's behavior. The actions might result in students' knowledge, parallel to more effective work. A certain problem is that the organizational outcome is affected by other determinants than the behavioral aspects. A teacher who provides lessons which fulfill all learning requirements might not succeed, if his students' lack enough motivation or cognitive abilities for successful learning. In working with students with special needs, the teacher's behavior and performance cannot be primarily aimed at productivity or efficiency. Task performance can be explained as how best to fulfill the requirements of the contract between the employer and the employee (Sonnentag, et.al. 2008). Conway (1999) notes that interpersonal facilitation and job dedication both contribute to overall performance ratings beyond task performance.

Contextual performance consists of behavior that supports the organizational, social and psychological environment (Sonnentag, et.al. 2008). Our research context was a group of teachers in a primary school with a need of assistance after a series of problems with challenging students. The daily situation was characterized by turbulence in the classroom, and students with problems

functioning socially. Access to the resources needed was limited and among the staff there was a need for external guidance.

6.3   An efficient dialogue

As researchers, we had previously worked with reflective processes and methods, both in teacher training, and in a former development project with a preschool. In the former project we wished to create and implement an efficient dialogue between a group of educational leaders from the preschool and ourselves as researchers in an equal collaborative relationship. The dialogue was intended to help the leaders to find new and effective ways to improve their leadership, through reflective practice towards a mentoring leadership. Our findings showed that reflective practice may lead to learning and growth for the members of an organization, but changing the organizational culture can be challenging and perceived as dangerous by the participants (Sträng & Sørmo, 2014; Sträng, Skibsted Jensen & Sørmo, 2013). We learned that a successful collaborative partnership between researchers and practitioners depends on how to cope with the complexity of different standpoints and experiences, and the unpredictable and opaque processes which are being initiated.

Alvesson and Sköldberg (2000) advocates that less concentration on the collection and processing of data and a stronger focus on interpretation and reflection, in relation to the researchers and practitioners themselves and to their context, is essential for a successful research and development project. With this in mind we organized ourselves as a joint research advisory group, with distinct roles for all participants, but equal responsibilities of implementing, documenting and presenting the results of the project in different contexts, e.g. at seminars and conferences.. We defined our advisory group as an expert panel, whose main role was to supervise in the process of development and implementation of reflective practice.

The presumed impact of preschool as a learning system brought us to the question of how our research dialogue could be designed to facilitate educational leaders to implement reflective practice as a best practice method for communication (Bell & Mladenovic, 2013). Research indicates that the available time and the opportunities to reflect, as well as the ensuring access to a mentor, are important steps for promoting reflective practice. A successful mentor will possibly challenge the traditional thinking and encourage people to look at things from multiple perspectives, instead of repeating old standpoints and habits (Colmer, 2008, Kinsella, 2009). We assumed that our relationship seemed to have the ability to engage the educational leader's skills of effective communication, emphatic listening, personal learning and self-reflection (Kram & Ragins, 2007). Relational mentoring, characterized of members' influence and influenced by each other, was a possible step forward to reflective practice.

Effective cooperation between researchers and practitioners encourages and increases participation through available modes of relating. If the relationship is perceived as safe and interesting, exchanges of new ideas may lead to new modes of relations and motivations for change. A high-quality mentoring relationship is predicted by individual, relational and organizational factors (Hall & Las Heras, 2012). We considered that the frequency and depth of mentoring episodes with reflecting teams would strengthen the relational trust and pave the way for a high-quality work relationship (Pratt & Dirks, 2007; Wieselquist et al., 1999).To facilitate this relationship we chose mentoring with reflecting teams (Andersen, 1991) as the work tool, manifested by a series of internal mentoring episodes for the educational leaders.

6.4   The context of reflecting teams

The context of reflecting teams is originally developed within the therapeutic field. The idea of reflecting teams has spread from the original therapeutic field and is nowadays applied in a wider organizational context. Reflecting teams have for a long time been a common method in connection with activities of mentoring and team appraisals (Hornstrup & Loehr-Petersen, 2003). The implicit value of a reflecting team is to provide new information. Andersen (1987) notices that reflecting teams allow an increased exchange of pictures and explanations. By identifying and sharing their personal views, each participant receives different interpretations of reality. These differences will add new perspectives to each person's picture, as ecology of ideas. In this process all participants must respect that everyone has the right to remain the same, without demands to change their approach. This applies to the relationship between and within groups, where every member must acknowledge other members' needs to retain their patterns. It is important that the reflecting team does not make any hypotheses beforehand that could influence team members to see the participants within the frame of their own preconceptions, rather than within the frame of what currently preoccupies them. Andersen (1987) emphasizes the importance to avoid direct interventions, because the participants can easily believe that the reflecting team has a better solution to the problem than what they themselves have pictured and explained.

In practice, the reflecting team consists of a minor group of individuals who assume an observational position towards the conversation between the mentor and a focus person. The reflecting team adds a meta-position in order to help and assist all participants to achieve a productive dialogue that promotes development.

In the therapeutic field there is a variety of methods, comparable to reflecting teams, but according to Andersen (1987), the big difference between these methods is that the reflecting team aims to imply the notion of both-and and neither-nor, by having members of the reflecting team take this stance, and by

members of the team underlining that what they say is based only on the version of the problem that each perceives. In this way, they can show that the problem has many aspects and is multifaceted. The participants, watching the reflecting team, can discover the richness embedded in the sharing of various points of view on the same issue. In a systemic approach to organizational development, it is important to apply different perspectives that facilitate studying and working with a given topic from more than one position. Reflecting teams can thus be an important means of discovering new ideas and options, in a variety of ways and settings. The choice depends on the context and the incidence of a well-defined task (Hornstrup, Johansen, Loehr-Petersen, Gjengedal-Madsen & Vinter-Jensen, 2005).

Transferring a method from a context of therapy to another context of professional guidance and school development makes it necessary to pause and consider the meaning of the concept and its practical application. To use reflecting teams in an organizational mentoring context, the basic ethics of the method must be visualized and discussed, before the activities can take place. According to Hornstrup and his colleagues (2005), ethics can be stated on the basis of elements like a clear focus on the task, confidentiality, appreciation and commitment. There is no agreed definition of professional guidance worldwide, mainly due to conceptual, cultural and linguistic differences, but guidance is explained as advice and counseling or supervised care and assistance, even therapeutic help in the treatment of emotional disturbances. With the concept of reflective teams rooted in family theory, we find our choice to replace mentoring with professional guidance relevant, although quite challenging and unpredictable.

6.5   The previous project

In the previous project our main task was defined as strengthening the knowledge and behavior of teachers in their daily work and providing their leaders with a deeper understanding of teachers' personal strengths as an active organizational resource. Besides of the guidance we strove to maintain an extensive dialogue between us and the group of teachers. Andersen (1987) concludes that each new way might come from not being able to continue any longer in the same way, and that it is better to be a participant, than to remain an observer. This convinced us of the potential of our strategy of using reflective teams despite the complexity they create.

We discovered rather soon that mentoring with reflective teams seemed to be a possible and viable approach for the teachers to improve their daily work and cope with the described difficulties with their disruptive pupils. An unanswered question concerned the distribution of their newly learned skills and knowledge to their leaders. The future hope was that other employee groups might benefit from professional guidance, if also the leaders got new skills for

developing their own team and worked more effectively (Tolhurst, 2006). To launch this strategy we needed a clearer view of experiences, from the management perspective. The activities of professional guidance started with a training session, in which the principal participated, and the assistant principal took active part as a member of the reflective team.

The continuously produced "historical records" (Richardson, 1994) from the teachers indicated that their personal strengths as problem solvers were increasing. Unfortunately, the initial interest from their leaders seemed to quickly subside. When the series of professional guidance sessions were finished, the teachers expressed that they had learned a lot and looked forward to further development in everyday work. The assistant principal was generally positive to the outcome, but no further activities were planned or discussed, to disseminate the experiences of the project in the organization as a whole. The principal never took an active part in the activities, except from participating in the initial training session, which prevented us from further measures to implement professional guidance of school teachers as a resource for development of the entire school organization.

6.6   School development

A widespread idea of school development is an ambiguous concept of different explanation and interpretation, depending on the choice of perspectives and approaches. Schools in development are often characterized by various ways to evaluate their performance and wish to explore and identify new ways of teaching and learning. Policy documents stress and emphasize that daily school operation must evolve towards a greater goal attainment (Olin, 2009; Sträng, 2011). Educational leadership and teachers' professional responsibility are, according to the curriculum, to take place in active interaction between staff and pupils, and in close contact with parents and the surrounding community. School development aims to facilitate continuous improvement of the current conditions for school activities, and to question the limits and rules of a certain school. Scherp (2002) notes the role of the learning organization in school development in handling the increasing pace of change. Action-based learning from everyday activities can help improve the quality of work. The school's actors convey intelligible connections between organizational models and administrative practices, and the pedagogical work of teaching can facilitate school improvement (Blossing, 2003).

6.7   A combined team leadership

The process of school development can be described as the interaction between the defined school culture and its consequences. For real development, beyond

structuring of descriptions, an increased focus on school actors' cultural subjects is required. Changing a school's solid cast and loosening up the fixed patterns of labor relations successfully is a delicate and demanding mission to be completed on a long-term basis.

A big challenge in school development, regardless of the choice of perspectives and methods, is how to benefit from learning processes to enhance sustainable development in daily work. Although we seemed to have succeeded in our main task to strengthen the knowledge and behavior of teachers in their daily work, the leaders did not recognize personal strength as an organizational resource. The absence of the principal can probably be explained on the basis of school leaders' workload, but we cannot rule out other possible explanations either. As organizations become more diverse and team based, our understanding of leadership must also be changing. An interesting area concerns the increased importance of relational and emotional processes (Game, 2011). The intervention of the external professional guidance of a certain team of school teachers may, if it is spread on within the organization, possibly change the school's solid cast in an undesirable way, disturbing the accepted relationships of leaders and staff. In the literature we find that insecurely attached individuals can be associated with a critical view of leaders and their performance (Davidovitz, Mikulincer, Shaver, Izsak & Popper, 2007).

The emotional statements from participants in their "historical records" (Richardson, 1994), do not explicitly discuss leadership itself, but still lead to questions of understanding inter-follower processes, personalities, attitudes, cognitions and the contents of leadership and followership (Bligh, 2011). The results of our projects have anyway brought us to the position that professional guidance of school teachers has the potential to be advantageously carried out within the organization as a learning system of leaders and staff in a combined team leadership, in practice perhaps implemented by the equal participants of the reflective team. To achieve this requires a profound interest and trust between leaders and followers.

6.8 Conclusion

A main topic of our research concerns whether professional guidance and the establishment of reflective practice can lead to a sustainable increase in teachers' skills and abilities. In the literature we notice that emotions and goals are important factors for organizational learning outcomes (Jackson & Ying Hong, 2008). In the documentation from the project, teachers' feelings and awareness of the objectives of their work was visualized. Still there remains a question of the emotional relationship between the leaders and the led, and its importance for development and change over time. This is a fundamental question that has been debated for more than 2000 years (Mastenbroek, 2000) and has engaged a number of researchers. Earlier research looked primarily on dyadic relation-

ships, rather than the impact of interpersonal processes. Lately, there has been a changed position with theoretical models and empirical studies, focusing on the role of emotional intelligence and leadership, concepts that are ambiguous and difficult to define and explain. Ashakanasy and Humphrey (2011) argue that emotional awareness is important for leadership effectiveness, and that both leadership and emotion are holistic phenomena which form the basis for organizational understanding. From our empirical findings in school and preschool we agree to the idea of emotional labor as a part of leadership.

Researchers trying to take a holistic approach to school organization and school development therefore need to bring together various elements into a coherent analytical model, to understand what really happens in a process of change. Reflective teams and "historical records" (Richardson, 1994) as well as the collaborative relationship between researchers and practitioners, in an equal research dialogue will give us access to individual interpretations of reality, with different impacts of daily work.

If we strive to understand the knowledge and behavior of the teachers in their daily work and school development at a more basic level, it is important to conduct studies both on the organizational and the individual level. Including the perspective of emotional leadership makes the picture of school even more complex. A question is how to benefit in practice from these learning processes to enhance sustainable development for teachers in everyday work. Professional guidance of school teachers, with roots in another tradition (Andersen, 1987) can be a way to deal with a complex reality and to open new ways of understanding.

Larsson and Löwstedt (2010) talk of schools as sites for ongoing organization, rather than of institutions with the core business of teaching. School development, in any form, cannot be an individual matter for teachers or school leaders, but a joint responsibility of both teachers and management. Successful school improvement requires a commitment at every level and cannot be defined solely by school management and teaching staff. A key to successful school improvement may be to extend the collective learning to all executives in the school in a joint agenda of how to strengthen knowledge and skills in daily work at each level of school.

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7   SCHOOL LEADERSHIP STRATEGIES FOR INTEREST AREA DEVELOPMENT AND VALUE AWARENESS

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ABSTRACT

Taking into account current economic changes, it can be viewed as a positive trend that such concepts as innovation, creativity and participation in management are becoming increasingly relevant in Latvian education management and practice. It shows a change in understanding, because the quality of education depends on strong, efficient and creative leaders. The aim of the present research was to identify school leadership strategies and to promote the development of pupils' interests.

The data of the research comprises 110 teachers' and 80 parents' questionnaires about humane professional values, as well as 26 teachers' questionnaires about of professional quality and creativity. The questionnaires attempted to capture the following two main needs of school: someone must be a creative educator to develop different interest areas of education and someone must be a leader managing school leadership strategies. The main aims were to identify school leadership strategies, to promote the development of pupils' interests, and to develop school management strategies which encourage student interest development and value awareness.

The role of participation in today's school management is related to the widening of new management strategies and roles. It is possible to raise student value awareness and encourage development of interest areas through focused interviews.

Key words: school management strategy, interest development, teacher creativity, value awareness and attitudes, core of a humane personality.

7.1   Introduction and theoretical background

Social changes are driven by external and internal factors. External influences driving change are, for instance, legislation, industry development, job market, new technologies and competitor activities. Internal triggers driving change are the need for change, dissatisfaction with the wages and workload, changes in the management, new product development, introduction of new methods, etc. Change can be either forced or natural. It is a psychological indicator which characterises employee perception of the need for change. The change process begins, when the current organisational situation, post-change results and employee involvement are examined (Kötter, 2007).

Employees are prepared to support and participate in the change process only, if it is triggered internally. "Change management means people management during the change process, therefore employee attitudes and reactions must not be neglected" (Boutros & Joseph, 2007). Leadership ability is essential in order to create social change. Leaders help to create and provide space for people to unite, evaluate and achieve their objectives.

The most valuable asset of every organisation in the 21st century, where change management is concerned, is its people. Therefore such scientists as Karakas (2007), Banutu-Gomez (2004), Hays (2004), Hickman (2010) and others agree that the best organisational strategy is to help individuals to achieve their full potential and harmonise their personal goals with the organisational mission, vision and results.

The economic situation in Latvia has significantly affected the school system as a whole: there is a lack of clear strategic direction which would increase school management innovation readiness at all levels (i.e. principal, deputy principal, teacher and parent). Social and political situation, which involves frequent changes in the government and replacement of the Minister of Education, imposes a great responsibility on all school levels to work innovatively, to follow current trends and to be prepared to implement new ideas, while maintaining and strengthening values such as freedom, responsibility and independence.

Consequently, a question arises as to the quality of education institutions in relation to innovation. What are the major factors affecting management of an education institution nowadays? One of the major issues is school teacher salaries. This issue is being addressed by a pay rise linked to the teachers' level of qualification. In reality, however, teacher salaries are declining compared with the sharp price rises. Remuneration is one of the factors affecting job satisfaction of the individuals involved in school processes. Levels of responsibility are very high, whereas independence and freedom in this economic climate is limited. Parents also want to be involved and solve problems, they become members of school boards, express their opinions and involve members of society in looking for possibilities to improve school situation during social change.

Distributed leadership is the most appropriate school management style, however not all management strategies are equally applicable in practice. They

depend on the aim. Distributed leadership of a modern school must focus on the following: strategic thinking, student interest development and teacher attitude. Teacher's mission prescribes certain qualities of a humane personality, which create an attitude towards the implementation of this mission. This can be called personality core. The development of student interest areas as well as the development of certain creative qualities of one's personality make teacher's mission exciting.

7.2 Participants and methods

An empirical investigation is based on a quality-focused research. Questionnaires with 110 teachers and 80 working parents were carried out to ascertain current problems in school leadership strategies. The results of qualitative research provide an opportunity and a basis for further scientific study of teacher professional identity, which is crucial in the development of educational management. The research confirms that the development of teacher professional identity is related to personal views, career choice, values and professional idealism. These guidelines should be taken into account, when identifying professional identity content in further study.

Challenges and professional difficulties of school managers are analysed alongside with the teacher readiness to solve these problems innovatively. School management is a process that includes awareness of social attitudes, activity and creative professional identity in the course of social changes. Innovation at school on different levels is a milestone that school management nowadays can lean on. On the basis of the above, the main aim of the present study was to identify school leadership strategies and to promote the development of pupils' interests.

7.3 Teacher and parent contribution in education as an aim of the development of a humane personality

Intellectual and mental development of a multi-faceted personality determined by the optimal choice of psychological and pedagogical means is one of the most complicated tasks for a teacher in the transition process of society. Maintenance of a country's cultural life and its improvement is given a very special role in education. Education supports culture. Culture is taking care of and adjusting the beautiful, the good and the humane through education. Cultural values can be cultivated, put in order and created only by a progressively educated and free person.

A professor of the University of Latvia states, that a cultured nation is a well-educated nation which focuses on society as a whole (Jurevičs, 1936). The

upbringing of a civilized person who has acquired cultural experience and is able to preserve it, develop it and pass it over to the next generations has always been one of the most significant functions of education.

Freedom begins with a choice. Freedom is capabilities and possibilities of a person to think and choose optimal actions and behaviour to suit their needs. Freedom can be both internal and external. An internally free person is autonomous. This manifests itself in being independent and responsible irrespective of the external environment and circumstances. Free persons independently choose their aims and means, and are responsible for the decisions taken. Student freedom is related to that of their parents and teachers.

Teachers and society are interrelated. Only in a democratic society free citizens are able to work, develop and shape themselves. Teachers are limited by various conditions, standards and the environment. They are, however, able to express their attitudes. Nowadays humanists value people who rely on their abilities and opportunities to build their behaviour and attitudes in a free and independent manner while retaining a sense of responsibility. It provides positive interaction and co-operation in the social environment during social change.

7.4   Attitudes as the core of a humane personality

Gordon Allport (1935) is one of the first theorists who defined attitude as the psychic state of readiness, gained through experience and exerting directive or dynamic influences upon the individual's response to objects and situations with which the individual is connected (Allport, 1935).

Nowadays we can differentiate between two main approaches to attitudes. The first one is based on an assumption which includes three different components:

- affective component – love, hate, like dislike and other emotions connected with the object of attitude
- cognitive component – views, opinions, and thoughts connected with the object.
- native or behaviour components – intention of action, will, tendency to act in a definite direction. This is the most widespread understanding of the attitude.

"Attitude" itself is an inner psychic model. It is the most widespread understanding of this concept. Sometimes people's thoughts and behaviours contradict with their feelings. This discrepancy made a group of researchers put forward another concept of attitudes. This approach is based on attitude evaluation. (Devjatkin, 1999). According to this approach, attitude is evaluation. Attitudes can have a powerful effect on behaviour. The same influences that lead to attitude formation can also create a change in attitudes. On the basis of Myers

(1999), Hockenbury, & Hockenbury (2007) and Smith & Mackie(2007) change in attitudes can take place in the following three ways.

Learning Theory of Attitude Change emphasises classical conditioning, operant conditioning and observational learning, which can be used to bring about attitude change. Classical conditioning can be used to create positive emotional reactions to an object, person or event by associating positive feelings with the target object. Operant conditioning can be used to strengthen desirable attitudes and weaken undesirable ones.

Elaboration Theory of Attitude Change suggests that people can alter their attitudes in two ways. First, they can be motivated to listen to and think about the message, which can lead to an attitude shift. Or, they may be influenced by the characteristics of the speaker, leading to a temporary or surface shift in attitude. Messages that are thought-provoking and that appeal to logic are more likely to lead to permanent changes in attitudes.

According to Dissonance Theory of Attitude Change, people can also change their attitudes, when they have conflicting beliefs about a topic. In order to reduce the tension created by these incompatible beliefs, people often do shift their attitudes.

The object of attitude is important, especially, if it influences the interests of an individual in a direct way as well as the results of the activity. In general, the definitions show that attitude has a relatively consistent, positive or negative evaluative trend, that it is directed towards the definite people, objects or ideas, and that it influences and motivates the activity. Attitudes are formed directly as a result of an experience. They may emerge due to direct personal experience or result from observation.

Educational development and society are interrelated and conditioned. The more democratic the society, the more opportunities there are for human self-realisation and for becoming free, independent and responsible teachers. This can only be achieved through the process of self-education, which nowadays has become the basis for education. Teachers are real role-models for their students. Teachers' and parents' contribution in education as an aim of the development of humane personality means - freedom, responsibility and independence. Figure 2 indicates the relationship between teacher and parental sense of freedom.
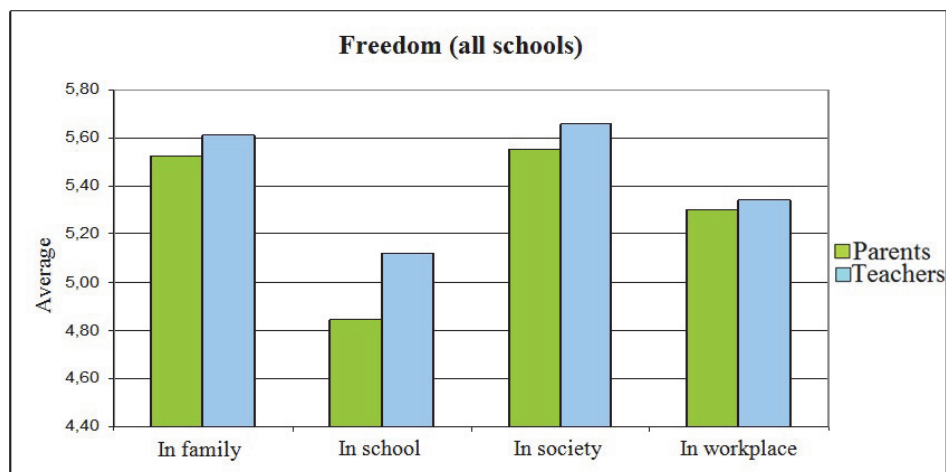
Figure 2   The diagram of average values "Freedom"

Research data analysis shows that teachers' sense of freedom in the family, school, society and workplace is higher compared to parental freedom; it means that teachers play a crucial role in developing students' sense of freedom.

Responsibility is honest performance of one's duties. Responsibility is the first step towards success. An individual voluntarily accepts constraints externally imposed by society or environment, while creating a moral framework within.
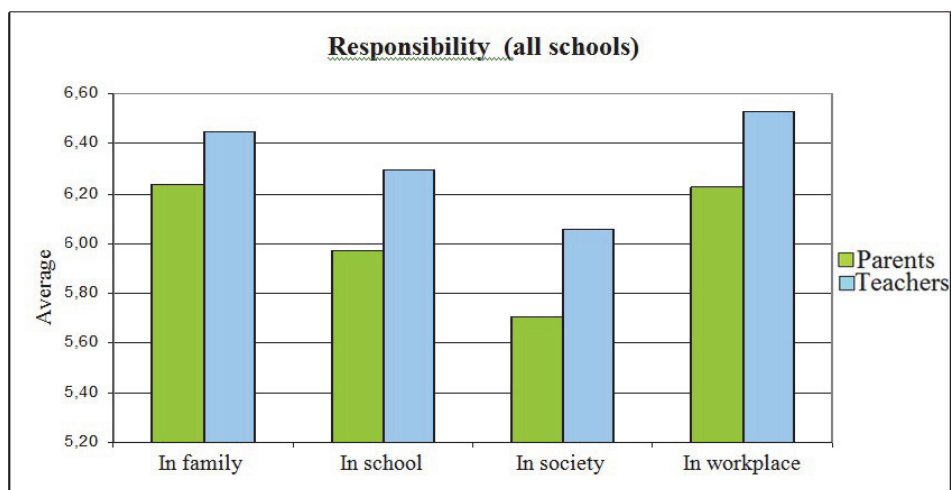
Figure 3   The diagram of average values "Responsibility"

As Figure 3 shows, alongside freedom teachers demonstrate a significantly higher level of responsibility in comparison to parents. It should be indicated

that out of 110 teachers, research participants, only 8 were male. It emphasises the level of responsibility of female teachers in family, school, society and work.

The research reveals that parents and teachers demonstrate different levels of sense of independence in family, school, society and work. The research indicates that parental independence is explicitly higher than that of (female) teachers in the context of family and workplace (Figure 4).
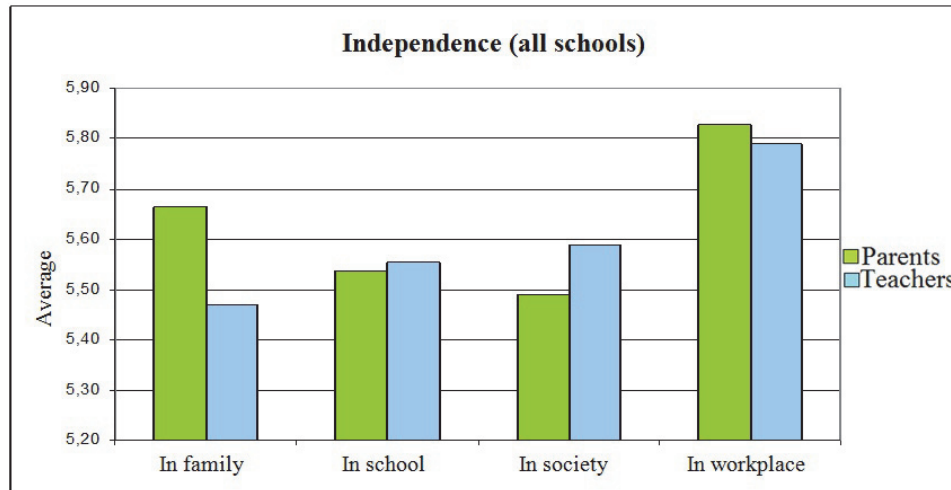
Figure 4   The diagram of average values "Independence"

Thus, inheritance of socially important values for students – freedom, independence responsibility - in family and school are not unequivocal. These values are developed through communication with adults, where parents and teachers are essential role models. A specific further research is required to establish the situation in teacher families as teachers lack independence in this social institution.

7.5   Teacher status

Socialization is a process whereby a definite social status based on particular socio-economic factors (i.e. occupation, education, ownership, rights and incomes) is achieved.

In the present study, both teacher and parent personality cores were assessed. Teacher personality core was higher in comparison to parent personality core, except for independence both at work (school) and at home. This is associated with ongoing reforms in education, as well as with low teacher remuneration and status. As a result, teachers feel insecure and vulnerable.

Each status usually includes several roles. For example, teacher status is determined by their attitude to students and colleagues, connections with the

ministry, as well as with universities and various other institutions. This role is a point of intersection where society and personality meet.

In the current economic climate innovation is a humane personality based on freedom, independence and responsibility. Such a personality can only be formed through development and operation, irrespective of the insufficient remuneration and school management issues. This objective is feasible in a democratic society where concerns about humans and their well-being is the highest value. School management innovation readiness is related to a holistic approach to family, school, society and environment, which is impossible without the active self-development of each growing individual.

7.6   Interest development

Research indicates that student interest development is critical in order to improve their performance and self-confidence. Hidi and Renninger (2006) proposed an interest development model proving that positive work experience, which fosters knowledge development as well as understanding the value of the work, affects interest development. According to their theory, interest development is a four-stage process – starting from short-term situational interest activated by an external cue, which is then followed by the desire to continue re-engaging in activities and deepening interest over time. Interest associated with such engagement is called a well-developed personal interest. Thus, the interest that develops and deepens in a particular context depends on the extent to which knowledge is experienced in relation to the activity (Hidi & Renninger, 2006; Mitchell, 1993).

Additionally, interest is related to self-efficacy and self-regulation. Lipstein and Renninger (2007) indicate that interest is a mediator which helps to develop self-efficacy and self-regulation skills. Interest maintains attention and efforts necessary to develop knowledge and to continue learning. These arguments are consistent with other studies of self-regulatory mechanisms (Sansone & Thoman, 2005; Zimmerman & Kitsantas, 2005), which demonstrates that higher levels of self-regulation are associated with higher levels of interest (Cleary & Zimmerman, 2001; Kitsantas & Zimmerman, 2002; Zimmerman & Martinez - Pons, 1988). Self-regulation skills can help students to learn and remain motivated to relate their interests to their lives. (Sansone & Thoman, 2005; Zimmerman & Kitsantas, 2005). The hypothesis that competence beliefs interact with the activities in the field of interest, which, in turn, lead to competence development, is supported (Pajares, 1996; Renninger, Bachrach, &Posey, 2008; Schunk & Pajares, 2005). However, students with lower self-efficacy tend to have less developed self-regulation skills. These students may find it more difficult to maintain interest, and therefore require external support to maintain task engagement (Hidi & Harackiewicz, 2000; Hidi & Renninger, 2006).

Integration of behavioural and emotional components ensure positive impact on academic performance (Furrer & Skinner, 2003; Skinner & Connell, 1993; Skinner & Belmont, 1993; van Ryzin, Gravely, & Roseth, 2009). Research has demonstrated that emotions are associated with subsequent interest and performance (Harackiewicz, Barron, & Elliot, 1998; Barron & Harackiewicz, 2001; Durik & Harackiewicz, 2003; Mitchell, 1993), and with positive life outcomes such as happiness and academic achievement (Csikszentmihalyi, 1990).

The way to enhance student motivation and achievement is to help students to find value and meaning in their schoolwork (Brophy, 1999; Hidi & Harackiewicz, 2000; Stipek, 2002, Wagner et al., 2006; Wigfield & Eccles, 2002). Unfortunately, research into student motivation indicates that such motivational strategies are insufficiently developed in schools. A worrying trend indicates that interest in school tends to decrease over time (Anderman & Maehr, 1994; Lepper, Corpus, & Iyengar, 2005). Similar results were obtained when comparing student interests in Moscow and Riga schools; also, a declining importance of school as the source of information was demonstrated (Špona, 2012). Eccles and her colleagues argue that movement towards successful performance or achievement expectations are associated with choices of areas of interest, their expansion and value awareness. Value awareness facilitates achievement-related choice and task achievement.

Students with different levels of competence and confidence in their competence have been surveyed, too. The results confirm that students who report lower competence beliefs also display decreased interest, achievement motivation and interest in various areas compared to students with higher competence beliefs (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002). Students' competence perceptions arise, in part, from prior experiences and are predictive of achievement (Bandura, 1997; Pintrich, 2003). In addition, recent scientific publications indicate that prior performance experience form the foundation for expectancies of future success (Usher & Pajares, 2008). Thus, students' history of performance include not only motivation, but also areas of interest and performance.

We hypothesise that student value and interest awareness may be particularly effective in enhancing motivation for students with a history of poor achievement or performance. This, in turn, helps them to develop their interests and to become aware of the importance of values thus developing self-confidence which is crucial for successful performance.

The television quiz show "Gudrs un vēl gudrāks" ("Smart and Smarter") tested student knowledge across 10 different areas: social science, politics, engineering, natural sciences, literature, poetry, health, life skills, art and sports (according to Holland's, 1987, 6 interest areas).

In each round, the quiz presenters and specialists asked students questions concerning particular areas of interest. The winners' average mark at school was 8.2-8.6 (out of 10) and all participants' average mark 7.9-9.5. In total, 662 students from all over Latvia participated in this quiz show and tasks were differentiated by age group. Development of interest education can only take

place if students are active: they speak, present and participate (according to Hulleman & Harackiewicz, 2009).

7.7 Value awareness model

The theoretical approach to understand the role of values in the context of achievement is based on the system model which includes value expectations or ideas about values. In the western scientific literature it is known as the *expectancy–value model* (e.g. Atkinson 1957; Eccles et al., 1983; Edwards, 1954; Lewin, Dembo, Festinger, & Sears, 1944; Tolman, 1955; Vroom, 1964). In the value awareness model, interest-related choice and achievement are particularly influential in educational research (Eccles et al., 1983; Wigfield & Eccles, 1992; Eccles & Wigfield, 2002). Eccles and her colleagues argue that perceived values are associated with success and contribute towards achievement choices and task performance.

Performance expectations, which ensure success, are defined as individuals' belief in their performance and successful completion of the upcoming tasks. It is important to point out theoretical and operational differences in the conceptual constructions. Conceptual constructions include, for example, self-efficacy, performance, performance confidence, notions about competence, and values which develop self-confidence and contribute towards the integration of individuals' values into their activities.

7.8 Task values

Task values are more situation-specific types of values than other frameworks that define broader values, like benevolence, religiosity and power (e.g. Feather, 1995; Fries, Schmid, Dietz, & Hofer, 2005; Lewin, 1951; Rokeach, 1973; Schwartz, 1992).

Eccles and her colleagues (1983) define task values as the perceived importance of the task as a result of (a) the task being useful for a particular task or relevant for other tasks of an individuals' life (utility value); (b) the task being enjoyable and fun to engage in (intrinsic value); (c) one doing well on the activity which influences the individual's self- worth and self-concept (attainment value); and (d) there being perceived negative aspects of engaging in the activity (cost value), for example, effort or negative emotional states (performance anxiety, fear of failure). In contrast to earlier achievement motivation models that conceptualized expectancy and value as inversely related (Atkinson, 1957; Fischoff, Goitein, & Shapira, 1982; Lewin et al., 1944; Vroom, 1964), this model suggests that interests and values are often positively and reciprocally related. Positive expectancies or self-belief arising from a sense of competence can enable individuals to perceive value in activities. In addition, finding

value in activities can increase task engagement and the development of competence (e.g., Eccles & Harold, 1991; Eccles & Wigfield, 1995).

The study by Eccles & Wigfield (1995) which used distinct measures of expectancy and task value indicates that expectancy and task value are often and moderately correlated, as well as having different values in relation to various task value factors. Another research indicates that performance and interests are inter-correlated. Despite conceptual differences, task values have often been analysed as single factors, with empirical studies combining intrinsic, utility and attainment values (Anderman et al., 2001; Bong, 2001; Jacobs et al., 2002; Wigfield et al., 1997). Another research has found that expectancies are correlated with performance, whereas perceived task values are correlated with interests and achievement choices (Eccles & Harold, 1991; Updegraff, Eccles, Barber, & O'Brien, 1996; Wigfield, 1994 ; Xiang, Chen, & Bruene, 2005 ; Wigfield & Eccles, 1992). In addition, there is evidence that utility value is associated with performance (Bong, 2001; Kola, Bergin, & Whitaker 2008 ; Durik et al., 2006; Hulleman et al., 2008; Mac Iver, Stipek, & Daniels, 1991; Simons, Dewitte, & Lens, 2004). Thus, utility value may be of particular importance for both motivation and performance in educational establishments.

How all the above manifests itself in school leadership strategies is presented in Figure 5. According to the model, school leadership strategies comprise environment, interests, interest areas, and the core of teacher's personality and mission. In the model, creativity and humane core contribute to students' value awareness. Different interest areas, on the other hand, develop values.
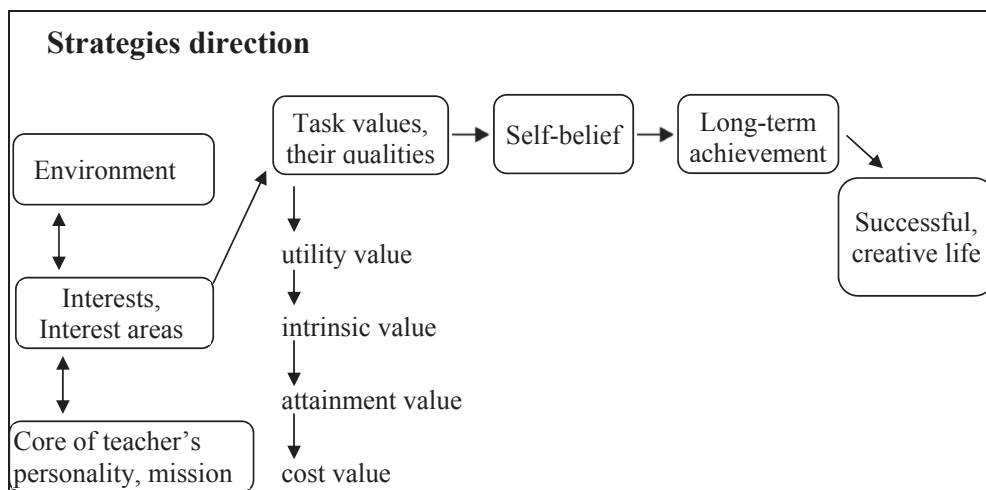
Figure 5   School leadership strategies

When examined separately, both utility and intrinsic task values have been associated with measures of motivation (Durik, Vida, & Eccles, 2006; Updegraff et al., 1996), leisure time activity choices (Durik et al., 2006). Interest area development and interest in specific school subjects are influenced by school man-

agement strategies (Harackiewicz, Durik, Barron, Linnenbrink, & Tauer 2008; Hulleman, Durik, Schweigert, & Harackiewicz, 2008). For example, (Godes et al., (2007) research found that emphasizing the utility value in lessons actually undermined subsequent interest development. In contrast, utility manipulation can promote interest in various activities, as well as their importance for a successful and creative life.

Creativity is usually defined as idea generation, revelation or new and useful problem-solving methods (Sternberg & Lubart, 199; Simonton, 2005; Averill, 2005). Creativity is a skill which can manifest itself in thinking, emotions, communication and behavior. It is characterized as an innovation derived from the existing experience. A point of reference can be the individual's own past behavior or the behavior of a group this individual was faced with. (Averill, 2005). To be creative means to dispose of the old, ripe and recognized thinking structures; to be open to new information, surprises and connections; to focus on the process rather than on the result. Amabile (1997) distinguishes between

1) individual creativity – componential theory of individual creativity (Amabil*e*, 2008, 1985, 1986);
2) work environment (climate) creativity – environmental factors which promote or hamper individual creativity and innovation within an organisation (componential theory of organisational creativity and innovation) (Amabile, 1997).

Amabile (1997) further argues that individual creativity includes three major components: competence, creative thinking skills and motivation.

The 25 teachers (4 male, 21 female), whose students participated in the quiz show "Gudrs un vēl gudrāks" ("Smart and Smarter") were asked to fill in a methodology test regarding creativity developed by Dr. Karl Wenker, founder of the Munich "Innovation Workshop". The test had 48 questions about creativity.

As Figure 6 shows, teachers' type of creativity varied significantly. What is especially delightful, is the fact that teachers exhibited very high levels of creativity. Their average score exceeded 160, with 16 teachers with high level of creativity (166-190) and 9 with very high level of creativity (191-205).
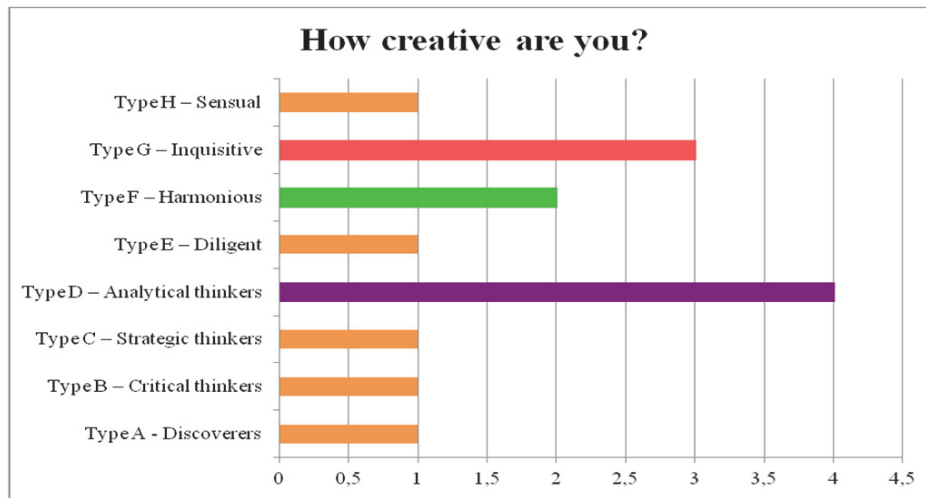
Figure 6   How creative are you?

According to the chart above, one of the teachers' strengths is analytical, sequential thinking, they are able to find solutions to major problems. Another strength is inquisitiveness – they are driven by interest and curiosity arising from a certain thing or idea, they do not require any external stimuli; the third strength is harmony which is associated with creativity facilitating working environment.

This could be the overall purpose of our education – a humane personality based on freedom, independence and responsibility which form and develop in action. This purpose can be reached in a democratic society where concern about individuals and their welfare is considered to be of the supreme value. A free individual does not limit other individuals' freedom. Authoritarianism, violence and coercion are external circumstances which do not promote development of a humane personality. However, there are also internal factors such as weak will and aimlessness, which hinder the development of a humane personality.

7.9 Conclusions

1. The economic situation in Latvia has significantly affected the school system as a whole: there is a lack of clear strategic direction which would increase school management innovation readiness at all levels (i.e. principal, teacher and parent).
2. Distributed leadership includes strategic thinking, student interest development and identification of the personality core. Teacher's mission prescribes certain qualities of a humane personality, which can be called personality core. Development of student interest areas as well as develop-

ment of certain creative qualities of a personality make teacher's mission exciting.

3. Teacher has the mission to be a leader, (s)he needs responsibility, independence and freedom. This article states and studied the challenges, as well as proposed definite solutions to these problems. Development of student interest areas as well as development of certain creative qualities of a personality make teacher's mission exciting.

4. The results of this investigation confirm that in order to ensure quality education teachers today have to be extremely flexible creative leaders, ready to accept various situations and ready for innovation.

5. Teacher and society are interrelated. Only in a democratic society free citizens are able to work, develop and shape themselves. Teachers are limited by various conditions, standards and the environment. They are, however, able to express their attitudes.

6. Attitudes form directly as a result of experience. They may emerge due to direct personal experience, or may result from observation.

7. The main qualities of a creative teacher – strategic thinking and curiosity - were emphasised in the present study.

8. Teacher and parent personality core were assessed in the study. Teacher personality core was higher in comparison to parent personality core, except for independence both at work (school) and at home. This is associated with continuous education reforms, as well as low teacher remuneration and status. As a result, teachers feel insecure and vulnerable.

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8   THE ETHICS OF CONTROL

Herman SIEBENS, PhD

ABSTRACT

In a so called continuous and profound changing world, also the social world within the professional organization - both profit and non-profit - is in change. Including the management style and exercising control. The classic top-down approach is left for a participatory bottom-up leadership approach, where leadership is 'shared' (Devos & Hulpia, 2009) and even fundamentally participatory and facilitative (Siebens, 2007). This raises questions within organizations about who is ultimately in control of their performance and the quality of the actual products and services. In this article we present the classic, hierarchical control in addition to self-control and social control. All three forms of control are compared and juxtaposed. This shows their ultimate complementarity.

Firstly, the ethical significance of the various forms of control and their different ethical value and limitation is highlighted. Then the phenomena whistle blowing and 'canaries' are situated within the interplay of the various forms of control. In the form of the 'canary' whistle blowing is an important element in achieving quality, especially where teamwork and continuous quality improvement are essential. It calls into teams and organizations who are accustomed to a classic style of leadership and hierarchical control, however, fear and trembling. It is readily identified with blabbing. Here quality management encounters a significant intrinsic obstacle. This article is therefore completed with making the essential distinction between social control and peaching.

8.1   An exploration

In a so called continuous and profound changing world, also the social world within the professional organization - both profit and non-profit - is in change, including the management style and exercising control. The classic top-down approach is left for a participatory bottom-up leadership approach, where leadership is 'shared' (Devos & Hulpia, 2009) and even fundamentally participatory and facilitative (Siebens, 2007). This raises questions within organizations about who is ultimately in control of their performance and of the quality of the actual products and services. In this article we present the classic, hierarchical control in addition to self-control and social control. All three forms of control are compared and juxtaposed. This shows their ultimate complementarity.

Firstly, the ethical significance of the various forms of control and their different ethical value and limitation is highlighted. Then the phenomena 'whistle blowing and canaries'[1] are situated within the interplay of the various forms of control. In the form of the 'canary', whistle blowing is an important element in achieving quality, especially where teamwork and continuous quality improvement are essential. It calls into teams and organizations which are accustomed to a classic style of leadership and hierarchical control, however, fear and trembling. It is readily identified with blabbing. Here quality management encounters a significant intrinsic obstacle. This article is therefore completed with making the essential distinction between social control and peaching.

8.2   Hierarchical control versus self-control and social control

8.2.1   Hierarchical control

All of us know the classical notion of control all too well. The relationship between a superior and his/her subordinates is based on a difference in power and social status, and a strong and clear imbalance between both parties. The monitoring action of the superior is focused on evaluation, and if necessary, sanctions. Many times – our own experience - a director-general, leading a group of about thirty primary and secondary schools in Flanders, expressed his mantra that 'trust is good, but control better'. This model has its flawless clarity, but does not lay responsibility on individuals or groups for what they do. It rather opens the door to the infamous umbrella behavior. Hierarchical control

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[1]   The word 'whistle-blowing' refers to an employee who, internally or externally (a/o by press or social media), blows alarm about a situation he/she founds to be unacceptable, c.q. irresponsible. The notion of the 'canary' refers to the mining sector, where these sensitive birds once were used to detect toxic mine gas before it became dangerous for man. So, these birds functioned as early warning systems. Within the disciplines of stress and business ethics the notion points at employees whose sensitive nature makes them blow the whistle sooner than the others.

implies 'cultural invasion' (Freire, 1970), ignoring the perspectives and opinions of subordinates and the intrusion of the values and norms, opinions and perspectives, needs and interests of the superior. Hierarchical control thus implies a lack of empathy towards the points of view of subordinates. Furthermore, based on a formal hierarchical relationship, the chief monitors the subordinate (and so on to the bottom of the hierarchical pyramid). Moreover, hierarchical control is based on a depersonalization process of the subordinates by the superior (Dochy, Goossens, Sierens, Soenens & Vansteenkiste, 2012: correlation .51), in its term based on stress at work with the superior (.30) and undermining the autonomous, intrinsic motivation of the subordinates (-.36). Hierarchical control seems to be a phenomenon within the 'dark side' of leadership (Dochy, Goossens, Sierens, Soenens & Vansteenkiste, 2012).

In recent decades, however, the classic model of leadership and control has come under pressure. The rising level of literacy has caused a lot of teams to evolve into teams of knowledge workers. They have become aware of their specialist knowledge and expect that management will take them seriously in shaping policies and making decisions. This internal pressure on the leadership parallels the growing external demand for transparency and accountability/justification. Meanwhile the panopticon of the WorldWideWeb (Siemens, 2013) makes of that same society and of each organization a glass house. They want to know everything and can also know everything quickly. Postmodern culture forces us to individually knock up an own worldview and spirituality from all possible information, where the growing pluralism of life and ethics threatens to flatten into an even ethical relativism, where everything is possible and nothing seems to ethically touch us anymore. The amalgam of philosophies and religions, norms and principles fade classic corporate standards, but immediately the social cohesion in our society collapses (Putman, 1995, 2000, 2001).

All this means that simultaneously we are more aware and also want to be aware, but are apparently less emotionally deeply touched and also want to be less involved. The latter becomes in many concrete situations of unacceptable behavior, such as traffic aggression or heavy aggression against strangers, fed by the great fear of violent reactions against themselves, if they would criticize the aggressor. In public opinion (including the press), but also on the street, the call to the old hierarchic control gradually grows in all its rigor. Where people do not dare to comment, they expect more police on the streets and a strong arm of the law to address the problem of disrespectful behavior, insecurity and violence in order to tackle the problem. Within our school team and from concerned parents the demand for a stricter upbringing grows, partly an explanation of the reasons for the increasing numbers of permanent exclusions in secondary education. And yet hierarchical control remains problematic. Control, as history proves, can never be total and hold perpetually. A manager cannot simultaneously monitor all employees everywhere. Therefore control is, whether or not through a 'management of fear', not more than an attempt to maintain stability, so one can just continue doing what one is doing. This kind of control often serves the status quo, not change, not the growth of responsible action.

Thus circle appears to be completed: the classic hierarchical form of leadership and control seems to be sexy again. However, who is watching closely within its own professional organization, will soon find that the discussion about the right kind of leadership and control is not yet settled. The wave of academic and semi-academic (i.e. successful CEO's) literature on leadership is rekindling the debate. In all keys, it is proclaimed which leadership style guarantees a successful organization. Meanwhile in the everyday society the men and women of the street want more authoritarian leaders and hierarchical control, but - please note - not for himself. For those in education and being involved with pupils problematic behaviors and their parents reactions daily experiences create a sharp contrast. They consider themselves capable to decide what responsible behavior is, but feedback on their own behavior is often dismissed as paternalistic interference, as an invasion of privacy or moralizing. It is always the 'others' who make up the problem and to whom a strict approach is expected (if not demanded) to apply to. This duality can also be seen in the reaction of managers, politicians and other social leaders who go wrong. When the public opinion appeals to them on their wrong behavior: they ignore, bend and externalize the problem.

Though the classic hierarchical form of leadership and control may be contested, at the same time it is not consigned to the waste-paper bin. The many business cases in recent years, the banking crisis first, have emphasized the continued importance of an approach based on accountability, transparency, extrinsic controls and clear sanctions for the realization of responsible professional behavior. Ethically, this approach can be termed as 'Verantwortungsethik' or compliance based ethics (Hummels & Karssing, 2000, Verwey, 2005).

However, hierarchical control raises ethical objections. It violates the Kantian imperative, where it uses people for its own purpose, rather than as an end in itself. It has no respect for the dignity of the individual employee, because it has no confidence. By not involving the employees in the decision making violates the ethical obligation for stakeholder dialogue and involvement. Also, the Sen Principle on the support of one's own independence with a view on one's own independent realization of one's needs ('capabilities') is not fulfilled. Therefore hierarchical control often invokes rebellion, especially in people who consider themselves able to direct and control. The many doubts about the desirability of hierarchical control, should make us decide that this is not (any longer) the best form of control within a team or organization.

8.2.2   Self-control

Opposite to a full inspection by a hierarchical leader stands the form of control in which one stands for one's own decisions: self-responsibility. Self-responsibility means self-control (intrinsic motivation) and self-organization. This responsibility for one's own decisions and actions goes along with the need for self-control: self-evaluation. This autonomy behavior is for both Kohlberg and Piaget the ultimate goal for ethical education. Autonomous behavior,

driven by intrinsic motivation of dedication to one's own spiritual beliefs (values, principles, standards), is known as value-based ethics or 'Gesinnungsethik'. It may therefore be presented as an ethical ideal.

Still, self-control and self-evaluation in professional organizations often encounter obstacles: no attention to the negative feelings and fears that it evokes, no information on why, finding culprits outside the organization, no objective information, no external feedback, group thought etc. Autonomy to decide requires that you have the necessary resources to realize the decision to be taken. Self-control also requires fundamental confidence on the part of the leadership and willingness to change the traditional surveillance idea: first autonomy, control only when the employee shows lack of self-control. Both on the side of the manager and on the side of the employees, self-control requires a lot of competence. At the organizational level, education has the competence to autonomous policy and management under the heading of 'policy-making power'. Deneire, Vanhoof and Van Petegem (2011) describe this as "a cyclical process in which a school on its own initiative and from an overall quality concept systematically describes and evaluates its own aspects of its own performance, with the aim to develop school development.

Self-control may be ethically an ideal image, it can derail quickly both at the individual, collective and organizational level. Not all individuals, groups and organizations are able to check on their decisions and actions themselves. Moreover, the objectivity of their self-control can be questioned. People and groups have a tendency to give socially desirable answers, and, in the case of groups, it must be feared that the self-evaluation of their decisions and actions are influenced by the group culture. While individuals usually have no trouble at all with the positive assessment that they give themselves, they are more cautious with regard to negative reviews. That is not to say that individuals never judge themselves negatively. Phenomena like the diary, the sacrament of confession, self-depreciation, the sense of shame, self-evaluation tools and performance discussions illustrate that individuals indeed dare to judge themselves negatively.

Although self-control disposes of a lot of ethical advantages, this type of monitoring also encounters intrinsic limits. Simply put, few people are able to a complete self-control and summarize freedom (of decision) too gladly as gladness. Many citizens can cope insufficiently with a situation of freedom of action to face their own interests and to take account of all stakeholders. De facto self-control also is not the ideal instrument to achieve more responsible behavior in a group or organization.

8.2.3   Towards a combination of both

Both within professional organizations as well as in the wider society as a whole, our time knows a dubious relationship between the classical, hierarchical form of leadership and control and the more temporary form of control based on autonomy and flat organizations, where the leader uses a participa-

tory (Siebens, 1998) leadership style. Within the latter form of control, one can rather talk about 'shared leadership' (Devos & Hulpia, 2009). Statistically Vansteenkiste (2012) proves that a controlling style of leadership - a so called (parental) psychological control - has a negative impact on the autonomous (intrinsic) motivation of subordinates (correlation: -.28). Nevertheless, such an autonomous motivation shows to be positively linked to the meta-cognitive competences (.45) to deep learning, which in its term supports self-regulation (.81) and academic performance (.36). Does all of this involve an absolute contradiction or is a combination of both forms of control possible and desirable?

Because of the collective goals each organization still retains, according to Maclagan (2007), the need for a degree of central control, but the question is to what extent and how to exercise this central control. In other words, in what proportion hierarchical control stands in relation to self-control. There exists a relationship between the need for hierarchical control, respectively self-control on the part of the organization on the one hand and the needs of the employees on the other side. Both should be in balance with each other, if the organization does not want to live in a constant state of conflict with its employees. In other words, employees who expect a different form of control or requirements than the organization as a whole uses or wants, will want to or need to leave the organization. In the group dynamic sense, there is thus a need for a certain person-organization-fit between the individual employee and the organization culture regarding the handling of autonomy versus classical control. This group dynamic necessity applies not only to technical and personnel issues, but also to the ethical issues that the team and the organization face in their professional actions.

Sociology (Remmerswaal, 2001, Daft, 2002) [2] shows that power has two forms: extrinsic and intrinsic. The first is referred to as 'power', the second with the term 'authority'. The difference between the two is not simple so that the first one would be purely formal and therefore hierarchically defined and the second only informal. Both can adopt a formal as well as an informal appearance. In sociology, authority is even in the first place a formal fact, which is bound to informal positions and top-down flows. Power can attach itself to formal positions and move bottom-up or horizontally within an organization. The essential difference between the two is that, according to Daft authority is characterized by the recognition of the third parties. Authority is accepted. Power, on the other hand, is characterized by application and not necessarily accepted, and therefore often contested. Self-control and hierarchical control seem to have a contradicting relationship with power (to assess, decide, act), though the contradiction ultimately is rather an interplay between self-control and hierarchical control.

Any organization can apparently best make room for both types: a successive and if necessary sanctioning hierarchical, possibly extrinsic approach, in which also the motivation is extrinsic, and where the employees actively take responsibility themselves based on their own intrinsic motivation.

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[2]   See also Durkheim and the discipline of group dynamics.

8.2.4   Social control

Yet, there is a thing lacking in this simple diagram. It pays attention to the individual stakeholders -managers and employees - and the organizational structure within which the stakeholders work together, but pays no attention to the collective level of the team. In parallel, hierarchical control and self-control do not speak about the other employees, not about the third parties. As such, both forms of control are necessarily diametrically opposed to each other: the power to judge, decide and act belongs to either party, never to both. Distribution of power - shared leadership - is strange to both forms of control. There is therefore no real professional collaboration, because that takes place in cohesive teams. But how do management and control manifest themselves within teams that are characterized by flat structures and leaders' strong participation? What constitutes control in teams with a strong purpose and a high commitment of its members and where apparently no one, or better, everyone seems to have the lead? Is there possibly a third form of control, in addition to the two alternatives mentioned? Something that is just typical for these teams? In fact, there appears to be. It turns out that social control seems to be that kind of ethical regulatory mechanism which can serve flat participatory organizations. What are the characteristics of leadership that go with it then?

Sociology (Durkheim, group dynamics) summarizes social control as social disciplining control within a group. Social control was designed to assure that all members adhere to the values and norms -the culture - of the group. It provides forms of rewards and sanctions, starting with the social status the group members have (formal: opportunity of promotion) in the group and thus the influence (power) that they can exert on group decisions. However, who colors too much outside the lines risks being marginalized by the group. Primarily it is about an amalgam of unconscious, sometimes vague, informal observations, negative but possibly also positive. Social control is not predominantly focused on evaluation or sanctioning, even in a sociological sense (though this aspect is present), but on the cohesion of the group. Social control firstly wants the group to survive. The fact that social control is exercised, as it were unremarkable, by all group members at any time of the day, supplies this form of control with a natural feeling that is not noticed by the group members themselves.

The fact that social control is aimed at holding together the group and monitoring the culture that makes the group into a group, social control provides a fundamentally conservative character: it defends the status quo. This social control can be a partner of hierarchical control, especially when the formal leader of the organization is also recognized (as an informal) leader in a team, for example, in those companies where the CEO plays the role of hero in the culture of the company. Or, the school director has managed to solve a difficult situation, and brought the school on the right path again. On the basis of his/her authority as an informal leader, the manager or director can then call the employees to account and his/her comments will be accepted. Within social

control the comments, however, will spontaneously be communicated. This can be done directly, but often undesirable behavior leads to rumors and gossips within the group. They harm the reputation of the group member surreptitiously, but thoroughly. At the latest, when the group member is pushed to the side as a 'negligible quantity', the group member will understand the informal message and be forced to resign voluntary. This also applies to the formal leader. If the cultural tension between the coach and the football team, between the new director and the school team, between the new manager and the company is too big, eventually the hierarchical leader will always have to climb down or leave. The numerous examples in the world of football for example, leave little doubt about the enormous 'power' that can emanate from the social control of the group culture and cohesion.

If the group is a professional partnership and thus exists on the basis of a production process, the effect of social control can go either way. It can work constructively to guard the quality achieved, for example, when the team takes its pride in the quality label of its brand (Rolls Royce, Ferrari, etc., also schools that regard themselves as high quality education). However at the same time we see that such a combination of culture and pride in the quality of the product easily leads to conservatism. Innovation is a difficult thing for such teams. Instead, they are intuitively issuing the vaunted quality, which is the cornerstone of the social cohesion of the group.

However, where the group has a less good or downright bad impression of the achieved quality, the group feels threatened by competition and has the feeling that the enemy is outside - especially the hierarchical superior, manager or director - this will just encourage innovation. The group member that rejects change will in that case be considered as a traitor who collaborates with the superior and may because of that fear being discriminated or expelled. In such cases, the desire to preserve the group will just stimulate innovation and quality. We can conclude that the effect of social control, as a protection for social control, matches the reputation of the group and the professional organization, regarding both the internal and external reputation. The complexity of social control and the ambiguous relationship to hierarchical control shows that social control cannot be reduced to the two other forms of control, but that it has its own identity.

So, social control appears to be no simple phenomenon, especially where it raises the question of the possible control of it. Indeed, it is a largely unconscious and vague dynamic process. Few employees seem to have a sufficient understanding of this phenomenon to recognize it in their own group and to realize that it is a phenomenon that belongs to their own group. They are insufficiently armed 'to read' the social mechanisms in their group and handle social control in a way that is constructive for all concerned.

Ethically, social control - social cohesion - evokes a rather dubious feeling. On the one hand, communitarianism (MacIntyre, 1984) strongly defends community as ethical basis of education and sensitivity. It is ultimately the community that defines and imposes values. Conversely the complex and pluralistic

world learns that also cultures are relative and evolutionary phenomena. No culture, and thus no community (or religion or party, etc.) can claim the monopoly of the ethical truth. History has also shown that communities can err in the appreciations that they impose as generally applicable. However mentally and emotionally strong the internal argumentations within a community may be for its beliefs, it may be guilty of 'organizational blindness'. Having in mind the numerous historical weighted situations - Befehl ist Befehl - we should, without any doubt, not be afraid to ask fundamental questions about the ethical defensibility and limits of group loyalty.

8.2.5   A complex three-cornered relationship

Where in reality hierarchical control encounters its limits and experiences serious ethical concerns and where self-control seems to be the ethical ideal but bumps into the hard reality, social control provides a specific complement to both. So, a three-cornered relationship of hierarchical control - self-control - social control seems like a good schedule to apprehend in its completeness the operation of control in a group or organization.

On closer inspection, the relationship between the three forms of control seems to be more complex, for there are many parallels between the various three-cornered relationships between (1) hierarchical control, (2) social control and (3) self-control [and no control at all, within a laissez-faire style of leadership]:
- (1) mistrust – (2) & (3) conditional trust [– unconditional trust];
- (1) extrinsic motivation – (2) organizational culture (which entails a mixture of both forms of motivation) – (3) intrinsic motivation;
- (1) power – (2) group pressures – (3) authority;
- (1) morals and deontological ethics – (2) stakeholder approach & ethics of care – (3) autonomous ethics;
- (1) a systemic and structural elaboration of quality care – (2) standards & procedures – (3) caring;
- (1) authoritarian – (2) participatory (shared/distributed leadership) – (3) facilitating

Moreover, according to Kohlberg (1964, 1969, 1976, 1981, 1984) [3] , there exists a chronological order in the relationship between the angels of these triangles.

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[3]   Kohlberg's theory (1964, 1969, 1976, 1981, 1984) about the growth of the sense of responsibility from child to adult ends with a post-conventional stage in which a person tunes in his behavior to universal principles (such as Human Rights, respect for life, etc.) Therewith the growth scheme of Kohlberg remains within the chalk lines of a deontological morality in which the answers to the liability issue have already been given. Thus the post-conventional stage only differs from the conventional one, because the conventions that are the basis of ethical judgment are not 'local' but universal. However, ethics transcends this, not least because the universal principles appear to be not so universal and timeless as they are supposed to be. It strives for a person who is autonomously capable (self-control) to determine what is responsible behavior in a particular situation. We therefore suggest that Kohlberg's scheme should be supplemented by a new stage: the autonomous stage, where a person succeeds in es-

Broadly speaking, the ethical sensitivity of an individual grows from control, over social control to self-control, which coincides with the psychological growth from child, over adolescent to adult. This reinforces the idea that the final aim of hierarchical control does not lie in itself, but, as with social control, it ultimately lies in the strengthening of self-control. The ultimate goal is autonomous responsible action by the individual. Hierarchical control can support this directly through feedback and performance discussions but also by supporting social control, at least if this leads to stronger autonomous judgments, decisions and actions of the individuals in the group or organization . This leads to the following summarizing figure (see Figure 7).

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tablishing an ethical judgment on his own. In this autonomic phase we can see, according to Kohlberg's example, two sub-phases: the development of personal ethic principles and the development of a spontaneous (intuitive) emphatic attitude of care. In this phase the responsibility for the design of a personal judgment on judging and acting (formerly called 'conscience') is located within the person. This organic phase does not preclude that the person takes into consideration the existing legislation, ethics, codes of ethics or social norms, where appropriate, but emphasizes that the ethical 'locus of control' lies with the person himself. If he / she agrees with the current legislation, ethics, code of ethics or social this is not simply, because it should be so but because the person has decided for himself that argumentation - that this is the proper basis for an assessment for the situation concerned.

Gilligan's legitimate and meanwhile generally accepted criticism for Kohlberg's theory, as if he had developed a purely masculine approach to ethics, is partly true and partly false. Gilligan suggests, in our opinion rightly, that Kohlberg's theory is fundamentally incomplete or incorrect, but it assumes wrongly that this could be due to a male approach. Kohlberg's error, as explained above, implies that he forgets that the individual can also come to an own judgment about what he is responsible and irresponsible ('good' and 'evil') for. As analyzed in depth by, amongst others, the philosopher E. Lévienas the latter implies the encounter with the Other and the competence for empathy. Gilligan's concept of ethics of care is closely related to the fundamental aspects of ethics. In other words, Gilligan's criticism and alternative approach to ethics do not reflect so much the lack of feminine approach (versus male approach by Kohlberg), but rather the absence of the what we called as the autonomous phase. The distinction between the phases in Kohlberg's theory and the autonomous stage - Gilligan's approach - is to be situated understanding that Kohlberg's motivation for ethical behavior is merely extrinsic in its nature, whereas the autonomous phase sets the stage for an intrinsic motivation of ethical behavior.
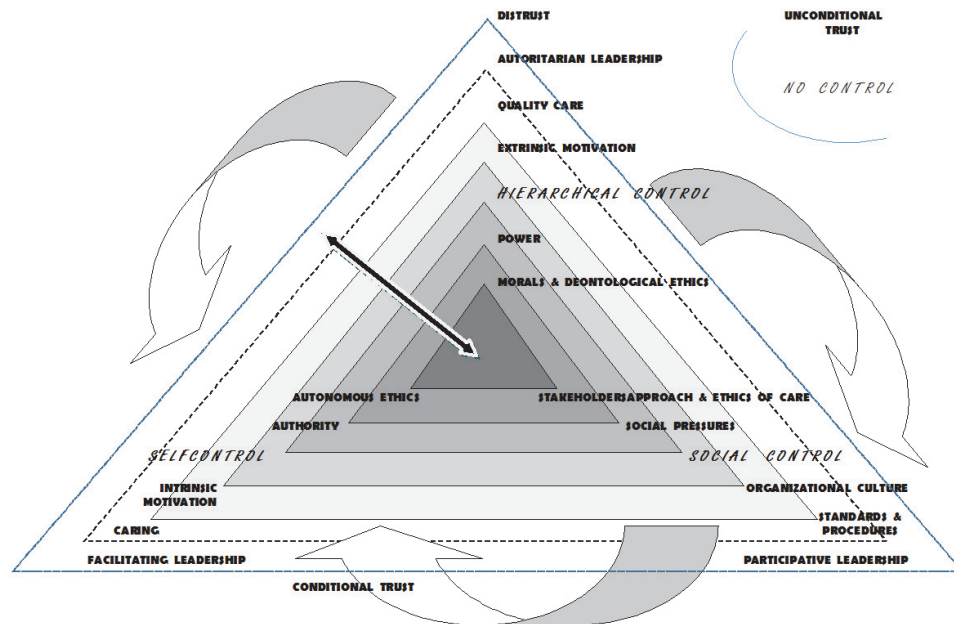
Figure 7   The triangle of hierarchical control - social control - self-control (Siebens & Van
            Den Berghe, 2011)

Sociality within an organization is thus normally determined by three forces:
control by hierarchic superiors (here the formal power is situated within the
organization) - social control (which relies on the group and on the organiza-
tional culture, which translates into social pressure, and leads to social cohesion)
and self-control (which relies on intrinsic motivation, on self-discipline and au-
thority). In this three-cornered relationship it appears evident to choose for the
factors social control and self-control. They are indeed ethically superior to the
traditional, hierarchical control, given the preference of many authors for a level
of ethical autonomy in the actions (e.g. Kohlberg). Yet both should also be ques-
tioned. In this matter we refer to Frere's notion (1970) of the 'cultural invasion' [4] .
If self-control and social control lean upon the cultural invasion of foreign ideas
and silent self-censorship then they are at odds with the autonomous and criti-
cal essence of ethics. So, no format as such appears to be conclusive.

For its internal regulation and control of responsible (professional) behav-
ior, each (professional) organization has a need for all three formats of control.
The highest possible form of control of behavior is therefore obtained, when the
three formats are present and when the organization succeeds in letting them
point in the same direction.

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[4]   By the notion of 'cultural invasion' Freire (1970) points to the process wherein a na-
       tion c.q. an organization or a group silently replaces its own culture (values and
       norms) by a culture (values and norms) that is strange to it in its origin. According to
       Freire, this process of displacement is always the consequence of economical and/or
       political suppression.

This is an important argument for the situational approach of leadership. Responsible leadership will therefore aim to promote and support (facilitation) of autonomous individual and group behavior (Siebens, 2007), but will also take into account the already reached level of ethical sensitivity and the competence of the individual employee or group. Depending on the level of sensibility and competence the hierarchical leader will withdraw more, in favor of the employee or the team who are assigned more autonomy.

8.2.6 Whistleblowers and canaries

Within this ethical interpretation of the control within groups and organizations, we need specific attention to two ethical phenomena that put this control to the proof. In as much as all three forms of control represent a specifically different interpretation of control and power, they also represent a specifically different form of impotence. In hierarchical control the impotence is essentially on the side of the subordinate. He/she is due to accept assignments and possible feedback of his/her superior as imposed. In self-control the feelings of impotence are often situated on the side of the chief. Possibly he continues to bear the ultimate responsibility towards his/her further superiors for the realized (minus) quality, but within the organizational culture of self-responsibility he has little space to determine the output of the organization. In social control impotence comprises not only the leadership, control or power, but also the inability spread across the group and organization. After all, everyone is and is not reliable for (minus) quality. Subsequently everyone has the opportunity to appeal on his/her colleagues, but at the same time no one still has the pure hierarchical power to put an end to this with one stroke of the pen. In this section we will focus on this dark back side of the power.

Each of the given situations of impotence evokes within the powerless feelings of frustration and resistance. Rightly or wrongly the powerless believes that the state of affairs is not optimal - thus realizing a minus-quality - and that things can be better. Those feelings and thoughts tempt the related individual employee to protest at a given time. When the proverbial bucket is full the employee proceeds to talk. Whistle blowing generally stands for denouncing abuses in its own group or organization, and therefore puts the hierarchical and / or social control to the proof. That is why whistle blowing especially gets a negative connotation. With the phenomenon of the 'canary', however, we want to formulate and stress the positive meaning of 'whistle blowing' for the group or organization. In the end, it appears that the 'canary' has to play an ethically very important role in view of the achieved self and social control, and quality. However, the 'canary' often evokes the stigma of being a tattletale.

8.2.7 Whistle blowing

In a classic structure of control feelings of powerlessness lead to what Bird (1996) calls 'moral silence'. Unlike hypocrisy, where the person in question camouflages the silence with noble intentions, moral silence is a simple overall silence.

One knows, but it looks as if one does not know. One looks the other way. It is striking how often abuses, when they become known to the hierarchical chief, have long been known and convicted by the informal gossip circuit in 'extended circles' within the organization. It often seems that it is only just the hierarchical chief who was not up to date, and that nobody else did anything. Often this is what the employees then impute to the manager. The question how it was possible that the manager knew nothing - with the cynical side note 'if he did not know already' - will never get the only, right answer. It was because no one in the organization had ever dared or wanted to tell the manager. That would be tantamount to peaching, to breaking the social cohesion - *omerta*. The social pressure not to go against the group and its members often leads to a situation where the leader only reaches the views of the small edges of the group and of only some of the group members. So, nothing is openly said about the frequent lateness of a colleague, the chaotic lessons of a particular teacher, the sexist behavior of another colleague, the continuous small financial fraud of the female employee *next door*, etc. Social control works in such situations with clear inhibitory effect for autonomous responsible behavior.

Powerlessness can lead to a career long silence, may even be an important feature of the culture of an organization. (No better example than the *omerta* within a crime cartel.) But for some employees, the negative quality may on the long term weigh so heavily that to keep silent is no longer an option. The ethical tension between reality and ideal (the 'is / ought to' or 'ist / soll' gap, Siebens, 1996 & 2013) gets irreconcilably great for them. As a kind of regret, they complain the abuse and demand the necessary adjustments in policy and management. This phenomenon has become known as 'whistle blowing'.

Vinten (1994) defines whistle blowing as "The unauthorized disclosure of information that an employee reasonably believes is evidence of the contravention of any law, rule or regulation, code of practice, or professional statement, or that involves mismanagement, corruption, abuse of authority, or danger to public or worker health and safety'. Jubb (1999) defines it as "A deliberate non-obligatory act of disclosure, which gets onto public record and is made by a person who has or has had privileged access to data or information of an organization, about non-trivial illegality or other wrongdoing whether actual, suspected or anticipated and which implicates and is under the control of that organization, to an external entity having potential to rectify the wrongdoing". Whistle blowing holds a double ethical problem for the employee involved. He/she must not only develop an own opinion about the original problem but he/she must also find an answer to the dilemma and risk what whistle blowing can bring about for him/her. Indeed, it gets the employee, if he/she gets known, in difficulty: resignation, conflicts and even revenge from colleagues who come to be in a bad light, ending up on the black list of the sector, etc.

The essence of whistle blowing is not located in the act of making known hitherto secret sensible information, but the underlying ethical judgement is focused on the employee who decides to open up the information. So whistle blowing relies substantially on self-control and involves a confrontation with

the hierarchical and/or the social control of the team to which one belongs. It may be said that whistle blowing is a tricky enterprise that jeopardizes the position against the local and/or the position within the group (Crane & Matten, 2004).

Ethically, the question arises whether whistle blowing is not against the natural right to loyalty on behalf of the employer. Insofar that whistle blowing is not spotless and always has a serious impact on the team and the organization, including innocent colleagues, which raises the question of the conditions under which whistle blowing is ethically acceptable.

Given that the majority of employees who are confronted with unjustifiable situations opt for silence, the question must be asked whether 'moral silence' is eventually ethically to prefer above whistle blowing, which ethically is apparently unstable. Silence - or not 'peaching' - is already not as neutral as it seems at first glance. Indeed, in reality it always takes position. Who speaks and accuses takes position, but who turns away his/her head and feigns ignorance, also takes position. The latter takes the perpetrator of misconduct and poor quality in protection. The distinction between silence and speech can thus be formulated in terms of positioning: who does not want to speak, in fact supports the superior, who speaks defends the victims. Just as whistle blowing is not always justified, not to act is ethically not unambiguously clear either. Speaking may already be silver, but silence is ethically no gold. In its pure form, moral silence is a form of co-perpetration and therefore also joint liability. In this matter absolute neutrality does not exist.

In contrast, however, the employee has to respect also other responsibilities, other loyalties, even outside work, for example towards his/her family. Bringing his/her income, his/her work at risk is for him/her a primary responsibility. May we just imagine a situation where a young clerk who finds that his/her boss is not scrupulous with the accounting rules. Does he/she raise this problem to the board, when the dominance of his/her boss is such that there is a real risk that he/she will be fired? In addition, may we expect that employees testify against their CEO, when their immediate team leader is bullied by him/her knowing that the testimony results in a lawsuit, when they themselves are dependent for their job and income of the decisions of that same CEO? Furthermore, is the resistance of a chief accountant to sign a false financial statement, justified, if he is the sole breadwinner of his/her family and the act may lead to his/her dismissal (Siebens, 1996)? We have to interpret the not so heroic attitude of the silent co-workers more carefully. Thus a more relativized and careful assessment of the ethical quality of acting or not is in place.

8.2.8   The canary

De George (1995) points out that whistle blowing covers a multitude of activities with a different ethical motivation and content. Davis, Frederick and Post (1992) appear to confine whistle blowing to the external disclosure of information, while Velazquez (1992) and Vinten (1994) also mention the internal

complaint as whistle blowing. We believe that surely the internal complaint should also be seen as whistle blowing. Within the phenomenon of whistle blowing, we know the phenomenon of the 'canary' (see Figure 7), a phenomenon that is known to us from the study of stress. It involves very stress sensitive [5] workers, called 'canaries' because of the signal function on stress in the organization they perform. Faster than the average worker those workers identify problems of workload, morals or integrity (!). It is the laborer who finds no peace with the bureaucratic and slow method of working, the postman who is deeply convinced that the services of his/her office might be much better if..., the clerk who, frustrated, has to ascertain that his/her boss is again implicitly absent for a number of hours, the teacher who sees the opportunities for the development of a new guidance counselor in his/her school through..., the engineer who repeatedly ascertains the same small quality flaws in the production without being hearing for his/her reports, and so on. The shortcoming that is the issue for the 'canary' can be a technical minus-quality, a relational or ethical abuse that involves potentially or effectively a damage to certain stakeholders of the organization. These workers are not only well informed about the shortcoming, but are in such an extent ethically sensitive and committed to their team and organization that they clearly understand the inherent risks of the defect for specific subjects and for the welfare of their team and organization. Moreover they are communicative, collaborative and constructive, which, moreover, gives them an added value compared to the others.

One who, as an employer, is alert to the signs of the 'canaries' in his/her team, can then also prevent a lot more severe damage to the organization and its reputation. A receptive attitude falls under the heading of the necessary 'social support', one of the most important factors that can reduce stress. From a reflex of denial and fear of trouble - not seen as opportunities, but just as troublesome files or externalities - the signals of canaries are, indeed, usually denied and the canaries themselves often pushed aside rapidly. It runs counter the traditional culture and public relations for many organizations who like to present themselves as having no problems and always being full of goodwill (Dietvorst Mahieu & Peene, 1999). Only in the longer term, the damage of this convulsive reaction for the organization and the welfare of the canaries becomes clear. In positive terms, the phenomenon of a canary implies that a leader should detect such an employee in his/her team and then take his/her signals seriously. Signals from canaries must always lead to a self-reflection by the leader and then to reflections within the team.

But what exactly is the profile of the canary? The great ethical sensitivity of these employees for the phenomena that put pressure on them or their colleagues, goes together with great communication skills and assertiveness, an

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[5]   Siebens (1992) explicitly defines stress as a subjective reaction - judging or condemning - in an objective situation, which concludes a too large discrepancy between reality and ideal. In literature stress is therefore defined in terms of 'a person-environment-fit'. When the gap between the expectations from the environment (burden) and the person (burden capacity) is too large (or sometimes non-existent) the person is threatened to develop stress.

eye for the welfare of the colleagues (strong empathy), a major commitment for the organization and its key objectives, and a keen sense of ethical responsibility and justice. But above all, the canary has a big heart for the general interest of the organization, which he/she apparently manages to put smoothly above his/her own interest. A canary thus not only distinguishes him-/herself on emotional or social level, but also and first on the ethical one. The profile of the employee in question may also possibly work in reverse: if the employee is perceived as concerned and loyal, admissibility by hierarchical superiors and colleagues for his/her critical remarks about the quality supplied will be larger. A committed teacher gets unconsciously more space to participate, to express criticism and he/she will even be praised for this. It will even enhance his/her reputation of committed, involved and loyal teacher with his/her director and colleagues.

The significance and acceptability of (internal and external) whistle blowing and the phenomenon of canaries varies greatly, depending on whether the organization is dominated by one of the three forms of control. Within hierarchical control, they are perceived as a nuisance and they are equaled with disloyal behavior. Therefore their actions often lead to dismissal. If the organization is run, mainly through self-monitoring, they can be experienced by the involved colleagues as an infringement of their individual autonomy to organize their work based on self-control. In addition they can be interpreted as symptoms of individual weakness, where they seem to show that the individual can insufficiently prevail against the reality and stress of the work. However, if the culture is controlled by social control, they are firstly phenomena that fit within an organization-wide concern for the quality achieved, whereby the client is central. In such a culture whistle blowing and canaries are positive phenomena which testify of expertise and commitment to the organization.

8.2.9   Tattletale?

Despite the potentially constructive power of internal whistle blowing - the 'canary' - and the possible necessity and appropriateness of external whistle blowing, employees often still think that critical comments are a form of denunciation, especially, when they are expressed towards externals (and in the perception of the employees that can also be their own hierarchical superiors), which breaks the spontaneous loyalty among team members. That may famous whistle blowers like Assenge and Snowden encounter; their actions are plainly stigmatized as treason. Social control clashes with the social pressure for confirmation where hierarchical control is deeply engrained in our genes and self-control appeals to our desire for autonomy. The intrinsic desire for change, even where it seeks improvement soon collides with the intrinsic pursuit for status quo within each group or organization.

What makes us think we still have to make an ethical distinction between cliques as unacceptable and whistle blowing as an acceptable form of social control? With peaching it may be that the direct intention is to hit the concerned

colleague. The tattletale firstly wants to be better off him-/herself: to gain advantages, get a better image with the director, find success in the group, and so on. Information is thereby imprecise and often unmonitored (rumors or gossip). Whistle blowing is based on the general interest of the organization and the person in question draws his/her strength precisely from the fact that he/she has no private benefit from his/her actions. That the person who is suing the situation has no advantage from the incident him-/herself, even risks with his/her indictment, is the first and most important ethical criterion to determine whether the indictment is whistle blowing or peaching and whether the indictment is ethically justifiable. Where an act of social control is based on a deep loyalty towards the organization and its social objective of improving quality, the simplistic and erroneous labeling like peaching, however, causes that, the colleague is seen as disloyal. The one who is facing a complaint over what someone else is doing (or not) should first be asked for his/her intention, that is whether the plaintiff directly or indirectly benefits from his/her indictment.

Besides the intention (see above) it appears that also the communication structure of social control is an essential element. If social control is organized by the management in the form of an information flow from the base to the top of the organization (for example by means of a hotline), there is ultimately no question of a social, but of a disguised form of hierarchical control that, at least indirectly, betrays the conservative reflex to maintain power and control in the hands of the director and the management. This improper use of social control makes it an ethically unjustifiable method. Moreover, such a process is usually ineffective, because it radically contradicts the core essence of each group, especially that of defending the group through social control against external threats. Peach lines are therefore increasingly perceived as a form of treason and therefore provide little result. But even if the employee him-/herself takes the step to the hierarchical supervisor to pass precarious information and to raise the issue and report abuses and minus-qualities he/she acts strictu senso out of the scope of social control. This teaches us that social control, from a proper intention to constructively contribute to the quality of the work performed, must necessarily take place in its natural habitat, namely amongst the employees themselves. Social control does not need or may not break the internal bond between team members, but should still support the loyalty duty that is legally imposed on each employee to prevent damage and abuses at work, and at the same time it answers the requirements of the privacy legislation (recommendation of the Privacy Commission of 29/11/2006). Whistle blowing as well as relaying precarious information to third parties outside one's team or one's own organization, is only justified and useful, if the basic form of social control, as a first correction of an efficient self-control, turns out to have no effect. And so the action of the fourth teacher is clearly unacceptable. Here it clearly is about peaching. The action of the third teacher is debatable. Here everything depends on the efforts made to talk to the colleague in order to change his/her view. If the teacher gives up after one discussion and then gets to His/her school director, he/she also goes wrong.

Another point of difference is followed by the above: peaching is characterized in that it focuses on third parties (other colleagues, superiors, outsiders), but not on the person in question. The canary, by contrast, will first enter into conversation with the colleague in question. The first teacher in the cited examples thus acts properly. Only if this, after several attempts, appears to have no effect, the move to a third party such as the director, may be accepted, provided that the needs and interests at stake outweigh the ethical breach of trust and possibly the privacy of one's colleague. Social control focuses primarily directly to the relevant colleague and has initially no need for a supervisor. Social control fits in a horizontal, flat organization, where leadership is seen as a shared matter. Peaching fits in an organization that chooses hierarchical control and thus verticality. Lastly, it is not hoped that the self-control of the colleague will capture the shortcoming. On the contrary, the superior may be expected to have some action, too.

Where peaching only appears to have the intention to hit the colleague in question, whistle blowing focuses on solving problems and improving quality. In other words, peaching aims at the pianist, while social control focuses attention on the score. Peaching therefore often turns out negatively within the group and is therefore perceived as negative, whereas the canary - if well thought and executed correctly - turns out constructively for the production, the team spirit and the organization.

The general conclusion is that peaching is motivated by impure intentions and a wrong way of acting (communication). However, it is still worse not to react. Nothing is more terrible than to see, to hear and consequently to keep silent. Who believes that the best response to an abuse or poor professional quality of a colleague is to pretend that this fact does not exist or believes that any response to it is equivalent to peaching, has not understood that as an employee he/she should in the first place pay attention to the general interest of the organization, pay attention to the realization of the main social objective of the organization - mainly the realization of optimum quality - and keep an eye on the needs and interests of all internal and external parties concerned.

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9   MUNICIPAL REGULATION OF EARLY CHILDHOOD EDUCATION AND CARE INSTITUTIONS

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ABSTRACT

In this article we intend to shed some light upon how the empowerment of ECEC (Early Childhood Education and Care) directors is affected, when local governments change their organizational models. We examine how this is perceived by the directors. The background is that the precincts have reorganized individual ECEC institutions into performance units. Performance orientation has existed for a long time in Norwegian municipalities, and presently most Norwegian municipalities are organized as performance units (Torsteinsen, 2012). However, the model is fairly new as far as ECEC institutions are concerned. We intend to explore the following research issue: How has local governance - expressed as performance units in the ECEC institutions - affected how ECEC institutions directors perceive their level of empowerment?
This research issue covers the implementation of organization into performance units, and in particular whether this has lead to changes in how leaders perceive their level of empowerment. We also scrutinize how teams have affected inference, which we suggest is linked to definition of identity as well as empowerment.

Keywords: municipal, early childhood education, early childhood care institutions

9.1   Background: Organizing into performance units

Municipalities that have implemented the performance unit model want an increased emphasis on results in units. Even though emphasis on results represents nothing new, today's performance unit models bear a clear resemblance to the New Public Management concepts, and find criticism of the public sector as inefficient. Minimizing costs is important, combined with an accountability for the revenues generated (Torsteinsen, 2012). Another prominent feature of the model is a more level structure, in that it only has two levels.
A performance unit may be defined as follows:

> We will apply the term performance unit model on a municipal organization that is divided into separate, autonomous operational units with an almost total accountability to how it is run, defined by, and within the framework of a superior strategic authority. That will effectively mean the municipal assembly and/or the municipality's chief administrative executive, as well as national authorities. (Torsteinsen, 2012, 13).

The performance unit model represents a novel approach to management within local government. Performance and achievements supersede adherence to rules and regulations. Unit leaders have more authority and power towards their entities than before. This is coined as "increased operational freedom" and "empowerment" (Torsteinsen, 2012).

The intention behind reorganization into performance units was to link management and operations closer together. This includes an increase of power in the first line decision making (Torstensen, 2012, 77). Hence, the fundamental philosophy behind the reform is that the more autonomy at the operational level, the better performance and higher results.

A unit may be made up of two or more ECEC institutions. The *Unit Leader* has an overall responsibility for administration, economy and personnel issues within the unit. The *Director* is subordinate to the unit leader, and is responsible for professional and pedagogical issues. In addition to the professional and pedagogical tasks, the directors are also responsible for tasks related to administration and economy. The directors in our survey are responsible for personnel and day-to-day management in the ECEC institutions where their offices are located, and they are professionally and administratively responsible for several ECEC institutions within their units.
Obviously, the organizing into performance units is not the only reason why there is an increase in the documenting requirements. This is also a reflection of general trends in society, such as an increase in legal entitlements and reliance on judicial procedures. We do also see that result- and goal-based management can be subscribed to these societal trends.

9.2 Theoretical perspectives: Professional identity and inference

Assigning other and more specialized tasks within the entities to the directors may also influence their perception of themselves as professionals, their professional identity. *Professional identity* refers to how a personal identity is formed, pertaining to how the role as a professional is being played. The way a professional identity is created may be understood according to Mead's reflexive self-theory (Mead [1934]). If other people regard directors as empowered leaders, it may in time lead to the directors changing their professional identity. Factors that may change professional identity include social interaction, social adaption, culture, experiences, structural changes, and new tasks. Our survey concentrates on how empowerment is perceived as part of a professional identity, caused by a change in the professional role due to reorganizing. When the work context changes (is reorganized), participation and learning within that context may create a change in identity. Has the reorganization brought new tasks, a new distribution of work, more decision making power, and an increased focus on professional issues through more team work? And has it influenced the directors' perception of identity?

A community of professionals, with others in a team, may strengthen the part of the profession's work that Abbot (1988) calls inference. Inference is the thinking and reflections concerning pertinent problems, usually occurring during the period between the interpretation and the classifications of a problem, and the solution of the problem. Inference means thinking where experiences from familiar situations are transferred to unfamiliar situations, which provides new insights. In other words, there is an abstraction through professional reasoning. Inference that occurs in teams may, for instance, cause new professional insights concerning how the management should proceed to obtain a development of the organization within a field. If a director carries out this thinking and reflection alone or together with others in a team, we will assume that this also affects the perception of empowerment.

Professions may have a low or a high degree of inference. Professionals who work a lot alone *may* have a lower degree of inference than those who function within a professional community. For example, a director who works alone, and not in a team with others with a similar educational background, may easily end up in a position where knowledge acquired through education is not being applied. Thus the professional's influence on the work may be reduced, as well as the authority in practicing leadership. With a higher degree of inference, it will be easier for the director to explain and argue in favor of his or her leadership choices at a later juncture. Thus the director will feel more empowered.

9.2.1 Processes of empowerment

Empowerment is a process where a professional or a group of professionals gets an increased influence on particular tasks. The empowerment process is initiated by authorities from above, but is perceived by the individual as an increased influence on one's own work and organization. Empowerment may be initiated by bestowing more powers and authorities upon the professionals. Power is defined as the ability to make your will prevail in a social relation in the face of resistance (Albrow 1979). For our purposes, authority means that the professional achieves legitimacy through knowledge and experience.

Empowerment may come through delegation of decision making powers (Torsteinsen, 2012). Both reorganization by local government and general public management policies (performance based organizing) may be factors towards a delegation of decision making powers. One may raise the question as to whether organizing into performance units leads to empowerment or decreased influence over one's own work. In this article, however, we concentrate on how directors perceive empowerment. In our survey we found that through the reorganizing process, the precinct authorities and the politicians declared that a main purpose of the reorganizing process was to strengthen the role of the managers and increase the focus on professional and pedagogic concerns in the kindergartens. In that regard the empowerment process may be seen as strategic and intended from above. Still, it is interesting to see whether an increased use of teams may lead to increased inference. Will an increased focus on professional and pedagogic concerns through teams and meetings cause an inference, which in turn will strengthen the perception of empowerment among the directors?

9.2.2 Empowerment through teams

Some ECEC organizations emphasize professional development through the creation of teams, whereas others do not use teams to a very high degree as a means to create a professional community. It may be argued that a shortage of professional meeting points does not necessarily constitute a problem. The argument supporting this is that directors anyhow will always apply pedagogic knowledge and theory in how they perform their tasks. But without an intimate professional collaboration with other ECEC institution managers in a team, the effect over time may be that the fundamental expertise and knowledge are not being developed and applied in the execution of tasks. The use of teams may strengthen the empowerment process, based on the profession's pool of knowledge (Abbot, 1988). What is essential is that control over the tasks is bestowed upon the directors, in that they develop inference which strengthens their executive capability. The empowerment process depends on the directors maintaining control of knowledge by developing and strengthening the pool of knowledge through inference in professional teams. Thus, they may carry out their tasks with a higher degree of professional authority.

9.3   Data base and method

The survey was carried out in 2010 by Larsen and Slåtten. The selection consisted of assistants, pedagogic managers, directors, and unit managers. In this article, we will concentrate on directors. A questionnaire was used. The results of the survey are presented in a report (Larsen and Slåtten, 2012) and some of the findings have been published in later articles (Larsen and Slåtten, 2013, 2014).

This survey concentrates on public ECEC institutions, thus excluding those privately owned. In addition, we chose to focus on Oslo. Oslo consists of 15 precincts, most of which have implemented this model. The precincts differ as to the number of performance units, depending on precinct size. As the number of units varies in each precinct, so does also the number of ECEC institutions. Our reference is to data collected through a questionnaire in *one* precinct. In the precinct, eleven directors responded to the questionnaire, which is 79 per cent of the total number.

At the time of the survey the precinct had six units. Each unit had a management team comprised of one unit leader and a number of directors (two to six directors, depending upon the number of ECEC institutions). Each director was responsible for his or her ECEC institution as far as personnel issues were concerned. This was also where their office was located. The management teams shared the responsibility for all the ECEC institutions within the unit, and each director should specialize, and thus be assigned tasks concerning all institutions (e.g. tasks concerning health, work environment or safety).

We contacted the unit leaders in the precinct, who provided us with names of those who met the criteria in their respective units. The criteria were that they had been in their positions for a certain amount of time, so that they were able to draw comparisons between the two organizational models.

9.3.1   The questionnaire

The form is divided into two main topics: Perception of the reorganizing process and the perception of the new organizational model compared to the previous one. In the questionnaire there are questions to be answered on a scale, where we also ask for elaboration, and there are open-ended essay questions, too. We think that a strong point of the questionnaire lies in the mix of open-ended and close-ended questions, and in that answers may be elaborated upon. Open-ended questions and elaborations are well suited to describe perceptions. We see that there are many interesting findings in the open-ended questions and the elaborations. The weaknesses of the questionnaire lies in the large volume of questions, and that the answer categories may be somewhat general.

9.3.2   General applicability, validity, and reliability

The precinct was randomly chosen among those Oslo precincts that have implemented the performance based model. As we only have one precinct in the

quantitative survey, it is difficult to generalize as to other precincts. All public ECEC institutions in the precinct are represented in the survey. We regard the relevance of the questions posed to the pertaining issue as fairly high. In this regard, validity refers to whether the questions posed may contribute to clarifying the issue. In the questionnaire, we ask for elaborations where questions are answered on a scale, and these elaborations tell us to what extent the questions are being understood. Furthermore, alternatives such as "Don't know" include those who are uncertain about the questions, and who are therefore not "forced" to provide an answer. Validity can also be regarded in terms of choice of method. We could have achieved an even higher validity through interviews, but the advantage of questionnaires is that we reach more respondents. The validity is strengthened trough references to other research that make similar conclusions (Lund and Haugen, 2006). We also think that the reliability of the survey is acceptable. We regard the categories of answers as precise and mutually exclusive. The questionnaire was designed and written by using the computer programme QuestBack, and distributed to the employees at ECEC institutions in an Oslo precinct. QuestBack provides for processing of data that ensures high precision.

9.4 The presentation of data

One of the first questions we had was:
Give a brief description of your general perception of the organizational process.

> We received a lot of information, were included in the process. Were empowered through participation.

Other respondents pointed out that the process went well, that they received a lot of information. They also, however, pointed out that the decision was a foregone conclusion by the authorities, and that they could not object to the reorganization. Henceforth, the process was mainly about how the new organizational structure should be implemented. Only one respondent made an explicit reference to empowerment here. Our interpretation of the answers was that everyone felt that they were unable to influence the decision, but that they did participate in its implementation. We may claim that some felt a sense of empowerment through this participation (even if they did not apply this term).

We also asked if they felt they were well informed during the process. 90 per cent answered that they were well informed. When elaborating, they said that they were not informed, but were aware of the final decision all the time. One respondent wrote that they were given the opportunity to exert influence. The responses strengthen the interpretation we have given above. We continued with the following question:
To what extent did you feel that you were allowed to exert influence?
89 per cent responded reporting a very low/fairly low extent.

Elaborating comments explain that the final goal was made clear by the administration and that the influence was about taking part in the process. We further asked the following question:

What, broadly speaking, are your tasks?

> I have many of the same tasks as the manager used to have. But I am less able to follow up the work at each section. To an increased extent tasks are being handed down to the team, they have short dead-lines, and they are usually about reporting. This is presumably a tool in a two level model to control that a goal has been reached.

> Follow-up on goals and results produce tasks that are being delegated by the unit leader.

The other directors referred to their specific tasks.

These two answers indicate that the informants feel the new model to place more accountability in the hands of leaders, and more tasks related to reporting. Next question:

How do you perceive the distribution of work between yourself and the pedagogic leaders?

Here it becomes clear that directors delegate many tasks to their pedagogic leaders. One respondent wrote that in this way: *pedagogic leaders are empowered and entrusted with a high degree of responsibility*.

It appears as if the new organizational model provides empowerment at all levels within the hierarchy (the unity leaders and the pedagogic leaders demonstrate a higher degree of empowerment in the same surveys, Larsen and Slåtten, 2012).

The directors were asked to check a box, when asked the following question:

Do you perceive that the organizational model gives you better or poorer access to your leader?
- Better: 73 per cent
- Poorer: 9 per cent

This shows that the directors feel they now have better access to their leader. There were some elaborations:

> Before, I had little contact with my leader. Didn't need it. Used the support staff more. Now the leader is closer, and there is tighter control of the work you do. Is that necessary? I think it isn't.

This person experiences more access, but also more control. Another elaborated:

> We have discussed 'access' and reached a better understanding of the term. The group of leaders have been mobile, is familiar with our staff, and they can get in touch with one of us if the manager is not present in the ECEC institution that day or for the period when they need us. Furthermore, the

precinct has a stated goal of empowering its employees, so that they can make independent decisions in a number of cases. For some, this is a boost.

Again, we see that empowerment is accentuated as a goal of the reorganization. The following question was also asked:

In your experience, does the organizational model contribute to an improved or deteriorated distribution of work between the different hierarchical levels?

- 63 per cent answered that it was improved.
- 27 per cent answered that it had deteriorated.

The following are two elaborations:

> More empowered staff. The pedagogic leaders are given more responsibility. The directors may give the pedagogic leaders more responsibility.

> There is a heavier work load on the unit leader and the director. More tasks are being moved down on the pre-school teachers…They are expected to assume roles of leadership fairly soon…

The answers refer to empowerment at all positions. We made a further question:
How do you perceive the professional cooperation with the pedagogic leaders?

> In my experience, the cooperation is good. Things are being considered and discussed at weekly meetings with the pedagogic leaders, and they are allotted a high degree of freedom in their work, but they also get a lot of support from me.

> On professional issues, the way we cooperate is by and large as it used to be, but the pedagogic leader notices that there are more reports and tests.

> I respect that some of the new people have new insights that they share with us. They are authorized to run it their way in their sections, but we discuss it in teams of pedagogic leaders, so I think it works fine.

The answers refer to an increased amount of reporting, but also to delegation and decision making authority. We also asked about distribution of work relative to the unit leaders:
How do you perceive the distribution of work between yourself and the unit leader?

> …Sort of feel that it would have been nice to be able to make more everyday decisions.

> ….The unit leader has delegated all authority to the director, except hiring and some aspects of the economy. I have a large space of action and a lot of freedom based on accountability.

> I have been delegated a lot of responsibility and authority from the unit leaders.

In general, the directors perceive that they have been delegated a lot of authority from the unit leaders. Still, there was one who thought they could have been allowed to make more decisions.

The data clearly indicate that everybody participates in a team of leaders, and spends time on meetings. Teams emerge as a consequence of the reorganization, as the directors have a partial responsibility for a number of ECEC institutions. Several of the questions that we posed made this clear. One question was about whether the reorganization had led to an increased focus on professional/pedagogic work, and there were a number of respondents who pointed to professional fora for discussions:

> Professional joint fora cutting across ECEC institutions within the unit.

> Yes, definitely, I think it increases awareness, as we have more fora where we may discuss/reflect. There is feed-back from more ECEC institutions, and you can get ideas from others.

> A lot of good professional cooperation cutting across the ECEC institutions within the unit. This of course requires that the staff is more away from the ECEC institution than they used to be, but here I think the benefits outweigh the disadvantages.

There are many everyday tasks, and team work with leaders within the unit takes time, but is useful. We also asked a specific question in this regard:
Do you have a professional network where you may discuss professional and pedagogic issues?
Everybody responded that they had such networks. As an example, one wrote:

> Everybody has a team of leaders. Meeting with the unit leaders, and also with directors only. Other professional meetings as well, including with other professions.

One may ask whether such teams can lead to empowerment through the development of inference. We made a further question:
What was it like for you to assume this position, taking into account that it is a new kind of position?
More than half responded that it was exiting, whereas others pointed out that it was challenging. One respondent wrote

> Felt that it was a process to move from managing and making all decisions, to work in teams, leave tasks to others, share responsibilities and discuss a number of issues, where previously you had to assume full responsibility yourself. It was challenging, but it was also supportive, and it meant cooperating with other leaders.

The responses may be interpreted, as if the directors felt a high degree of support from the teams of leaders, and felt that they were part of a larger professional community.

9.5 Discussion

The research question in this article concerns how public management in the form of introduction of performance based units in the ECEC- sector has influenced the perception of empowerment among directors of ECEC- institutions. Furthermore, the issue is being raised whether team work has influenced inference among directors, and effected their perception of their own identity. This article will proceed to analyze and discuss the data in relation to the research questions and theories presented at the beginning.

9.5.1 Perception of empowerment by the organizational change

The directors were asked how they perceived the organizational process in general, as new leadership roles and performance based units were implemented. A number of directors responded that they felt they were being included in the process, and were adequately informed as the process unfolded. This may be interpreted as a perception of empowerment. However, the empowerment is connected to the implementation of the organizational process, not to the owners' decision to reorganize per se. In that regard, the directors had no power or authority to influence the decision. The findings confirm the increased regulation by owners and political authorities of the ECEC-field in Norway (Børhaug et al. 2010) The responses suggest that ECEC directors to an increased extent must relate to the decisions and regulations of owners, without being able to influence them. They are allotted authority in limited fields, such as the implementation of the process of change. However, they are not given the opportunity to decide whether or not there should be an organizational change. Thus, the owner exerts control over the power and influence of the directors. This may lead to a perception of a lack of real participation, and thus a lower degree of empowerment. Still, the directors in the survey appear to be content with the information they have received, and their ability to influence the process of implementation. This may be interpreted as a perceived empowerment as far as this part of the organizational change is concerned.

9.5.2 Perceived empowerment in a novel position as director

One of the directors responded that there were many tasks that were similar to those he or she had in the previous manager position. Traditionally, managers' responsibility has fallen into three main categories: pedagogic leadership, personnel management, and administration (Lundestad, 2013). One of the managers, however, said that compared to the previous managerial position, as direc-

tor there was a reduced ability to follow up the work with the children in the sections. This is a task that sorts under pedagogic leadership. This is because the owner demands more reporting and documentation of the work, with short dead lines. The reorganization of the ECEC -field in Norway is based on the ideas of NPM. New Public Management ideology emphasizes leadership, clear goals and methods, and requires reporting systems where results and goals are measured within the same context. It appears that increased demand of reporting makes some directors point out that they have less time to be present at the sections, and follow up the pedagogical activities with the children.

The survey also shows that the directors feel that the reorganization has given more professional meeting points, with possibilities of reflections and discussions on the pedagogical work. Staff at various ECEC institutions meet across boundaries, creating an exposure to more and diverse views on professional practices. Such meetings across boundaries, where professionals meet in teams, may strengthen inference and the professional pool of knowledge. The directors may perceive that their own competence is enhanced, enabling them to make decisions based on a higher level of professional reflection. Directors say that as opposed to when they were managers, they now must get more involved in discussions on decisions they used to make on their own. As it appears, this is mostly perceived as an advantage, rather than a reduced perception of empowerment. One of the directors responded that the benefit of meeting in different ECEC institutions outweighs the burdens it entails. Therefore, it seems like the meetings with shared reflections on professional and pedagogic issues improve the quality of the work carried out with the children. This is in spite of the fact that the directors have less time to follow up the work at the sections. The meetings develop a shared pool of knowledge, which may enhance individual knowledge as a foundation for day-to-day decisions. In this way, there is a professional base for empowerment in the day-to-day work at all levels within the organization. To directors, this may give an increased sense of empowerment, as they are entrusted the task of leading these professional meetings, not necessarily with the unit leader present.

9.5.3 Perception of empowerment when directors and unit leaders collaborate

Directors say that by and large they are entrusted by the unit leaders with a high degree of freedom and discretion to make professional decisions in their ECEC institutions. Still, they have to report regularly to the unit leaders. Some directors say this is a form of control, and they question whether it is necessary. They say they would have liked to be able to make more independent decisions without having to involve the unit leaders. Henceforth, it appears to be important to the directors' perception of empowerment that unit leaders bestow upon them professional discretion and trust. Still, they acknowledge that such freedoms are paired with accountability. More than 70 per cent of the directors in the survey reported that they had better access to their immediate superior than before the reorganization. Previously, this used to be someone in the city

or in the precinct administration. When the director has good access to the unit leader, it is easier to discuss professional issues. The question is whether this is perceived as strengthened inference, where professional issues may be discussed with someone with a relevant education, or if it is perceived as an unnecessary extra level before a professional decision may be made. The survey indicates that there are differing opinions among directors on this.

9.5.4 Perception of empowerment within the organization

The survey clearly indicates that the owner expects all employees, at different levels, to be able to make decisions on their own. Empowered employees are described as a stated goal. Decisions may pertain to different areas, to the direct pedagogic interaction with the children, relations with parents, staff collaboration, and external cooperation with various partners. The survey also clearly indicates that directors perceive that unit leaders do delegate authority, and this shows that they are expected to be able to make independent management decisions. Such a delegation of authority also affects staff at lower levels. The survey shows that directors delegate many tasks to pedagogic leaders. One of the directors said that the pedagogic leaders were empowered and got a lot of responsibility this way. Some respondents said that such delegation gave a "boost" to some staff members, who made independent decisions without consulting leaders. But the directors also pointed out that they provided a lot of support to the pedagogic leaders through weekly meetings, where professional issues were on the agenda. As we have pointed out earlier, such discussions may be a source of an enhanced feeling of professional security, when carrying out leadership functions, combined with individual empowerment in the day-to-day work.

The survey also reveals that pedagogic leaders are exposed to higher demands concerning reporting and documentation. A consequence may be less time for primary pedagogic activities with the children. Other surveys confirm this trend (Granrusten and Moen, 2009, Lundestad, 2012). The ones who spend most time with the children are the assistants. In Norwegian ECEC institutions, assistants have varying backgrounds and levels of competence, and there is no national minimum requirement on professional skills (Lundestad, 2012). The question is whether the assistants have the same access to professional discussions as those who have advanced education in the field, and whether they are able to make independent day-to-day decisions on an equal basis. As a part of the reorganization, there is an expectation of a high degree of empowerment at the assistant level as well. How competent assistants are to make decisions on their own, varies to a high degree. An experienced child and youth worker may be well qualified, whereas a recently hired assistant without experience may feel very insecure in situations involving children, parents, and staff. This will also apply to pedagogic leaders, where an experienced pedagogical leader may feel a "boost" by having more power and authority, whereas a newly qualified early year teacher may perceive the expected degree of independence as very

demanding. One may therefore suppose that it will vary a lot how a delegation of power and authority is perceived at various levels. A further assumption is that to a director, a prominent leadership issue is judging which staff members need more attention than others in order to enable them to make independent decisions. Although these questions were not addressed in this survey, it appears clear that the reorganization has led to a higher demand for empowerment at all levels within the organization (Larsen and Slåtten, 2012).

9.5.5 Perception of inference and professional identity

As the results show, leadership teams meeting regularly across unit boundaries have been established. In such teams, directors and pedagogic leaders may achieve enhanced inference within their profession, by being able to reason and reflect on issues. Here leaders may convey experiences from familiar situations as well as unfamiliar ones to a community within the pedagogic profession. Responses indicate that directors discuss professional issues and decisions with unit leaders as well as with pedagogic leaders. One director said that she had to consult more with other pedagogues as a director than as a manager. As a manager, she made more decisions on her own. Therefore, it may be said that it appears, as if directors in this survey have a high degree of inference in their professional capacity, both through team work and through daily discussions with other leaders. Through being part of a professional community with fellow educated teachers, there may be reasoning and decisions on professional grounds. This facilitates increased professional authority and empowerment. The perception of identity may be influenced by a self-image as a leader with good professional clout and authority, even if decisions are made through close cooperation with other leaders within the organization.

9.5.6 Increased regulation of educational content

As a final comment in the analysis, we would like to refer to increased regulation of the educational content in municipal ECEC – institutions. One example is "Kindergarten Oslo" (2012), a project initiated by the Oslo City Council. The goal of the project is to ensure a high standard at all the municipal ECEC-institutions. This entails a system of quality control, quality standards, and common practices in important areas. An example is templates for educational progression, which outline what children should learn at different ages within subject areas drawn from The Norwegian Curriculum of the ECEC – institutions Content and Tasks (Norwegian Ministry of Education and Research, 2011). The intention of the curriculum is that ECEC- institutions ensure progression and continuity in children`s learning and experiences. The government also wants to strengthen ECEC- institutions as learning environments for children (Norwegian Ministry of Education and Research, 2009).

The data analyzed in this article were obtained before the project was completely implemented. Still one might ask if such a regulation of the educational content will have an impact on the perception of empowerment among

directors. Directors may see such templates for progression as adequate tools for ensuring quality. As they are not able to spend so much time in the direct work with the children, templates may be a tool to secure that all staff know what they should work with in different areas with the children at various ages, and how to do it. Completing the templates in the staff group, can also be a way of enhancing the inference and communication within the teams. On the other hand, such templates may be experienced as a limitation of educational freedom and of reduced availability of different approaches in the pedagogical work. This may in turn lead to a decreased perception of empowerment among directors.

Another question is whether directors feel they may be critical of this tool. Is filling out templates the best way to use the time, or the best way of enhancing quality in the work with the children? Is there room open criticism from a director, or will it be seen as an expression of disloyalty? If the director does not feel able to express explicit objections, will there be more subtle resistance? The templates may be completed, but the work itself continues more or less the same way as before. Will standardization in the pedagogical work lead to a decreased perception of empowerment among directors, or do they still feel they have power to decide what they believe is high quality in the pedagogical work? New research is needed to answer such questions.

9.6   Conclusion

The findings of this survey show that the introduction of performance units in the ECEC institutions appears to have led to an increased perception of empowerment among directors. Unit leaders delegate authority to directors, who in turn delegate authority to pedagogical leaders. Hence, the reorganization seems to have bestowed increased authority upon all levels within the organization. The changes are for the main part perceived as positive, but they do entail an increase in reporting, which may come at the expense of following up the children at the respective sections. The reorganization has led to more professional discussions at team meetings with pedagogues from different units, which is regarded as positive, and constitutes a different way of collaboration to achieve professional quality when working with children. In that way, there has also been an apparent increased inference between professionals.

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10 ESPOO AND YORK REGION: A STORY OF INTERNATIONAL LEARNING

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ABSTRACT

The purpose of this article is to share the partnership that has evolved over 8 years between Espoo School Board in Espoo, Finland and the York Region District School Board in Ontario, Canada. The work shared by these boards is a prime example of co-learning at the international level. It is the story of the development of a critical friendship enhancing learning for students in both jurisdictions. The partnership provides the opportunity for two high performing boards to learn from each other and to improve student achievement and well-being. The article provides system contexts, traces practical benefits in each location and indicates next steps. This work has benefitted students, teachers and administrators. It is essential that boards expand their thinking to include jurisdictional learning. As we learn from each other, students gain an international perspective that is critical for their lives in an ever changing, highly connected world. We all benefit as understanding, appreciation and empathy builds internationally.

10.1 Introduction

Learning for educational leaders has expanded beyond academic approaches that include scholarly journals, conferences and visits by academics to school systems. While these are all important, they have been augmented by co-learning. This occurs at all levels of the school system: classroom teachers, schools, and local and national education systems. In classrooms, teachers now co-plan lessons, co-teach those planned lessons, co-debrief the success of the lesson and co-reflect on it in the context of student learning. Networks and professional learning communities are now the norm in school systems. In these constructs principals and leadership teams from many schools learn together as they explore a focus that is implemented in their own school and, significantly, benefit from many educators participating together in their learning. This is Michael Fullan's moral imperative:[6]

> Fortunately there is new work underway that is building new collaborative cultures within and across schools in order to build the individual and especially collective capacity to improve instruction linked to student needs and achievement. This work is driven by the moral imperative of raising the bar and closing the gap for all students, and doing so for the whole system - not just for some schools, but for all students; not just for some districts but all districts; and not just at one level but at all levels. We call this 'whole system reform'.[7]

The work that has occurred over 8 years between Espoo School Board in Espoo, Finland and the York Region District School Board in York Region, Ontario, Canada, is, in every sense, the same process of co-learning writ at an international level. It is the story of the development of a critical friendship to enhance learning in each jurisdiction. It is about learning the notable achievements of each system, adapting the knowledge gleaned to best suit the milieu of the home board, then implementing that learning to make a difference for students at home. Ken Thurston, former Director of Education in York Region, noted in a speech in Helsinki as he referred to Espoo and its partnership with York Region that: 'You are at the top of your game, we are at the top of our game: now what?'[8] That is the reason for the partnership. It is meant to allow two high performing boards the opportunity to learn from each other to improve student achievement and well-being at home. An examination of achievement on PISA tests supports the similarity between Canada and Finland in terms of performance on these well-known international tests as high performing countries.[9] It should be noted that the Canadian component of the comparison must be ex-

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6   http://www.michaelfullan.ca/wp-content/uploads/2014/11/14_AU_Final-Workbook_web.pdf
7   http://www.michaelfullan.ca/media/13396087260.pdf
8   Author's Notes, Ken Thurston, Helsinki, 2011.
9   http://gpseducation.oecd.org/IndicatorExplorer?query=1&indicators=ALL

amined in more detail to tease out provincial and then individual board performance. In all indicators, York Region is near or at the top of these more refined statistics.[10]

The intent of this article is to share the Espoo-York Region journey. First, some system context is needed to understand the location of each board, their respective characteristics and nature. Second, the article will trace the benefits of the international partnership from both perspectives. Each Board is looking for new learning, but their objectives are not the same. York Region's focus in Espoo has been on early-years education, building design and well-being. This contrasts with Espoo's focus on professional learning communities, community partners and the system planning approach used in York Region. Next, the article will examine the practical benefits of this relationship thus far. It is essential that practicalities are embedded in this joint work to ensure sustainability and to go beyond simply 'educational travel' to more deeply enrich each system through deeper 'jurisdictional learning'. Lastly, we will explore our next steps as partner organizations. Benchmarking is a critical activity, as is the need to 'raise the bar' on embedded change (see quote below).

10.2 Context

York Region is located immediately north of Toronto in Ontario, Canada with a population of just over 1,100,000. It is a rapidly growing suburban area ranging from urban communities near Toronto to more traditional rural communities some distance away. Many residents commute long distances to work. 43% of the population is New Canadians, born in other countries from around the world, including large numbers of people from the Far East, Middle East and South Asia. There is a range of socio-economic well-being. Student achievement levels are amongst the highest in Canada and compare favorably internationally. A strong focus on literacy and achievement since the beginning of 1995 has resulted in significant gains for students and an upward trajectory in graduation rates. As these increases began to plateau the Board focus was expanded to include student and staff well-being, mathematics instruction, mental health and modern learning. Innovation, equity and leadership are the foundational practices that underlie work in the school board. York Region District School Board has approximately 122,000 students, 14,000 staff, 206 schools and a budget of $1,300,000,000 Canadian dollars.

Espoo is the second largest city in Finland located next to the capital, Helsinki. As a city, Espoo resembles York Region in many ways, but set in the Finnish context. The unique feature of Espoo is that it is an urban conglomerate based on five unique and different centers. It is dominated by detached homes and represents a combination of urban and rural living.

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[10]   http://www.edu.gov.on.ca/eng/bpr/allBoards.asp?chosenIndicator=5&submit.x=1 2&submit.y=11

Espoo is a rapidly expanding city with a population of 260,000. The number of school-aged children is continuously increasing and is currently about 35,500. 75% of all population growth derives from non-Finnish speaking countries and the overall share of people speaking Finnish as their first language is decreasing. However, at the beginning of 2014, 86% of the population in Espoo was still first language Finnish speaking. Of the remaining people in the city, the composite nationalities are comprised of 53% who originated in Europe, mostly Estonia and Russia. Non-European nationalities include smaller groups from Asia, mainly from China and India, and some from Somalia and Nigeria in Africa. Currently about 14% of the population primarily speaks something other than Finnish as their first language. Espoo is an international business centre, with more than 500 multi-national companies located in and around the city, including such international giants as Nokia and Kone.

Espoo is a newly built city with modern infrastructure. The age distribution trends to young people, and adults most often have some post-secondary education. The city is an active and expanding urban centre, with pleasant living conditions, good services and an efficient public transportation network. Large natural areas are characteristic of Espoo, interspersed with residential facilities. These natural areas include seashores, the archipelago, wilderness in nature reserves and the waterways of the lake highlands. The cultural landscapes, constructed environments and natural areas of Espoo are much like Finland as a whole, but in miniature.

As benchmarking partners Espoo and York Region are a perfect fit. They are similar geographic areas: they are located next to a capital, have growing diverse populations, and span the range from urban and suburban to rural. The two jurisdictions share educational characteristics as well. Espoo is at the Finnish forefront when it comes to building and fostering an excellent, dynamic and recognized school system. The City of Espoo invests heavily in high-quality, diverse and regionally balanced educational opportunities within the city. Equity is the basic core value in the organization and in the implementation of curriculum. The 100 schools in the city have 33,500 students, 5,500 educators and a budget over 300,000,000 Euros. The professionalism of educators, principals and teachers and the value placed on it by Finnish society, is critical to the success of the educational system. Assessments of learning outcomes for pupils in Espoo have consistently ranked among the best in Finland and the world. Pupils learn the skills and knowledge that provides a solid foundation for future studies and for life. Education is provided equitably near the home in a safe school environment that emphasizes well-being. Almost all students (99%) receive a basic education certificate.

10.3 Process

Educators working on this project in both jurisdictions quickly identified common characteristics in their belief systems, and began to build effective relationships at the professional level. This was augmented as folks on both sides of the Atlantic quickly became friends. Common understanding and beliefs about education and the ability of all children to learn form the foundation on which these relationships rest. This begins with a strong belief that all the students are all of ours – they are not 'yours' or 'ours'. This is a critical foundation in any joint work, be it between teachers, schools or systems. Each school board shares the approach that working and learning together, at all levels, really does work. That means that the more partnerships that are developed by senior administrators, principals and teachers, the better things will be for students. All of these beliefs must be placed in some very real global realities. It is essential that educators and educational systems do not shy away from what has become a truism: the world is getting smaller all the time. Our students are connected as never before, sharing interests and passions across the globe through social media and the Internet. Stories 'trending' in Canada or Finland are instantaneously available worldwide. Educational systems must work in this context, learning from each other. PISA has helped to accentuate this pattern; we are all familiar with Finland's leap to the world's educational attention as PISA results have been published time after time. Despite all of this, or perhaps because of it, the development of a relationship across jurisdictions, countries and continents still relies on the establishment of strong personal ties so that it flourishes. This has been a key component of the Espoo-York Region work.

The issue of international cooperation in education, known as jurisdictional learning, has resulted in the development of a policy and procedure in York Region and in Espoo. Education is funded through government, and is a public venture in Ontario as in Espoo. Fiscal responsibility for money spent is a fundamental basis for public institutions, and educators must be able to be accountable to the broader public when spending money, especially on this type of international cooperation. On the surface, jurisdictional learning is expensive and the benefits of it must be commensurate to the costs. When considered as a percentage of overall school board budgets the costs are, indeed, minimal. Nonetheless, it is public money and must benefit students. Jurisdictional learning runs the risk of being criticized as largesse in the eyes of a public justifiably intent on scrutinizing public expenditures. Educators understand and appreciate that this cross-country work is not largesse. Cooperative cross-jurisdictional work needed to be framed in policy for York Region educators. As a result, the elected Board of Trustees developed a policy for jurisdictional learning that outlines expectations for participants. Those who travel to other boards must develop a school-based learning plan, participate in pre-visit activities, organize follow-up activities at their school or work locations when they return, and report back to elected trustees on the learnings they have gleaned by participating

in a jurisdictional learning opportunity. It is through this process that the learning is implemented in the local context and that students benefit from the work between jurisdictions. The process ensures that the learning from other places is embedded in practice at home.[11]

It is this policy context that has enabled the benchmarking between Espoo and York Region to be successful. The leadership teams from both municipalities plan study visits for the boards with great care. Significant observation is built into each visit that may include school visits, discussions about policy, presentations from universities or arms-length organizations and other presentations tailored to the focus of the visit. Presentations have included ones by professor Jarkko Hautamäki of the University of Helsinki in Finland, by the Character Community Foundation in York Region and by others to help provide contextualization for visiting delegates. Educators listening to any presentation must reflect on the material gleaned and consider it in their own context. This is critical. What is learned is directly relevant to the jurisdiction in which it is set and not necessarily directly relevant at home. Often the learning is not directly transferrable, rather requiring analysis and reflection to adapt the work at home given the realities that exist there. The jurisdictional learning opportunities have become cyclical in nature, and have included administrators at the senior and school levels, teachers who have central and school roles and students who have participated as members of visiting teams and in exchanges between the two locations. Newmarket High School is about to participate with Etelä-Tapiola Upper Secondary School on their next exchange. In all cases the facilitation skills of a consultant in both countries has ensured that the journey provides the required focus and logistics are handled smoothly, but also that the work is embedded once the journey is complete and participants have returned to their own locations and begun to implement what they have learned. More about the role of the consultant in the embedded process is articulated on the diagram below.[12]

11   http://www.yrdsb.ca/boarddocs/Documents/POL-jurisdictionallearning-228.pdf
12   http://www.cmrubinworld.com/2015/01/13/global-search-education-improve-finland/
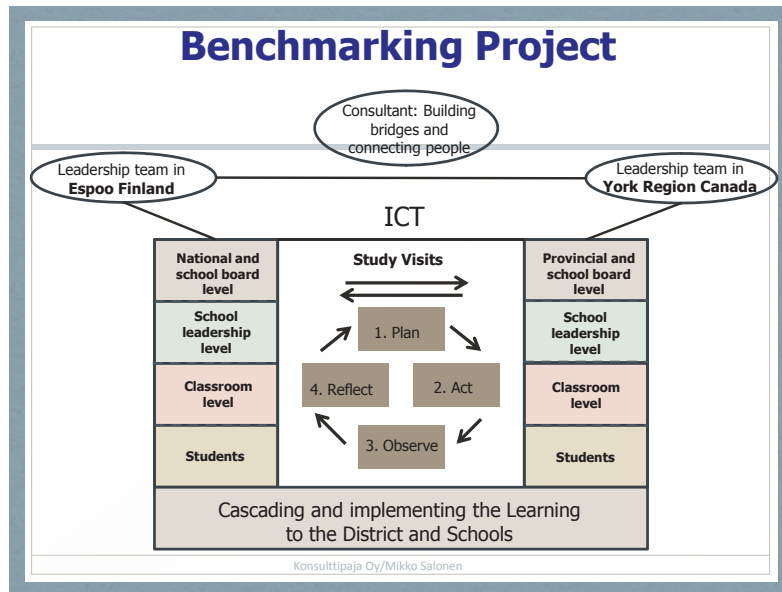
Figure 8   Educational benchmarking has systematically organized visits and enhanced bene-fits to ensure they are cascaded in a strategic way so that they are implemented in the whole system, both in Espoo and in York Region.

10.4 What have we learned for schools and pupils?

The Viherkallio School and David Suzuki Public School started cooperating in the fall of 2012 as benchmarking partners. From the very beginning, the concept was to make the cooperation between the two schools relevant to the day-to-day work of principals, teachers and students alike. Principals and teachers ex-changed professional knowledge during and between visits that focused on how to turn the schools as partners into a Professional Learning Community (PLC). Staff members in both schools were interested in how they might devel-op teaching and learning practices together, how they might lead students in their learning and how to improve the well-being of students and staff mem-bers in both locations. A variety of communication methods were utilized to ensure that students were able to get to know each other, including regular mail, email and Internet connectivity through Skype and other means.

The student cooperation was conducted so that students of roughly the same age worked together during school days and on their free time. Younger students in Espoo did not speak English well, so they exchanged items with their Canadian counterparts and discussed experiences from everyday life in order to build more understanding and to improve their language skills. Items included self-made videos, photos, drawings and music. The classes also stud-

ied mathematics together as lessons were taught by either the Canadian or Finnish teacher to both sets of pupils.

Older students had a good command of English and were able to use social media and the electronic learning platform available on the Internet as a more effective communication tool. In addition, the students created a pen-pal partnership, writing traditional letters back and forth. For both age groups, meeting face-to-face was very important. This was facilitated by modern technology. The main challenge these teachers and students had to overcome for the face-to-face meetings was the 7-hour time difference. But Finnish students were more than willing to come to school in the evening to be able to keep in contact with their Canadian friends. In one instance, Finnish students stayed at the school for the night, and spent the time working directly with York Region students, culminating in both groups singing *Frosty the Snowman* in their respective languages. In the secondary school example, students used electronic communication to develop their friendships before actually visiting the other city on exchange.

All in all, the cooperation brought about many positive results at the school level. Teachers and students got to know each other. Teachers participated in a collegial learning community, exchanging ideas and supporting each other between jurisdictions. Learning to know each other made it possible to also learn about the different culture in the other location. Both teachers and students found that there are differences in cultures, but also many similarities. They were able to truly feel how they can be together, live and experience the same things although they are separated by an ocean, a 7-hour time difference and cultural variances. The experience they gained through this international cooperation raised their motivation and inspired new ideas while, at the same time, both teachers and students practiced and implemented 21st century skills.

10.5 Next Steps

There are three goals moving forward in the partnership between Espoo and York Region. First, jurisdictional learning will continue at all levels between the partners. The exchange between secondary schools will continue; jurisdictional learning visits are planned; and the partnership between two elementary schools will expand. Second, the success of this partnership must be communicated more widely. Others need to hear of this work and begin to consider their own jurisdictional learning options on behalf of student achievement and wellbeing. Lastly, partners in Espoo and York Region are actively considering where else they might learn together, expanding the partnership so that the work continues in a broadly-based international learning environment.

10.6 Conclusion

The partnership between Espoo School Board and York Region District School Board is a prime example of modern learning. These are boards that have experienced high levels of student achievement and well-being and are recognized internationally. The work in which they are engaged has benefitted students, teachers have gained confidence working internationally, and administrators have been exposed to alternate ways of thinking and doing that has allowed them to expand their work horizons at home and implement new ways of achieving local goals. In the context of board budgets, the cost for jurisdictional learning is low; the advantages, at the same time, are high.

As the world becomes more and more connected it is essential that boards expand their thinking to include jurisdictional learning in a range of locations. We can learn from each other, our students gain an international perspective that is foundationally critical for their future lives in our ever changing world, and we all benefit as understanding, appreciation and empathy builds internationally.

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11 MODIFYING OFSTED ASSESSMENT INTO A FINNISH JUNIOR HIGH SCHOOL

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ABSTRACT

Finnish education is goal-oriented and the whole system is based on trust. This system has been highly valued in the PISA rating. But what can Finland learn and benefit from the ways other countries try to develop the quality of teaching and learning? This is what we tried to do at my school by taking part in a project to establish a standard for Enterprise Education according to the Ofstead conventions. The project included assessing our school's effort using the Ofstead assessment model. This paper attempts to describe what we did, what we learnt and how we felt about the project.

My school, Seinäjoki Lyceum Secondary School, has long traditions in entrepreneurship education and our mission statement is: "Attitude is the key to success." We have undertaken many projects to develop our school culture to be more entrepreneurial. In our school entrepreneurship supports all kinds of student ownership through our teaching and efforts which, in turn, aim at promoting active citizenship. We have also tried to make our school to be a very efficient learning organization.

Keywords: Enterprise education, Ofsted assessment, educational culture, learning organization.

11.1 International collaboration

As part of our international collaboration, our co-operators have during the years informed us how national assessments are formed in their own countries. We have found the information quite alarming, since we have learnt that in some countries failure in national assessments may have led to school closures or staffs losing their. In addition, some schools have dropped out students, if they have not been performing well enough. In Finland, our duty is to support all students so much that they can finish our basic education. Despite the very different contexts or maybe because of it, we, as a learning organization, wanted to find out what we could learn from the assessments that are in use in other countries.

We had been co-operating with Lappeenranta University of Technology in The Entrepreneurial School Project. This University asked us to join the project where Warwick University tried to develop National Standards for Enterprise Education for schools in England. The standard was to be made in the same form as other standards in Ofsted assessments. The project thus opened up an opportunity to get to know the Ofsted assessment process from the inside. In the project, the assessment processes could be tested in our school, too. The tests were to teach Warwick University new aspects of the assessment process, and our school might get its own standard for Enterprise Education according to Ofsted criteria. We were quite sure that we would do fine in the assessment, so it was easy to introduce this opportunity to everyone in our school.

We decided to join in this process. According to our working culture we give students the opportunity to take part in all main actions in our school. So, our assessment team for the project consisted of students, teachers and the principal. We had a workshop together and went through the assessment file in January 2013. It took us one afternoon although I, as a principal, had done some preparation work beforehand. Then the pile of papers was sent to Warwick, where it was studied. In May the auditor came and we had another assessment session (three hours) together with our students and teachers. According to these qualifications we received the National Standard for Enterprise Education in July 2014.

11.2 What did we learn?

This assessment required lots of work from us. We would not want to do this kind of assessment annually, nor would we like to repeat this kind of process for other topics (like how well we teach life skills, what the standard of technology teaching is in our school, what the standard of safety is in our school, etc.). And we really did wonder what might happen, if we had scored badly in a national test in Finland. Would we get extra support and resources to develop our

school culture better? Or, would it be fair to give extra resources as a reward to a school that performs well in a national test?

We contacted our former Comenius friends in England. Their present focus was to support school with self-evaluation and audit school work prior to Ofsted assessments in England. We asked them to tell us the pros and cons about this kind of evaluation processes (attachment 1) and we also got the grade descriptions for overall effectiveness of schools, so we could compare our ideas with them. It seems that for most professionals this kind of evaluation gives support and the whole process helps them to focus on the right next steps in their development plan. For poorly motivated schools/professionals, this might not give an extra boost. On the contrary, it might even make their work worse by placing additional demands on staff and schools that already might not be coping very well.

In Finland, our obligation is to offer equal education to all our students. So, Ofsted assessment might show which schools have severe problems and which thus should get long-term support (work counselling and coaching) to find out why their results are not good and how they could overcome their difficulties.

Naturally, the pros and cons of this kind of assessment from students', parents', teachers', principals' and societies' perspective should be studied more deeply by interviews and surveys, but we had time only for a group discussion with the team that took part in this assessment. In my school the team of students and teachers that took part in this assessment thought about the assessment as follows:

> We were astonished at how many different entrepreneurial activities we had in our school. And we even had documents about them in magazines, in our intranet, on our webpages, etc.

> While we did this assessment, we had good conversations about the aims of our school and how we try to reach them.

> Students could mention many activities that we adults did not even know about, since they had been done with other teachers in our school, so the new learning possibilities were widely offered in our school, not only by the most keen professionals.

> We felt that although we were really active as a school, it was also meaningful to sometimes sit down and enjoy the results of our work, to give positive feedback to ourselves.

> We also found out that in the future we should focus in giving better personal support to those students who are not motivated and are in danger of becoming drop-outs in our society in the future.

> We found this kind of assessment so time consuming that some schools might not succeed in it, not because their performance was not valid, but

because they did not have enough time to prepare materials for the assessment.

There was one aspect of this assessment tool that we could not show any proof of, and it would even be against our laws to have it. Those students that are in basic education, are not allowed to do paid work during their school days.

We got an idea that this kind of assessment tool could be developed on the basis of our new national curriculum. Then this one assessment could be done every spring as a self-evaluation in our schools. That way it would be easy to formulate a development plan for the next school year. But if that would be done, many other assessments/evaluations might not be done. And the assessment should be used only for internal purposes, we would not want to have national scorings of our schools.

11.3 Conclusion

As a summary we can say that the most meaningful aspect of all assessments is the aim of this assessment. It is an awful waste of time and money to organize nationwide assessments, if the sole aim is just to show that some schools are scoring badly. How would the students, and their families and the staff of those schools feel? How could they ever get better? In addition, what would happen without support? Our educational culture is based on trust and our teachers are highly educated professionals, so it is built into our culture that we do not need to inspect the work of our educators. But this kind of tool would offer good support for the development work every school does, if it were used for self-evaluation purposes. If many schools used same kind of tools, we could create a national standard which might help schools to do objective self-evaluation.

A closer study about the content of our national curriculum and about the aspects this assessment tool of Enterprise Education might tell us that Finnish education is quite largely based on entrepreneurial thinking. Maybe most of our schools would perform really well in this kind of assessment, since our aim is to guide our students to be active members of our society.

What should be studied in the future? How could this kind of assessment tool be modified to measure the aims of our national curriculum? The models should be tested by a sample of schools, so they could judge whether and how they could find them useful for their development work. Action research could be used. From the experiences we have by now, we can say that students should take part in all the possible steps taken. It presents a learning possibility to everybody.

APPENDIX 1

Ofsted assessment +/- by English specialists Phil Stephenson and Sandra Stephenson.

	Parents, Students	Teachers	Principals
Plus Points	Gives students (and parents) a full report on what the school does well and what it needs to do to improve. It makes the school accountable If the result is good it makes students and parents proud	Can get some limited feedback on their teaching (ie it is outstanding, good, requires improvement or inadequate) Can help to inform teachers about what is good (or not) about their school Teachers who are not good are put under considerable pressure (after Ofsted) to either improve or resign	If the report is good it shows the school/college is doing a good job so is a cause for some celebration Gives the Principal feedback against his/her own self evaluation
Minus Points	If the report is poor this can have a demotivating effect on students and some parents may choose to move schools	Is stressful for teachers who realise that everyone has to be at least good. Quite a number of teachers (particularly older ones with many years teaching experience) can find the new Ofsted criteria for teaching and learning quite challenging. Too much pressure to succeed or be outstanding sometimes passed down from senior leaders to staff.	Ofsted visits can be stressful times as a bad outcome puts jobs on the line, particularly the Principal.
Interesting	There is a potential problem in terms of how objective and accurate the Ofsted Teams are – there seems to be considerable variation in the quality of their observation	The observation of teaching and learning by Ofsted does not always seem to be particularly consistent.	Quite a number of Ofsted inspectors have not been school principals or may be failed school principals.

	School Level	City / Local Authority Level	National
Plus	Can give school a boost by recognising the progress it is making Can show that the school is working well and achieving highly	Ofsted also judge Local Authorities (regions) and can recognise the good work some are doing	Gives an overall picture of how good our schools are considered to be and what they need to do in order to improve further.
Minus	Can have a very de-motivating effect on schools with staff losing jobs, pupils moving to other schools. Schools sometimes may not recover from this and may be closed down and reopened as academies. Many feel that Ofsted are out of touch with modern teaching (having not recently taught themselves)	More likely they will find fault with the local authority. Politically the government prefer overall control of the school rather than regional control).	Education is still a bit of a "political football" with constant changes and little notice being taken of educational specialists or recognised academics. The media is really only interested in negative stories about our schools and do not really celebrate innovation and creativity preferring to focus on failure and abuse.
Interesting	In the long term is his approach beneficial to the school? Will the new school be better than the old one? Where will the new staff come from and will they be better than the old staff? Difficulties in attracting new staff. The "new" academy alternative where schools are taken over once they have failed at Ofsted is not working as well as predicted	Local Authorities can be unsupportive of their schools if they feel they are underachieving	Unfortunately the whole system seems to be based on the government wanting "**all schools to be better than average**" when this is not mathematically possible. *(This was a direct quotes from a former Education Secretary)

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12 REFLECTING TEAMS AS A TOOL TO MEET PEDAGOGICAL CHALLENGES

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ABSTRACT

A research group from Ostfold University College has tried to investigate, if it is possible to use reflecting team as a tool to better meet the educational changes in schools and preschools. The concept of reflecting teams is well known in many areas of society in Norway. It all started with Tom Andersen using the method in family therapy. Knowledge of families isan important part of school development. Andersen has shown how effective this variant of therapy can be in different kinds of family situations. In our research, we use reflecting teams in a pedagogical setting. The aim of our work is to investigate whether this tool could be used to meet the educational challenges of everyday life at school work. Another object of our study is to examine how reflecting teams can provide guidance for personal growth and empowerment among individuals and groups (Lassen, 2004). In addition to perceiving reflecting teams as an instrument of communication, we find the method useful to help people to discover and use their own strengths. In both school and preschool, there are challenges in working with children and in collaborating with colleagues and student parents. In this paper I will present results from our research that exemplifies how reflecting team can bridge the differences within and between professional cultures in schools and kindergartens.

Keywords: reflecting teams, educational challenges, empowerment, professional cultures

12.1 Introduction

In this article, I will discuss the importance of reflecting teams as a pedagogical tool in education and how they can be used. The term 'reflecting team' is known in family therapy as a therapeutic tool intended to change people's lives. The Norwegian psychiatrist and family therapist Tom Andersen, who started his work with this method in the 1980s first introduced it. Today the method is well known in therapy, but not nearly as well known in education. However, reflecting teams are increasingly used as part of mentoring in the education sector. The term 'reflecting team' can be defined and understood in many different ways, but as explained below I will use Tom Andersen's method of family therapy as the starting point (Andersen 2007).

The article describes a project conducted by a research group at Østfold University College. We posed the following research question:
Can reflecting teams be used both to develop the school as an organization and as a tool to meet challenges in teaching?

Obviously, the model of reflecting teams used in family therapy has other means than the one used in education. Thus it has been necessary to change and adapt the model to suit the needs of mentoring in education. Nevertheless, the same communicative strategies that are relevant in family therapy are also relevant in this context. The aim is to find a way to meet the challenges of people and organizations with special needs (Friedman 1995).

As part of the mentoring process in this project we introduced the term 'empowerment' to describe how mentoring is intended to contribute to the empowerment of the participant in the face of the forces he or she is exposed to both during mentoring and a normal school day. The aim of empowerment is to make people more aware of their own strategies and resources, as well as to find new energy to meet the challenges of daily life and the workday (Lassen 2004).

Firstly, I will explain how mentoring with reflecting teams was conducted and how the research team introduced the mentoring project to the participating primary school. Secondly, I will describe how the data was collected and how it was analysed in light of the theoretical assumptions of the research team. Finally, I will discuss the results in relation to the use of reflecting teams and how the participating teachers experienced this process.

12.2 Background

In this section I will briefly describe the background of the project, how it was organized and the type of challenges that the participating teachers met. Moreover, I will describe the mentoring method, the various stages in this type of

mentoring and how the research group analysed the data to find answers to the research question.

The premise for a research group in the Faculty of Education at Østfold University College is that all projects must to be related to the field of education (in our case nursery school, kindergarten, primary school and lower secondary school). We also wanted to start a project with research questions with which the members of the research group would be truly interested. Moreover, we did not want to start a development project or research project of this kind, unless the school administration of the participating school was actively involved in the project. Strong involvement on the part of the school administration is an important factor of success in this type of development work (Udir 3). We also think that school administrators should be concerned with the development of their own school and take the overall responsibility for the development work within their own organization. This work should have clear goals and be organized in a constructive and good manner. A school that is dominated by private or more or less random initiatives can be difficult to administer. The school administration also has to follow guidelines both from the local and from the national authorities. The responsibilities of a school are decided through various laws and regulations (Udir 1). Nonetheless, each school administration can and should make a choice between different forms and methods of learning development. One reason for making different choices for each school can be socio-economic or cultural factors in the school district or in the local communities. Measures that are taken without taking into account such differences are not likely to be successful or contribute to the development work (Udir 2).

The initiative to start the mentoring project described here came from the principal of a primary school. This school had on several occasions looked for an opportunity to cooperate with the university college on a project. Since the school previously felt they had benefitted from such cooperation, they made contact with the university college to set up a meeting with our research team. At that point, the school wanted to get help to meet a concrete challenge they were concerned about, at the same time as a joint venture with teacher education was an aim in itself. Conversely, this was very interesting for the research group, because we were already engaged in a project on reflective processes (Sträng, Skibsted Jensen & Sørmo, 2013).

The primary school had two classes at the same grade level, and in one of the classes, there were severe discipline problems and many students with special needs. The class teacher was relatively new and inexperienced, but even more in need of finding ways to handle the difficult situation. The principal had looked into every possibility of getting external help, but such resources were unavailable. Unfortunately, this situation is a typical for most schools where such problems suddenly surface.

12.3 Method

Since the research group was not only interested in the mentoring process, but also wanted to investigate the influence of the mentoring process on the development of the school organization, we agreed on a mixed approach. First, we had to organize the project in accordance with the research question and to find out how we could document results from the mentoring process (Udir (3). After the first introduction two teachers agreed to take part in such a mentoring project as mentees. They expressed a strong wish to contribute to changes in their work situation and to improve the learning environment for their students. The school was asked to find two other teachers that could function as a reflecting team. We agreed to follow up on the project for at least an academic year. In addition to being active in the actual mentoring, we also provided for theoretical learning by introducing basic aspects and principles of the mentoring process before each mentoring session. In this preparatory stage, contributors from both the university college and the administration of the school were very central. Among other things, the participating teachers learned more about different perspectives on mentoring and the relationship between mentoring and organizational development.

We agreed to run mentoring sessions every fourth week. Right from the start, we made it clear that we expected the participating teachers to attend an international research conference with the aim of sharing with others how they experienced the project in the form of a presentation or workshop organized together with the research group. The research group also wanted the principal to contribute to this presentation or workshop by sharing his view on the project from an administrative perspective. With regard to the principal, we invited him to a meeting and made an informal agreement with him stating that that the school would be guaranteed mentoring and a participation in a workshop (Nielsen, 2006).

The reflecting team would observe the mentoring, and all the participants would have to hand in written logs after each mentoring session. The mentees were also made aware of the fact that we wanted them to make certain preparations before each session. This could include the clarification of certain concepts, reviewing earlier stages of the process, writing down their own observations or the like (Sträng & Sørmo, 2014). Notes of the observations and logs were to be handed into the research team as part of the data to be analysed in the investigation of the reflecting teams.

Associated professor Roger Sträng analysed the data (logs and observation notes) in the research team. Furthermore, it was necessary to add more competence in mentoring to the research team. We also found it necessary to have somebody observing every mentoring session. For that reason, we invited associated professor Jon Philstøm at Østfold University College, who has special competence in practical mentoring, to join the project. He took over the organization of the mentoring sessions halfway in the process and became instrumen-

tal in completing this project. Then I was free to make the observation in the mentoring sessions.

12.4 Findings

We did not expect a summative result by the end of the school year. Instead, the results of the mentoring came gradually, and often the results were surprising and different from what we had expected. However, mentoring is associated with unusual events, because unusual things become the topic of discussions in mentoring.

12.4.1 Developing the mentees' role

Fairly early in the mentoring process it turned out that the one of the teachers, M1, became the more active part. The other teacher, M2, increasingly took on the role as a critical friend, who encouraged, explained, supported and took care of the other teacher. At the end of the mentoring process, M2's role was reduced to a sidekick, at the same time as her role as the supportive and critical friend came ever more to the forefront:

> It is evident that M2 is a team player. She has contributed to making M1 good. M2 has "wrapped her wings around" M1, but realizes that she more and more can manage on her own. (Log from RT)

> There was one thing I was proud of, which I was uncomfortable with the last time: I talked almost all the time (M2 said nothing on my behalf). At the same time I felt this was uncomfortable – that **I** really was the center of attention, that everybody should sit there and listen to my problems, and my whining/frustration … this may have to do with the fact that I struggle to give myself credit, and believe in it afterwards.(Log from mentee 1)

> I play a secondary role now and it feels right. For me it feels like M1 and the new assistant manage to navigate alone and it is important for me because I am out of the picture anyway. (Log from mentee 2)

M1 's situation was extremely complicated, because she was the contact teacher for an unruly class that she recently had taken over. At the same time, she was really worried about a vulnerable student with special needs. M1 used a lot of energy both to meet the needs of this student and to find useful pedagogical tools to get control of the class. The mentoring helped her finding out more about the school administration's expectations regarding this student and how important the services for children with special needs were to the boy and his family.

> I get a much better understanding of what is acceptable/unacceptable in relation to the class and what could be possible solutions. It is easier to get an overview of what is impossible to do and what we should demand of them. It is just like taking a step back to observe yourself from the outside. I see and understand the situation much better when we look at the various challenges of the class. (Log from mentee 1)

Basically, the mentoring focused more and more on providing for M1 's empowerment. To start with, she had very little confidence in herself regarding what she could achieve in such a class. The mentoring made M1 get a grip on many aspects of her own personality, and her belief in her own skills increased dramatically. Gradually there was less and less talk about the class and the students, whereas M1 's identity as a teacher became more and more defined. She expressed that she met some serious challenges, at the same time as her ability to conduct her role as a teacher with authority improved. M1 had a very positive attitude to the class from the beginning. She quickly grew very fond of the students and really wished to follow them through all the grades. Since she did not have a permanent position, however, her situation was very uncertain. The mentoring made her confident enough to talk to the school administration about her competence and abilities. She was also empowered to make her voice heard in meetings and seminars, which she previously was very uncomfortable with.

> My understanding is that today's mentoring consisted of conversation between the mentor and M1. In this conversation, the mentor advised M1 on how she could take out more of her own potential. The mentor is very good at helping M1 find her own answers/solutions. He elicits her self-reflection. (Log from RT)

In the beginning of the mentoring process, M1 and M2 worked as a team and performed various tasks in each other's classes. Gradually they became increasingly occupied with their own classes. M2's class was quieter and, as mentioned above, it became clear that M2 took on a more supportive role in relation to M1. After a while, the mentor chose not to involve M2 so much in the mentoring and concentrated on M1. The focus was on M1's situation and how she could raise her awareness of her own empowerment; enabling her to see in which direction she should go and enabling her to trust her own resources.

> M1 points out that there is ever more realism and implementation force in thought and action. During the conversation, M1 repeatedly underlines that her self-esteem is low. This is also mentioned by her colleague, the mentor and the observer. M1 is asked whether the low self-esteem is characteristic for her in all areas of life. The question makes M1 talk about herself as volleyball player. It is really great fun to observe the changes in M1 when she describes herself. The entire body language is ing. (Log from RT)

Mentally, M1 learned to draw the line between what she should take responsibility for and what other people (colleagues, the school administration, services to help children with special needs) should be responsibility for. In the logs, she writes that she experienced this process as powerful and challenging. In the end, she felt able to use this positive mind-set to handle the tasks that lay ahead of her.

12.4.2 Developing the reflecting team's role

The reflecting team consisted of two teachers from the same school who volunteered to take part in the project. The teachers did not know each other well, when they joined the project. The reflecting team was given concrete guidelines and specific tasks by the project leader. In such mentoring, the team members need to follow many instructions. For instance, at the beginning the team was not allowed to communicate with each other or cooperate, when they commented on their observations. They were only allowed to express what they saw individually. Furthermore, they also had to let the comments be presented in the form of open questions and suggestions. They could ask questions related to what was being said, and they could say, if they felt expectations were not met in the mentoring. Moreover, they could also comment on the body language and how comfortable they perceived the mentee to be during the mentoring session.

> I was challenged to make my own reflections without having to rely on the thoughts and opinions of other people. Probably I had made different reflections, if the team had sat down together in advance. (Log RT)

The reflecting team was only allowed to speak, when called upon by the mentor. They were not allowed to speak to the mentees or give them any particular attention. Consequently, the furniture in the room was organized to facilitate the role of the reflecting team. They were sitting in the background, where they had eye contact with the mentor only. When the team was asked to speak, this was very brief.

> It is good to get comments from «behind your back»: The RT sit there and listen and notice completely other things than what I notice when I speak. It is very useful to get comments/question on my body language, intonation – all the things that reveal how you really feel about the things you talk about. (Log mentee 1)

In conclusion, the team members said that it was a challenging task to participate in mentoring. They reacted to the fact that they were not allowed to say much and felt it was particularly difficult not to discuss things with each other before they commented on the mentoring. Nevertheless, they said they had adapted to the situation and by having to stand on their own, they had learned more about themselves. One of the team members changed jobs during this

process and became assistant principal. Nobody mentioned this as representing a problem. Furthermore, many of the topics that were discussed were sensitive and emotional. The logs did not reveal whether this was felt to be a problem or not. From a neutral position, the team should comment and reflect on different statements in a positive and constructive way. The team could also comment on the role of the mentor. This was done to a very little degree. One of the mentees expressed that it was a revelation to be able to speak in such a safe environment with the backing of a team that listened to her and observed her.

> …With my back to the expert team»: I was sitting incredibly undistracted like this. While I was talking I avoided having to seek confirmation through eye contact, like you normally do, at the same time as it was easier to concentrate on the things I was asked about and should talk about. (Log from mentee 1)

12.5 Analysis

12.5.1 What is a reflecting team?

As mentioned above, our approach to mentoring with reflecting team is inspired by the work of the psychiatrist and family therapist Tom Andersen. He developed his model when he worked with psychiatry and family therapy at the University Hospital of Tromsø in Norway (Andersen 1990). In school there is a lot of cooperation between the school and parents, between colleagues and between professionals representing different services for children with special needs. Law also regulates this (Opplæringslova). The cooperation with parents, colleagues and various services for children with special needs is necessary to be able to offer the students good and adapted teaching. At the same time, it is challenging to handle people with different opinions and cultures. Failure is always close at hand. Lack of human and financial resources can be stressful and lead to pressure from the surroundings.

The education sector is activity-oriented and requires focus on many tasks, such as teaching, identity formation and evaluation. This can make workdays very unpredictable, and a lot of things can happen. Challenges in the cooperation between professional adults can also trigger professional disagreements, which affect them emotionally (Friedman, 1995). Conflicts can arise in many situations and people may stop communicating with each other. Professional mentoring is an opportunity to sort out differences, to explain the rationale behind different choices and to make plans for the future. Through mentoring with reflecting teams, the participants get more involved, because it is not only about tasks, but also about people who need to use their own talents and resources to meet the various challenges (Handal & Lauvås, 2007).

There are different tools to be used in this mentoring. Conscious use of language and feedback on the part of the mentor and the reflecting team are

examples of this. Just as important are the ideas that come to mind in the inter-action between the participants. The use of reflecting teams requires more re-sources, but it seems to pay off.

Mentoring in education has a lot in common with therapy, because it is equally important with language and interaction. In mentoring, there are nu-merous methods, and most of them work (Handal & Lauvås 2007). The reason we have chosen reflecting teams as a method is the respect and confidence that characterizes the relationship between the mentee and the mentor. Particularly in reflecting team mentoring, the mentee and his or her choices come more to the forefront through these sessions. The intention is also to focus more and more on the mentee. The mentor's task is to draw attention to things that can lead to change. Through questions and dialogue, different ways of meeting the mentee's challenges become evident (Sunder, 2006). The reflecting team can assist the mentee in searching for answers, but also trigger his or her curiosity and help him or her reflecting on his or her statements and observe how the conversation develops in terms of both language, intonation, how comfortable he or she seems, body language and other signs (Andersen 2007).

> SO good! The expert team very well observed things that I had not been thinking about, thinking of, or noticed. Nor did it feel like anyone was there to correct me in any way, they were only there to help/support/guide me. Once again, thumbs up. (Log from mentee 1)

12.5.2 Tom Andersen's influence

In therapy, the purpose is to relate to people who need help to handle the chal-lenges of daily life. The role of the therapist is to facilitate for change in life and for restoring life balance (homeostasis). Traditionally, therapy is a conversation in which the client with the help of the therapist finds ways of meeting his or her challenges. In the 1980s, Tom Andersen and his colleagues developed new ideas about how to develop therapy so that the client could better take part in this process of change. He replaced the observing team with a reflective team (Andersen 1991). They did not only listen to the conversation between client and therapist, but also contributed with reflections on what they heard. The observing team, however, listened to the conversation without being part of it. They sat in an adjacent room where they could follow the conversation through a one-way mirror and loudspeakers. At certain intervals, the therapist and the observing team met outside to exchange thoughts and ideas based on the con-versation. This should give the therapist the chance to get comments and new ideas that the therapist could bring back to the client. The aim was to turn this conversation in new directions (Andersen, 2006).

On the other hand, in the observing team approach the client was left alone in the room and he or she might wonder what was going on. Tom Ander-sen decided to attempt to turn the tables, almost literally, so that the client could hear the comments from the observing team. The one-way mirror was turned and the client was invited to listen to what the therapist's colleagues

were saying about what they had observed during the conversation. Now the client could both hear and observe the conversation, but not take part in it. After a short while, the mirror was turned back again, and the dialogue between the therapist and the client could continue. This additional conversation about the ongoing dialogue was crucial to the development of the therapy process. By listening to the observing team, the client could form an opinion about how his or her ideas were perceived by others.

This gave the client an opportunity to explain what he or she really meant to say or confirm the perception of the others (Shotter & Katz, 2007). This is how the term 'reflecting team' was coined. Andersen points out that this conversation contributes to finding solutions that make a difference in the treatment of the client (Andersen, 1995). Andersen uses Gregory Bateson's definition of information, «a difference which makes a difference", when referring to the dialogue and the language (Bateson 1972). Furthermore, he uses a metaphor from another part of the health sector, namely physiotherapy. In the same manner as the therapist needs to know that too much pressure on a patient's back can do much damage, or that too little pressure is no remedy, a family therapist also needs to know the difference between too much or too little pressure. The physiotherapist uses just the right pressure, which makes all the difference (Andersen 2007, Seikkula 2005). According to Andersen, this is also how words should be used in conversations with others. The aim is to find the things that make a difference, which then can lead to change. Too complicated or strong words can create opposition, whereas empty statements create no change. Unexpected statements, on the other hand, can lead to new, and perhaps unexpected, answers. This is where the key to change may be found (Andersen 2006).

Even though reflecting teams are originally associated with therapy, they are used more and more in mentoring in education. In mentoring, the aim is to make people able to handle their own lives, but also to be able to meet challenges and substantiate reasons for acting as they do. This type of process should be useful for other contexts in which interaction is important as well. With regard to education, our study shows that the use of reflecting teams in mentoring creates involvement and understanding. It could just as well be used in the development of any organization.

Andersen's (2007) starting point is Gregory Bateson's theory of communication (Bateson 1972), which says something about how language can contribute to making a difference. However, Andersen chose to focus more on the word 'conversation' than 'dialogue' (Andersen 2007). In his opinion, there are several dialogues going at the same tome during a conversation, both the inner dialogue of each participant and the outer, audible dialogue between the participants. To Tom Andersen the conversation was the most important means of finding good strategies for action (Anderson 1991).

> This was an exciting conversation. It was fun to see the development that M1 has gone through, from chaos to getting an overview of her frustrations, see the things she has done right and see that her entire body language is different. She is very «gutsy». (Log RT)

When the conversation is used in mentoring, it can also trigger interesting and new ways of understanding the challenges people meet. In a monologue there is no feedback regarding how others perceive it. In a conversation, on the other hand, feedback from others, for instance from a reflecting team, can lead to new perspectives and clarification. In communication, statements can be perceived in many ways and not according to the sender's intentions. In order to decide whether the message is understood or not, the receiver must confirm that they both have the same understanding. However, even then misunderstandings can occur due to different understandings of concepts or the like (Eliassen & Seikkula,2006).

Often several rounds of questions are necessary before the mentor gets the message right. In mentoring, the conversation should take place at several levels, and the mentee should be challenged by the mentor's summaries and follow-up questions. In that way the important aspects of the conversation will become evident. The questions asked should concentrate on indirect or hidden messages and be characterized by openness and curiosity. In addition, the language used is of vital importance for how the conversation proceeds. A conversation includes all forms of communication, such as gestures, eye contact and other types of non-verbal communication. Bateson's (1972) claim that «Everything is communication» illustrates this.

> When I sit listening to the conversation, it is exciting to observe how people use words and body language. I have been thinking about this. In the beginning of the conversation it is evident that M1 is a bit discouraged. Her voice is feeble, she is uncertain about what she wishes for and wants, and the body language shows that she is somewhat fed-up and exhausted. (Log RT)

The reflecting team is supposed to support the conversation, but it should also ask open and tentative questions such as "Why doesn't she ask about …?" and "I'm wondering what might have happened if …?" The team can think aloud and comment on non-verbal behaviour in the conversation. Such observations are important in the work of the reflecting teams. As in other types of mentoring, it may feel natural to give advice. In mentoring with reflecting teams, however, this should not be done unless the mentee asks for it and explains why. Such advice should then be followed up by letting the mentee explain why he or she chose to follow the advice.

When we started the mentoring process in this project, the situation at our partner school was not a good one. Mentee 1 was asked to take on a class with few boundaries. She was also young and relatively new to the profession. Even from the start she was very attached to her class and used a lot of energy on her students. What took most of her attention was the situation of one of her students. She had reason to believe that it was a case of child maltreatment and externalizing behaviour. Early on in the mentoring process, it became evident that she had very little self-esteem. Because of the mentoring process, we still concluded that she was the right person to deal with the problems. Since she

was the closest person to the students and the class, she was also the one who could bring about change for the better. For that reason, we chose to find out what the mentee needed and empowered her to be able to meet the challenges. We also found out that mentoring could help her not to worry too much about work and not to take too much responsibility.

Worries are negative forces that affect the ability to be aware of your own resources. For that reason, the mentor was looking for questions that could force the mentee to confirm her own «empowerment» and challenge her own impatience. This might not have been the right strategy with other mentees, but we knew some of her strengths, because she was both a musician and an artist. Increasingly the mentor's questions dealt with how the mentee reflected on her own actions. This helped the mentee focusing on what she could and could not do in her work.

After each mentoring session the participants handed in their respective logs in which they commented on how they experienced the mentoring. The research team used this material together with the observations to find out whether reflecting teams could be used as a tool in this context or not. At the beginning we did not expect the mentees to end up with such different roles as they did. One of the mentees really attached herself emotionally to the class and to the students with special needs.

> My wish to save the world, or at least class 4B to begin with, - I don't know if this is right, wrong, or somewhere between … but isn't there something called the «good girl» syndrome? Maybe I am suffering a bit from that.

This attachment could have been critical to the continued mentoring process. At times, the mentee's body language was very emotional. It could vary from laughter to crying, but increasingly the attention turned to finding the power to meet her challenges. Our own observations showed that there was progress. This was confirmed in the material supplied both by the mentee and by the reflecting team. A mentee will not always get this emotional, but it is very difficult not to get somewhat emotional, when you are challenged on issues you really relate to.

12.6 Discussion

It may be optimistic to believe that a method adapted from family therapy is useful in education, not least taking into account that education is about personal development and making people able to handle their own lives. It is a subjective and strong experience for those who go through this process. When Tom Andersen (2007) describes the tools, he always gets back to the use of language and the questions asked. He does not want to waste any time asking questions he knows the answer to. He only asks questions, because he truly

wants to find out more. At the same time, he always tries to find out more about what is not being said or what information is withheld. Andersen calls this conversation a triple conversation where there is an on-going internal dialogue in the minds of both the mentee and the mentor, at the same time as there is a conversation between the two that is audible to all the participants (Ianssen, 2011). In our sessions, it happened that the mentee was surprised by the questions, but she was nevertheless asked to explain her thoughts. She took time to think through how she should respond and the words she should choose. However, the mentee often benefitted from the unexpected questions that really affected her emotionally. Early on, it became evident that it was not asking for advice that was the important thing for her; it was the need to strengthen her position in relation to the class and the school administration. This made the mentee strong and focused. She also said she was surprised by herself.

> … so it was much easier to become aware of what I said, in what way I said it , what expectations I had to my own statements (and adjustments of my own statements), and expectations to what OTHERS might have wanted me to say / expectations of or opinions about what "the others" would like me to say. My God, how fantastic! (Log mentee 1)

Tom Andersen has been an inspiration to many people all over the world. He has written several books that have been published in more than 40 countries. We have both theoretically and in practice tried to adapt his approach to dialogue and his use of reflecting teams. By using such a team, we also had the opportunity to find new perspectives on the challenges a mentee is concerned with. In most cases, the mentor makes the mentee focus on his or her challenges by preparing a written note in advance. This is intended to ensure that the discussion does not derail or become too complex. Such written discussion points, however, should focus on irrelevant topics. Usually, difficult issues are not raised in these written notes.

Through mentoring and reflecting teams, several senses are opened, and the conversation can circle in on essential things. This is demanding for the mentor, He or she needs to have a strong focus on searching for unusual aspects and things in the conversation. Finding the unusual requires unusual questions. The mentor must try to get an overview of the situation and try to find out the things that are not yet known. Andersen points out that the usual, or what we already know, is not so interesting. Consequently, we should focus on the unusual. For that reason, the questions may be different from what the mentee is prepared for. Often the mentee does not know what the real challenge is. This can be caused by the reflecting team's focus on the unsaid or by the mentor's questions. This study shows that there is a connection here. Some questions can trigger strong emotions, but the mentee can get other perspectives through them, and relatively irrelevant things can become important. Tom Andersen claims that it is not interesting to discuss what we know; what we do not yet know is more interesting. It is the role of the mentor to lead the mentee in this

direction. The reflecting team represents the extra eye or ear in this process (Ianssen 2011).

The project was intended to enable a good teacher to activate even more of her own resources and to make her learn more about the limits of her responsibility. The logs describe the process of a somewhat shy teacher becoming a teacher who can speak up and speak out when something is not working.

In our mentoring agreement, we emphasized that the inner dialogues were important. By relating to the questions, the mentee was forced to feel her own emotions and often go outside her own comfort zone. This is challenging for the participants, but the feedback from the participating teachers has overall been very positive.

12.7 Conclusion

Mentoring can take many forms and follow many methods. This article argues that using Tom Anderson's therapeutic model as a starting point for mentoring can strengthen the teacher's beliefs in his or her own skills and substantiate the choices made. The starting point for the project was explorative, and the research group made no assumptions about the outcome of this project. However, based on logs and observations it can be concluded that mentoring involving reflecting teams makes a difference in mentoring, which again makes a difference for the outcome of the mentoring. One reason can be that the university college contributed with mentoring resources, but the positive outcome was not least a result of the fact that the participating teachers were willing to give so much of themselves in the process. As the school administrators have stated afterwards, the mentoring experience is also an asset to the whole school, and can be of use in the future as well.

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14 ENIRDELM 2014 ABSTRACTS

KEYNOTE SPEAKER 1:
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LESSONS FROM FINLAND AND OTHER SUCCESSFUL EDUCATION SYS-
TEMS

In many parts of the world education is in crisis. Increased competition
between schools over enrolment, more parental choice, frequent standardized
testing, and tougher accountability for teachers have become common tactics to
improve schools and education systems. This presentation describes the main
elements of global education reform movement (*GERM)* and then shows that
there is an alternative way to transform education systems and boost learning
for all students than these market-based education policies.

It is the way of inclusion and equity, teacher and leader professionalism,
collaborative practice, and trust-based responsibility. Finland is often used as a
model of these alternative ideas of educational change and leadership.

As a conclusion this presentation suggest three lessons from Finland and
other successful education systems for system-wide educational improvement.

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KEYNOTE SPEAKER 2:
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MORE TRUST, LESS CONTROL - LESS WORK? THE IMPLICATIONS FOR
TEACHER EDUCATION

Successful education systems trust their teachers to do the right thing. In
contrast, command and control systems driven by high-stakes testing are less
successful, and may even be counter-productive. But for a trust-based system to
flourish, teachers have to be equipped to deal with the extra responsibilities,
which means that high quality teacher education is vital.

In this speech, I will consider what the principles of this type of teacher
education could be. I will argue that teacher education organised around the in-
depth understanding of a few key principles is the best way to prepare teachers
for a decentralised, teacher-led, and self-improving profession

PRESENTERS:

PRESENTERS:

THE
ETHICS OF
CONTROL

Herman Siebens Scholengroep 9 Ringscholen, Belgium

IN A SO CALLED continuous and profound changing world, also the social world within the professional organization - both profit and non-profit - is in change. Including the management style and exercising control. The classic top-down approach is left for a participatory bottom-up leadership approach, where leadership is 'shared' *(Devos & Hulpia, 2009)* and even fundamentally participatory and facilitative *(Siebens, 2007)*. This raises questions within organizations about who is ultimately in control of their performance and the quality of the actual products and services. In this article we present the classic, hierarchical control in addition to self-control and social control. All three forms of control are compared and juxtaposed. This shows their ultimate complementarity.

Firstly, the ethical significance of the various forms of control and their different ethical value and limitation is highlighted. Then the phenomena whistle blowing and *'canaries'*[1] are situated within the interplay of the various forms of control. In the form of the 'canary' whistle blowing is an important element in achieving quality, especially where teamwork and continuous quality improvement are essential. It calls into teams and organizations who are accustomed to a classic style of leadership and hierarchical control, however, fear and trembling. It is readily identified with blabbing. Here quality management encounters a significant intrinsic obstacle. This article is therefore completed with making the essential distinction between social control and peaching.

[1] The word 'whistle-blowing' refers to an employee who, internally or externally *(a/o by press or social media)*, blows alarm about a situation he/she founds to be unacceptable, c.q. irresponsible.

The notion of the 'canary' refers to the mining sector, where these sensitive birds once were used to detect toxic mine gas before it became dangerous for man. So, these birds functioned as early warning system. Within the disciplines of stress and business ethics the notion points at employees whose sensitive nature makes them blow the whistle sooner than the others.

DO YOU
TRUST IN
SCHOOLING?

Tibo Baráth University of Szeged, Hyngary

1.THE ROLE OF TRUST AND CONTROL IN THE LIFE OF ORGANIZATIONS

This part of the presentation deals with the definition and interpretation of the key concepts like trust, control, creativity, productivity. It analyse some research work and models which establish connection among the key nouns *(Florida – creative economy; Fukuyama – trust; etc.)*. It also investigates how the way of thinking regarding the trust and control effects on the organizational work and culture *(new models of innovation)*.

2. TRUST VS. CONTROL OR TRUST & CONTROL – (SELF-)EVALUATION IN EDUCATION

This part of the presentation provides an overview regarding the role of evaluation in the different educational system. It makes effort to identify those attitudes which are explicitly declared or existed latent way on different levels of the system. The author sketches up some countries approaches regarding the level of trust and control, and try to establish relation to the effectiveness of the system.

3. TRUST, CONTROL ON SCHOOL LEVEL – LEADERSHIP VIEWS AND SCHOOL DEVELOPMENT

The last part of the presentation investigates whether and how the educational policy, or development policy can influence the recognition and interpretation of trust and control on school level. How does it form the leadership style and behaviour thus school culture. Whether and how much school can contribute to build up a trustworthy society?

MAINTAINING BALANCE IN THE NEW CULTURE: STORIES OF IMMIGRANT FEMALE YOUTH, MOTHERS AND SCHOOL LEADERS

Özge Hacıfazlıoğlu İstanbul Kultur University, Turkey
Muhammet Öztabak İstanbul Kultur University, Turkey
Selçuk Şirin NYU, Steinhard Faculty of Education, US

BALANCE is a relative term, since the way it is defined and experienced varies from one individual to another. Studies have shown that maintaining harmonious integrity in a person's life is a subjective, complicated and continuous process *(Ashforth, 2000; Keene & Quadagno, 2004)*. Bailyn, Fletcher & Kolb (1997) assert that balance is a synergistic relationship in which different components of life complement others *(Hacıfazlıoglu, 2010)*. The ways in which immigrant female youth and the mothers experience "balance" in their lives could be influenced by their personality, family back ground and their previous socio cultural and educational experiences. The purpose of this study is to investigate immigrant female high school students' and the mothers' stories of "balance" during their first year in the new culture. In line with this purpose, 14 narrative stories were collected from the female students, mothers and school leaders. Therefore this study focuses on female voices of balance in the transition phase to a new culture. This research employed a qualitative research design, and female voices are heard throughout.

This study seeks to draw out such voices because, as Seidman *(1998)* notes, when we encourage participants to tell their stories we hear about their experiences in an illuminating and memorable way. All the interviews were recorded and transcribed word-for-word. In order to prevent researcher bias participants were allowed to review their own interview transcripts *(Yıldırım, & Simsek, 2008)*. Analysis of the interviews was divided into five phases suggested by Marshall and Rossman *(1999)*, these include: "organizing the data, identifying themes, patterns and categories, testing the emergence hypothesis against the data, searching for alternative explanations of the data and writing the report." Selected anecdotes and quotations were used to illustrate the lived experiences of the students and mothers.

Following themes emerged: The first theme is "Maintaining balance in interpersonal relations: shifting from conflicting/segmentational balance to instrumental balance", the second theme is "Maintaining balance between home and school: shifting from conflicting balance to compensational balance", "Maintaining balance between work and family: shifting from compensating to instrumental balance" and the fourth theme is "trust build by school leaders".

This paper presents the findings of a qualitative study conducted with 14 female students, mothers and the school leaders. It begins with the core literature on balance in leadership. We then interpret the stories of female participants through the prism of four types of balance: "segmentational, compensational, instrumental and conflictual". It was revealed in the study that female youth encounter challenges in terms of maintaining balance between their school and their homes. All the participants asserted that they work at temporary jobs to help their families financially. They are also given additional duties within the house such as cooking, cleaning and looking after their siblings when their mothers work outside. In spite of their young age female students appeared to put a burden on their shoulders to support their families. Some of the students shared their stories in which carrying such a burden affects their school attendance and their school success. Stories of the mothers also showed that almost all of them use "compensational balance" in their lives. None of them finds a suitable time for their own professional, physical and psychological development activities. Being aware of such constraints they feel stressed and demotivated.

This is a unique study that provides of snapshot of immigrant female youth and the mothers from the basis of balance. It was revealed during the conversations that school leaders use compensational balance most of the time in order to encourage female students and mothers to use instrumental balance. The study also reveals experiences of school leaders and the way how interpersonal relations are based on "trust". In cases where there is trust and sincerity, female students and mothers feel more belonging to their schools as well as having a smooth transition to a new culture. Results of the study is discussed from the lenses "trust and school leadership". This research is supported by Turkish Scientific and Technological Research Council of Turkey *(TUBITAK)* as a part of the project entitled as "Role Immigration on Student Engagement: Influence of Social, Cultural, Psychological Factors and Social Capital".

HAS INSPECTIONS OF SCHOOLS ANYTHING TO DO WITH TRUST?

Mats Lundgren Dalarna university, Sweden

DURING THE 1990S, the Swedish school system underwent went through pervasive change, with the goal to create the best school system in the world world's best school. In addition to new curricula, municipalisation and the establishment of independent schools, a further key element in the changes was the introduction of a system for goal and result steering based on New Public Management *(NPM)*. Ever since the first PISA results were published in 2000, the academic performance of Swedish pupils in each new test has declined. This has resulted in a range of further reforms to the school education system in the 2000s, not least the implementation of an extended control system. The Schools Inspectorate, which was reconstituted in 2008, plays a central role in this. As inspections refer only deviations from what is set forth in the governing documents it creates usually a negative picture, also exposed in media, of how school works. Since inspections only report the deviations from what is stated in governing documents, they often create a solely negative image of how a school is functioning, which is subsequently exposed in the media. The risk is that principals and teachers will feel themselves to be more and more controlled and that trust in their professional skills is diminishing. Trust is seen as a key factor in the creation of well-functioning societies and organizations. Against this background, the purpose of this article is to describe and discuss whether or not inspections of schools also risk affecting the trust in principals and their work. The results show that extended control leads to principals' spending more time on monitoring study results and focusing on what can be measured. One conclusion is that principals feel challenged because they are described as being unable to lead their schools in a successful way.

INTERNATIONAL MASTER'S DEGREE STUDENTS LEARNING ABOUT THE CULTURE OF TRUST IN FINNISH EDUCATION

Lea Kuusilehto-Awale University of Jyväskylä, Finland

THIS PAPER presents a descriptive study on how international Master's degree students perceive the culture of trust the Finnish educators claim is one of the cornerstones in the implementation of Finnish education.

The data come from a longitudinal ethnographic study that spans seven years with six cohorts and students coming from over 20 countries and all continents. The results indicate that trust as identified by the Finns is observed and richly illustrated in the students' views and accounts, and perceived as a surprising, admirable and perplexing factor to many, but on the other hand there are also students who claim the Finns trust blindly. The presentation discusses these divergent views and their cultural and societal backgrounds in the framework of multicultural learning.

SCHOOL ADMINISTRATORS' LEVEL OF SELF-ESTEEM AND ITS RELATIONSHIP TO THEIR TRUST IN TEACHERS

Mualla Aksu Akdeniz University, Turkey
Soner Polat Kocaeli University, Turkey
Türkan Aksu Akdeniz University, Turkey

THIS STUDY aims at determining school administrators' level of self-esteem and its relationship to their trust in teachers. Research design is a relational survey. The study is conducted at K-12 schools *(a total of 131 schools)* in Izmit county of Kocaeli province, Turkey. The data is gathered through a questionnaire including three following parts: The first part consists of Rosenberg's Self-Esteem Scale *(1965)*, which is 10 item four-point Likert type scale; the second part includes Mayer and Davis's *(1999)* three factor trustworthiness instrument, and it consists of 17 item five-point Likert type scale; and the third part is related to six demographic variables. School principals and vice principals are asked to fill in the questionnaires and the data gathering is planned to be completed by the end of May, 2014. SPSS 13.0 will be used for data analysis. Descriptive and inferential statistic techniques will be applied on the data. Findings are expected to reveal administrators' level of self-esteem and its relationship to their trust in teachers. Moreover, administrators' level of self-esteem and the level of their trust in teachers will be analyzed in terms of gender, title, graduation level, school type, total seniority in administration, and seniority in current school.

TEACHERS' MOTIVATION FOR DATA USE: IMPACT OF DECISION STYLE AND SCHOOL CULTURE

K. Vanlommel, J. Vanhoof & P. Van Petegem University of Antwerpen, Belgium

INTERNATIONALLY, there's an increasing expectation for educators to inform educational decisions with data. The teachers themselves, however, currently often have the feeling that they do not need such data, as they see their extensive experience as a solid and sufficient basis for decision making *(Schildkamp & Lai, 2013)*. This paper sets out to explore how to get school teams motivated to use data and discusses the impact of the quality of motivation on data use. The following research questions are set forward: What is the impact of teachers' motivation for data use on the data use? What is the impact of personal and school factors on the motivation to use data?

The results of an online survey administered to 408 teachers in 52 primary schools *(aged 6-12)* in Flanders *(Belgium)* are discussed. All these schools use the same standardized tests to make evaluations on pupil and school level. The paper starts with a description of the motivation of teachers to use the results of these standardized tests as a starting point for their decisions on the class level. Afterwards the impact of personal/school factors on the motivation to use these data and on this data use is analyzed using a path analysis. Since research on the impact of motivation on data use is scarce, these results will be highly relevant. For policymakers and practitioners, evidence based suggestions for how to enhance motivation of teachers to use data will be presented.

TRUST IN STUDENTS
AT SCHOOL AS A FACTOR OF
THEIR MATURATION

Ilze Ivanova University of Latvia, Latvia

EVEN nowadays with all the importance of lifelong education since early age students who come to study in higher education institutions display significant lack of maturity. It finds reflection in motivation for studies, independence of their decision making, the level of their autonomous learning skills, entrepreneurship skills, creativity and activity. At schools the development of students'maturity greatly depends on the teachers' willingness to share responsibilities with students, on trusting students' skills, on delegating responsibilities for learning, organizing various activities. Accordingly, teachers' work largely is asking for new competences the most significant now being the ability to manage the process of students' maturation by creating various situations for the students to develop their personalities and alongside acquiring skills characteristic for adulthood. Yet, the observation of junior students shows, that there is a number of them who are not ready for studies. As a result there is a contradiction between students readiness for studies and leturers' expectations.

THE COMPETENCY OF "EFFECTIVE COMMUNICATION OF CONCEPT OF SCHOOL WORK AND VISION" IN HEAD TEACHERS' OPINIONS

Joanna Trzópek-Paszkiewicz Jagiellonian University, Poland

AT PRESENT, there is an opinion that knowledge in the field of educational management discipline should be built anew and it cannot be simply transferred from other disciplines. It is caused by several factors, namely: the right public interest, the school as an institution of social trust, ethics and formal and legal principles, arising from the school status *(a public school or a publicly subsidized)*.

The paper is trying to answer the questions such as: whether the schools should be promoted? Whether the school should use advertising as a tool of communication with their environment? How can schools effectively communicate the vision and conception of school? It is necessary to consider those issues and answer that question.

Furthermore this paper presents the part of results of broader research on school leaders competencies. The paper focuses on analysis of competence "effective communicate the vision and concept of school work". In that research more than 2800 headteachers of different types of Polis schools *(that is more than 11% of whole the group of headteachers in Poland)*. The headteachers had identified how relevant was a particular competency for them and what extent they believed they had. In the second stage of research the respondents have been asked for their way of understanding the selected competency, definition and how that competence is applied in practice.

DELIBERATIVE LEADERSHIP IN PRACTICE

Roger Sträng Ostfold University College, Norway

DELIBERATIVE leadership can be described as a focused and respectful environment for learning, thinking, acting and reflecting. The deliberative leader is expected to respectfully explore diverse perspectives and intentionally seek understanding of what the employees value. By the capacity of rapidly identifying problems and tensions the deliberate leader will be able to choose between different solutions that best satisfy the needs of the organization. In practice the deliberative leadership is often said to contribute to collaborative learning processes of communication and negotiation throughout the organization, rather than bargaining over positions and benefits for individuals.

In this paper I describe a series of collaborative learning workshops held as a part of an assignment as a mentor for an organization characterized by strong organizational culture, rapid development and significant growing pains. Based on my empirical material from a case study of the leaders I will discuss the need for trust and equality for collective learning to take place. The strong organizational culture, communicated by leaders, must also respond to the nuances of different staff cultures.

In a multidimensional analysis of my findings I will reveal that deliberative leadership in practice must be concerned both with the interactions of cultures and the priority of individual and organizational interest. The study also demonstrates the difficulties of a dual leadership with different starting points.

SCHOOL LEADERSHIP STRATEGIES FOR INTEREST AREA DEVELOPMENT AND VALUE AWARENESS

Sandra Rone Riga Teacher Training and Educational Management Academy, Latvia

TAKING into account current economic changes, it is a positive trend that such concepts as innovation, creativity and participation in management are becoming increasingly relevant in Latvian education management and practice. It shows a change in understanding, because the quality of education depends on a strong, efficient and creative leader. The aim of the research is to encourage development of student interests and value awareness alongside widening of a leader's role and participation in management in today's school. Research methods: analyse student *(participants of a TV quiz show "Gudrs un vel gudräks" ("Smart and Smarter"))* interest and competence awareness areas; compare them with those of other students. Develop school management strategies which encourage student interest development and value awareness.

Conclusions: The role of participation in management in today's schools is related to widening of new management strategies and roles. Through focused interviews, it is possible to raise student value awareness and encourage development of interest areas.

PROFESSIONAL COMPETENCE, AUTONOMY AND THEIR EFFECTS ON THE EDUCATION SYSTEM

Maria Szabo Hungarian Institute for Educational Research and Development, Hungary

THE HUNGARIAN SYSTEM of the educational administration, which had been characterised by great autonomy in local and institutional level for 25 years, turned towards a centralized direction from 2011. The main reason of this radical change was the fact, that the results of different types of student' achievements had been indicated low effectiveness of the education. Several system-level interventions have happened in the last couple of years, some of them intend to strengthen the professionalism of teachers and head teachers. A new inspection system of schools and head teachers has been developing, which is based on an international development project on school leadership *(Révai & Kirkham, 2013)*.

Some relevant elements of the Central European Projects from 2008 to 2010 and a short review of the inspectorate of head teachers in Hungary will be the basis of the discussion in the workshop where participants could discuss their views and share their experiences about the connection between professional freedom and learning results. Representatives of countries, who participated in Central European Projects from 2008 to 2010 *(Austria, the Czech Republic, Slovenia, Slovakia, Sweden and Hungary)*, and those of the host country are invited with special respect to participate in this workshop.

COLLABORATING IN THE DEVELOPMENT AND DISSEMINATION OF AN INNOVATIVE SCHOOL LEADER AND TEACHER CPD PROJECT INVOLVING ISSUES OF EMPOWERMENT, TRUST AND CONTROL FOR TEACHERS AND SCHOOL LEADERS

Miriam O´Donoghue CDETB, Ireland

1. BACKGROUND TO PROJECT

ePathways – A Continuing Professional Development (CPD) Project for Vocational Education Training (VET).

ePathways is an EU Leonardo da Vinci Transfer of Innovation Project involving partners from Ireland, UK, Netherlands and Lithuania. The project is designed to support the continuing professional development of school leaders and teachers in VET through a range of strategies including: partner collaboration and research, the identification and transfer of innovative practice in CPD and the development of CPD Policy, resources to support CPD and an ePortfolio for teachers. The prime focus of the ePathways project concentrated on the production of CPD 'Tools' that would be capable of supporting and enabling both school leaders and teachers to transcend traditional modes of continuing professional development.

2. WORKSHOP AIMS

This workshop will provide an overview of the ePathways project and will support the sharing of some of the project's learning and outcomes. The workshop will be mainly 'hands-on' and will use the 'Café' style methodology to introduce participants to four key areas of CPD:.

- CPD Policy and a model of policy development
- An ePortfolio model focused on supporting the teacher as a professional
- CPD innovation examples from across Europe and the value of bi-lateral learning
- Toolkits and learning materials to support CPD

The workshop will examine with participants the relational and trust, empowerment and control aspects inherent in an innovation process and in developing, piloting and sharing new materials and resources in a project partnership. It will involve inviting participants to respond to and comment on the newly developed tools and also to reflect on the inherent challenges relating to innovation and its impact on trust and the empowerment of professional practitioners.The workshop will be facilitated by two of the ePathways project partners from Ireland: City of Dublin Education and Training Board *(CDETB)* and the Association of Teachers' Education Centres in Ireland *(ATECI).*

BUILDING TRUST AND PROFESSIONALISM BY WALKING AROUND

Eric Verbiest, Justina Erculj, Agnis Gleizups, Torbjorn Hortlund,
Bohoumira Lazarova, Paul Mahieu, Kristina Malmberg, Signe Neimane,
Milan Pol, Andrej Savarin, Kristin Vanlommel (DELECA)

THE GROWING request for schools' accountability across Europe is threatening the trust in professionals and their professionalism. How can school leaders at the same time contribute to the professionalism of teachers and to a culture of trust, collective responsibility and critical friendship among staff? One answer is the development of data-wise school leaders. Data-wise school leaders are able to generate, collect, read and interpret data together with staff and to initiate dialogues in their schools in order to make sense of data together. In this way they contribute to the development of the school and the professionals. The DELECA-project *(Developing leadership capacity for data informed school improvement)* aimed at the development of a curriculum of a training program for school leaders focused on data-informed school development.

In the workshop we will present an overview of the curriculum. But above all things we like to demonstrate and to exchange with the audience one particular approach: learning walks. A learning walks is a so called 'kernel routine': an organizational routine that has the potential for transforming school practice. Kernel routines are linking school management to classroom practice. In a learning walk school leader and other staff is collecting and interpreting data in order to improve teaching and at the same time contributing to norms as trust, collective responsibility, innovation and collaboration.

THE IMPACT OF MULTI-PROFESSIONAL GROUPS

Marianne Kise Oslo and Akershus University College of Applied Sciences, Norway
Roger Sträng Ostfold University College, Norway

MULTI-PROFESSIONAL groups are often characterized by teamwork and the development of shared learning to allow for effective fulfillment. The establishment of new types of work groups requires willingness and ability to collaborate, regardless of formal qualifications, training and position in society. Participation is built by a common desire to change and improve relationships and structures within a particular business in need of renovation. In the modern school has multi-professional groups emerged in the wake of increasing decentralization and social change with postmodern overtones.

In this paper we want to discuss challenging conditions for leadership when representatives of different activities together are expected to act and decide for optimal effectiveness. Our empirical evidence comes from two development projects in different contexts of school and community. The school project involves collaboration between the school and community stakeholders such as the police and social services in a segregated neighborhood in a Swedish medium-sized city. The basic idea is that early intervention will contribute to a positive development for pupils with limited social opportunities. The second example is taken from directly opposite conditions in a well-functioning Norwegian community. The purpose of both activities is to improve children´s and young people´s life chances. A challenge for leaders is how best to use the impact of multi-professional groups. A focus of our discussion is how to be a good leader in different professional cultures and societal structures.

THE
ENTHUSIASM
AGENCY

Marianne Kise Oslo and Akershus University College of Applied Sciences, Norway
Roger Sträng Ostfold University College, Norway

THIS PAPER reports on a local community project that has been going on
in a suburb of Oslo since 2008. The aim of the project is to create structures
of solidarity, belonging and trust between the residents in order to make a
difference. A certain focus is to engage people in issues relating to children and
young people´s future, due to changed roles for families and societal challenges.
Welfare society has brought us high standard of living, but we still face problems
with child and adolescent loneliness and mental health. In the project we
consequently engage ourselves in activities aimed at facilitate new venues for
people to act and meet. In this respect are young people an important group
as innovators and having the ability to realize personal dreams together with
others. The project offers not an alternative but a complement to school and
other social functions. This implies a need for trust and confidence in leadership
and management among both traditional actors and innovative environments
as the Enthusiasm Agency. Partnership between local authorities, politicians,
individuals and organizations can outsource new activities of value-adding that
might prevent problems and provide improvements in suburban life in a longer
perspective. Environmental leadership paves the way for deliberative democracy.
The ultimate goal of this presentation is to show the results of the project so far,
its potential and continued challenges.

CHILDREN AS STAKEHOLDERS IN POSTMODERN SOCIETY

Marianne Kise Oslo and Akershus University College of Applied Sciences, Norway
Roger Sträng Ostfold University College, Norway

A NEWLY established collaboration between Swedish and Norwegian researchers aims to explore the possibilities for children and youth to grow up and develop into fully fledged stakeholders in the post-modern society that in many ways characterizes everyday life. The demands on individuals to best navigate and choose from an expending range of opportunities enables traditional school knowledge to emerge as inadequate and untimely. Previous research into children´s development has often been influenced by dramatic social changes and more recently by the rapid technological change with new arenas for communication and learning. Increased social inequalities can be expected to lead to differences in children´s and young people´s life chances. To cope with this problem can pupils with fewer opportunities get more support from the community to cope with their schooling. In our research, we look into alternative options for support, focused on leadership and activity rather than passively receiving help. We will also analyze the different kinds of culture which children and youth experience in different contexts, such as a well-established Norwegian suburb and a Swedish troubled neighborhood. Empirically, we use case studies where we follow individuals from both contexts over time. Theoretically, we intend to bring together children and youth research, as mentioned above, with global perspectives of young people as primarily consumers. A global perspective in our research is on the contrary focused on democracy and humanism.

GENERAL ASPECTS OF BASIC EDUCATION CURRICULUM REFORM 2016 IN FINLAND – BUILDING THE FUTURE TOGETHER

Irmeli Halinen Head of Curriculum Development, Finnish National Board of Education

EVEN though Finnish school system is ranked as top quality there is a need for change because the world in which schools operate has gone through major changes since the last curriculum reform *(2004)*. Also the competences needed in society and working life have transformed. Due to the above mentioned content of teaching, pedagogy and school practices must be reviewed and renewed.

Key questions of the reform are: What is the role of education in the future? What kind of competences will be needed? What kind of practices would best produce the desired teaching and learning? *(VISION)* How will change be realized in municipal and school cultures and in every lesson? *(ACTION)* What kind of skills will teachers and other staff require to be able ti work so as to promote education and learning for the future? (TEACHER EDUCATION) How do the national core curricula and local curricula guide and support the work of teachers and the school community? *(STANDARDS)*

Essential in the reform is how to make our school a better learning environment and a supportive and encouraging community for the students. Also the changes challenge to rethink learning and versatile learning environments and active use of technology.

The process is based on partnership and transparent planning. The core curriculum is outlined in multidisciplinary working groups supported by online consultation groups. Education providers are asked to provide feedback and there is space for open consultation process through the FNBE website three times during the process. This means that local authorities, school staff, parents and students are asked to give their opinion and through website various organizations and NGO's, and anyone interested can participate and influence the drawing up process of the core curriculum. Also key stakeholders provide their official opinions on the new national core curriculum.

BUILDING TRUST BY BUILDING CAPACITY – OR IS IT THE OTHER WAY AROUND?

Mateja Brejc National School for Leadership in Education, Slovenia
Andrej Koren National School for Leadership in Education, Slovenia

WE READ somewhere once that in schools, trust is like love in a marriage:
it bonds people together and makes them strong and effective. In terms of school
self-evaluation trust is important from several aspects that will be discussed
during presenting the model of school self-evaluation capacity buliding. The
model is based on extensive literature review and empirical research in a national
context. It represents a simplified reality of a rather complex concept, taking into
account several starting points, such as:

A) capacity building needs to be defined with regards to definition,
aim and goals of self-evaluation,

B) it needs to be understood as an organizational,
not only professional development,

C) it needs a certain amount of demand,

D) it sperates on multi levels, individual, organizational and
system level that need to be linked,

E) in terms of sustainability it needs a wide array of stakeholders involved
as well as individuals and groups responsible for capacity building, etc. Besides
evaluation culture and professional accountability, trust is defined as one of
the elements for conducting and using sustainable and quality
self-evaluation in schools.

LIFELONG LEARNING IN TURKEY: PUBLIC EDUCATION AND CONTINUING EDUCATION CENTRES

Basak Ercan Akdeniz University, Turkey

KEYWORDS   Public and continuing education centres

LIFELONG learning is from cuddle to grave, as the name mentions and it has been on the agenda of Europe especially for the last two decades. People have the right to engage in any learning activity throughout their lives, which is not only a social prerogative but also an economic necessity especially in developing countries, like Turkey. The purpose of this study is to help develop a deeper understanding of the processes of lifelong learning in adulthood in terms of the studies undertaken by the Ministry of Education and the universities. The roles and the structures of these centres will be investigated and thus by doing so giving a clear picture of the case in Turkey will be presented. The method of the study is based on literature survey and investigation of websites and other documents

PRINCIPAL´S PERCEPTION OF A NATIONAL DEVELOPMENT INITIATIVE– RESPONSE TO CHANGE IN TIME-PLAN FOR MATHEMATICS

Laila Niklasson Mälardalen University, Sweden

DEPENDING upon the national context principals are more or less used to continuous development. The initiative to development can come from profession, research, national initiative or local initiative. During 2010 and ongoing several initiatives for development of teaching has been taken in Sweden. Based on decreasing results in mathematic – PISA as an example, and research, the Swedish government proposed an increase in teaching hours in compulsory school. The parliament approved and the National Agency of Education got an assignment to support the implementation among the organizers of 1-9 *(Skolverket, 2012; Skolverket, 2013, Regeringen 2012a, 2012b)*. The aim of the study is to present and discuss how local principals coped with this change. Both principal and the organizer of 1-9 have to follow up how the teaching hours are distributed. As the change mostly concerned 1-3, a selection of the principals for this level was carried out in one municipality. The principals answered both an e-mail questionnaire and were interviewed in place. The research is in progress spring 2013, but some preliminary results indicates that it will be possible to discuss the principal´s coping with this change with use of theories concerning implementation, continuing professional development *(Eurydice, 2008; European Commission, 2009; Noack, Mulholland and Warren, 2013)* and principal´s role in development *(Midthassel,Bru & Idsoe, 2000; Shin & Slater, 2010; Rapp, 2011; Holmes, Clement & Albright, 2013; Clement, 2014).*

BALANCING CURRICULUM AND KNOWLEDGE MANAGEMENT AT THE HUNSEM

Dr. Baráth, Tibor, Dr. Vass, Vilmos University of Szeged, Hungary

THE WORKSHOP focuses on curriculum and knowledge management under the umbrella on balancing at HUNSEM. At the first, introduction part of the workshop we would like to diagnose of prior knowledge about the topic and on the basis of the experience we focus on the key questions of the workshop inspiring collaborative learning and thinking process.

- What is the balance between curriculum and knowledge management, and how they relate to the systematic changes and coherent curriculum implementation on the leadership training?
- Does any effect has the curriculum and knowledge management process on the model of the training and the trainer's competencies especially focusing on balancing between the trust-based implementation and "intelligent accountability"?

The questions mentioned above initiate several group works, small and large group discussions and offer possibilities for making conclusions. The key questions have strongly connected to the aim of the workshop, namely analysing the balancing curriculum and knowledge management process via the case study in order to discuss about the support system on the leadership training from research to action. The workshop has organized around three stages: *(i)* trust-based curriculum implementation, *(ii)* knowledge management techniques especially focusing on curriculum structuralization *(curriculum mapping, webbing, service design thinking, consistency analysis etc.)* and *(iii)* conclusion. The expected outcome of the workshop is mutual understanding on the systematic and complex process on balancing curriculum and knowledge management via the research- and trust-based revision on the leadership training program.

PARTNERSHIP AND BENCHMARKING BETWEEN THE YORK REGION DISTRICT SCHOOL BOARD, CANADA AND THE CITY OF ESPOO SCHOOL BOARD, FINLAND

Allan Hoyle Superintendent, Lead Presenter, Canada
Anna DeBartolo Chair of the Board, Canada
Margaret Roberts Associate Director, Canada
Mikko Salonen Educational Leadership Consultant, Finland
Mikko Leppänen Principal, City of Espoo

YORK REGION District School Board near Toronto, Canada and Espoo School Board, near Helsinki, Finland, have formed a partnership to learn from each other and to ensure that two high-performing school boards benefit from each other's learning. The purpose of this partnership is not to copy good practices per se and/ or without critiques. The participants operate also as critical and reflecting partners to each another.

York Region has explored school welfare, technology and the early years structure in Finland. Espoo has learned about professional learning communities, networks and leadership in York Region. This learning has occurred at the annual York Region QUEST Educational Conference as educators from both jurisdictions have come together to work on their common themes. Finnish educators have visited schools in York Region. Likewise, York Region leaders have travelled to Finland to observe schools, discuss education and strategize for their own system.

In this ongoing partnership a foundation has been the development of lasting relationships between educators in Finland and in York Region. As result, projects have been developed in collaboration across continents in face-to-face interchange and through technology. The goal of this partnership is to do three things: improve the educational system in each board, enhance leadership so that new strategies are adopted from another system to 'fit' at home and, lastly, to improve learning for students.

In this workshop you will explore the process of forming an international relationship and partnership, analyze the various topics that have been considered and discuss ways to create similar partnerships with boards from afar.

PROFESSIONAL GUIDANCE OF SCHOOL TEACHERS

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THIS PAPER describes and assesses both academically and practically
how professional guidance of staff may create a sustainable dimension of
opportunities to face challenges in school. In an ongoing project, the college
has collaborated with teachers and their leaders from primary school in a
joint research project on pupils with special needs. Common trust and the
development of close relations between researchers and practitioners on a
professional basis have been instrumental in our collaboration.

The project has three main objectives. The current school need help to guide
and mentor their teaching staff, inspired by the Teacher Education program at
the University. The research team´s goal is to investigate how reflective teams
could be used in the school´s inner workings. Finally, all project participants
are occupied by knowing what the challenges of an external intervention could
mean for school activities. In order to find out what actually took place and get a
picture of the participants´ reflections through the work we used the log writing
as empirical basis. All participants contributed to the log writing and the analysis
of logs gave us important knowledge contribution of distinctive and common
features of the project results.

In this presentation we intend to raise questions about and how results and
findings from joint research projects can be made useful for other schools and
contexts, to achieve sustainable improvents both for students and
their teachers.

MUNICIPAL REGULATION OF THE EDUCATIONAL CONTENT OF CHILD DAY CARE CENTERS

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DURING the past 15 years, child day care centers in Norway have experienced increasing regulation by owners and political authorities *(Børhaug et al., 2010)*. One example is templates for educational progression drawn up by municipal owners and outlining what children should learn at different ages within different subject areas. Such detailed control of the educational content of day care centers is relatively new.

The heads of child day care centers are responsible for supervising staff work in the use of these templates. Some find these templates useful for ensuring quality and systematic progression. Others find them restrictive of their freedom to plan, and experience them as expressing the owner's lack of confidence in their management of educational work.

In this workshop, we will discuss a concrete example of how templates can be used for progression in educational work. The workshop will focus particularly on the leadership role and on dilemmas heads of day care centers may experience in implementing templates for progression. The following questions will be discussed.

1. Are templates for progression tools that are well suited for ensuring quality, or do they restrict the educational freedom of day care staff?

2. If professional reflection by those in leadership positions in day care centers results in criticism of detailed control by owners, is that a good thing – or is it an expression of disloyalty?

We will also ask the participants to work on a case.

THE SCHOOL PRINCIPALS´ RESPONSIBILITY IN CREATING A CULTURE OF TRUST

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KEYWORDS   Curriculum, school culture, key factors, learning environment

FINNISH NATIONAL BOARD of Education is a national development agency. FNBE is responsible for the development of pre-primary, basic, general upper secondary, vocational upper secondary and adult education.

FNBE has begun to prepare the new national core curriculum for basic and pre-primary education. The new curriculum will be based on the Decree on national objectives and distribution of teaching hours in basic education, issued by the Government in June 2012.

The renewed core curriculum will be completed by the end of 2014. New local curricula that are based on this core curriculum should be prepared by School providers. The preparation of the curriculum is interactive. All education providers can follow the preparation and give feedback at the different phases. They are also encouraged to involve pupils and their parents in the process.

The new curriculum is emphasizing School culture as a core aspect in developing cooperation, innovation in a constructivist learning environment. The School principal is in a key position in creating a positive and successful School culture.

In this workshop we are presenting the key factors in School culture given by the FNBE. We invite the participants to process and discuss these factors and suggest how a principal in a creative way could shape and implement them in the daily work.

CAN MAINSTREAM EDUCATION BE TRUSTED TO PREPARE US FOR PLANETARY CRISIS?

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Kamran Namdar Mälardalens högskola, Sweden

FOR SEVERAL years within ENIRDELM a critique of mainstream education's submission to what Sahlberg terms GERM – the Global Education Reform Movement – has been a recurring theme. In parallel, a series of workshops *(Oldroyd, Bottery, Namdar)*, papers, keynote *(Bottery, Jonasson, Kalous, Sahlberg)* presentations and on-line follow-up activities *(EL4SD; CoRk; Community Action for Spaceship Earth [CASE] Initiative)* have raised awareness about the coming socio-ecological crises facing 'Spaceship Earth'. The failure of educational leadership to address deep socio-environmental issues and to acquiesce passively to the commodification of schooling brought about by new public management was also revealed in a major ENIRDELM Survey in 13 countries in 2009 *(Bottery, et. al.)*

This workshop will be led by ENIRDELM members who have contributed their critique of mainstream education and its leadership to sufficiently address the mounting evidence of coming crises that result from the inevitable collision between exponentially growing impacts human activity and the capacity of Planet *('Spaceship')* Earth' homeostatic ecosystem and finite resources to contain them.

Perspectives and examples from radical and alternative educators seeking to promote 'global consciousness' and holistic understanding of the interrelatedness of complex systems will be presented for discussion. A catalogue of carefully selected on-line and print resource materials will be offered along with an invitation to join in follow-up activities initiated in last year's ENIRDELM Conference workshop.

KEY VALUES
DEFINING EDUCATIONAL
LEADERSHIP

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IT MUST be argued that attempts of defining educational leadership still do not take adequately into consideration specificity of schools as organizations with their specific normative system. Some concepts, like transformational or visionary leadership are simply transferred from general management theory as they help to understand some aspects of school leadership. They were unfortunately developed in other context and lose educational specificity. Other attempts, like pedagogical, instructional or inclusive leadership are defining leadership too narrowly focusing only on some specific aspects important for educational context. More recently some authors try to build understanding of educational leadership by putting basic educational values as core element defining its understanding. Most of such attempts argue that learning should be the core value constituting specificity of educational leadership *(MacBeath, Dempster, 2009)*.

Only few try to change that dominant trend pointing out necessity of values that can broaden focus of educational organizations from learning only to other important values such as student as a whole *(Fielding, 2006)*. It must be argued that such approach needs further step. The author proposes to put individual human development as core value defining educational leadership but stresses that it must be development of all involved in educational processes, not only students. It does not mean that learning should be rejected or forgotten, it is important educational value, but it must be subordinated to individual development *(Dorczak, 2012)*.

The problem is that values such as development and learning can be defined in a different way. It is then crucial to identify different understandings of core values among professionals responsible for leading educational organizations, as those different understandings can influence people's actions. The paper presents results of the research on the understanding of development and learning among school heads in Polish schools. The research was carried out with the participation of a group of headmasters taking part in a project that tries to build a new model of school head professional preparation, induction and continual professional training. A group of 100 school heads was interviewed to identify their understanding of both development and learning.

The paper shows different perspectives on those values and tries to discuss practical consequences of those different ways of understanding. It also tries to discuss consequences of putting learning or development as core values.

REFLECTING TEAM AS A TOOL TO MEET PEDAGOGICAL CHALLENGES

Dag Sørmo University College, Norway

A RESEARCH GROUP from Ostfold University College has tried to investigate if it is possible to use reflecting team as a tool to better meet the educational changes in schools and preschools. The concept reflecting teams is well known in many areas of society in Norway. It all started with Tom Andersen using the method in family therapy. Knowledge of families is however also an important part of school development. Andersen shows how effective this variant of therapy can be in different kinds of family situations. In our research we use reflecting teams in a pedagogical setting. The aim of our work is to investigate whether this tool could be used to meet the educational challenges of everyday life at school work. Another object of our study is to examine how reflecting teams can provide guidance for personal growth and empowerment among individuals and groups. In addition to perceive reflecting teams as an instrument of communication, we find the method useful to help people discover and use their own strengths. In both school and preschool , there are challenges in working with children and collaboration with colleagues and student parents. In this paper I will present results from our research that exemplifies how reflecting team can bridge the differences within and between professional cultures in schools and kindergartens.

PERSPECTIVES ON AUTONOMY AND ROOM FOR ACTION – HOW LOCAL ACTORS IN PRE-SCHOOL AND SCHOOL CONTEXTS EXPERIENCE MANAGEMENT BY OBJECTIVES AND RESULTS

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THE PAPER will present views from an ongoing study on how local actors in pre-school and school contexts experience management by objectives and results. The study aims to get insights into local conditions, different actors' experiences, views, thoughts, ideas etc. The study is part of an action research approach in order to provide input to the ongoing systematic quality work to develop the course about management by objectives and results at the university where the author is active, within the educational program for principals and pre-school managers. The course consists of four themes:

- Introduction to management by objectives and results
- Results and assessment
- Evaluation
- Systematic quality work

A central part of each theme is a field study in which the participants address focus on their own practice. Each field study has an overall introduction as an input. The idea is that principals and preschool directors on this basis should operationalize a focus that is of relevance, interest and value to each of them, based on their experiences, their current focus of their work, local conditions, etc. The research study addresses focus on the opening theme, management by objectives and results. The study is based on the following two questions:

- What do principals and pre-school managers choose to focus on within the frame of a field study in their own practice about management by objectives and results?

- What is found in the documentation from the field studies about how actors / stakeholders on local level experience management by objectives and results?

Data will be analyzed with a qualitative hermeneutic approach, using curriculum theory as a theoretical perspective.