E*N*I*R*D*E*L*M
CONFERENCE

VANTAA, FINLAND 18.–20.9.2014

Vantaa

UNIVERSITY OF JYVÄSKYLÄ

HELSINGIN YLIOPISTO

GREETINGS FROM CITY OF VANTAA

Elina Lehto-Häggroth Deputy Mayor of Vantaa

DEAR PARTICIPANTS of the conference, I welcome you to Vantaa and the ENIRDELM Conference of 2014. It makes me very proud that you have chosen Vantaa as the location for this confer-ence. Vantaa has persevered in promoting educational equality and the neighborhood school principle. We also invest in joint planning and service design when developing our service. From this vantage point, the theme of the conference – "More Trust, Less Control" – supports your decision to arrange the conference here in Vantaa.

We believe that the know-how gained by hosting the ENIRDELM Conference will benefit us when developing our education services. We sincerely hope that you find the Vantaa way of providing education both stimulating and inspiring.

Welcome!

IT'S A PLEASURE FOR ME TO WELCOME YOU TO FINLAND – AGAIN!

Jukka Ahonen Chairperson of the Board

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 are with us in this conference.

The atmosphere and attitudes I met in 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. 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 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.

Welcome and let us make together a good professional conference!

E∗N∗I∗R∗D∗E∗L∗M 2014
18.–20.2014

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LESSONS FROM FINLAND AND OTHER SUCCESSFUL EDUCATION SYSTEMS

Pasi Sahlberg Visiting Professor, Harvard University, Finland

KEYNOTE SPEAKER 1

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.

MORE TRUST, LESS CONTROL - LESS WORK? THE IMPLICATIONS FOR TEACHER EDUCATION

Daisey Christodoulou Research and Development Manager, ARK Schools, UK

KEYNOTE SPEAKER 2

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.

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

KEYWORDS Capacity building, organizational evaluation, self-evaluation, school, leadership, training for self-evaluation, quality

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

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

Dag Sørmo and Roger Sträng Ostfold University College, Norway

KEYWORDS Professional guidance, reflective teams, log writing, joint research projects

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

Marianne Kise, Ann Kristin Larsen, Magritt Lundestad and Mette Vaagan Slåtten
Oslo and Akershus University of Applied Sciences, Norway

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

Siv Saarukka & Torbjörn Sandén Åbo Akademi University, Finland

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?

David Oldroyd ENIRDELM, Poland
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

Roman Dorczak Jagiellonian University, Poland

KEYWORDS Educational leadership, core educational values, individual human development, learning

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

Hans-Olof Gustavsson Mälardalens högskola, Sweden

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.

CONFERENCE PROGRAM
THURSDAY

10.00–12.00	**Registration** (Board meeting)	**Lobby**
11.30–13.00	**Lunch available in the hotel** (Not included in the conference fee)	**Hotel Restaurant**
13.00–15.00	**Registration – continued**	**Lobby**
	Field visits **1. Helsinki University** JARI LAVONEN, PIRJO HIIDENMAA, MIKA RISKU Teacher training and Educational Leadership Programmes in Finland, Helsinki University Transportation from the hotel at 12.30. Transportation from the University at 14.50 will be back the hotel appr. 15.20. **2. Jokiniemi School Visit to** LEENA KOLHO-VENÄLÄINEN, PRINCIPAL Comprehensive school in Vantaa Guided walk to Jokiniemi School at 12.30.	
16.00–16.30	**Opening session** (10 minute walk to Heureka!)	**Heureka,** **the Science Center**
16.30–17.15	**Reception**	**Heureka Foyer**
17.15–18.45	**"In Schools we trust – Trust in Schools"** A Short Introduction to the Topic	**Heureka**
	World Cafe Round table session	**Heureka**
19.00	**Registration - Continued**	
19.30	**Dinner**	**Hotel Restaurant**

CONFERENCE PROGRAM
FRIDAY

8.30–9.00		**New Friends´ Session**	**Oldroyd Hall**
09.00–10.30	10	**KEYNOTE 1:** **Lessons From Finland and Other** **Successful Education Systems** Pasi Sahlberg	**Jordet Hall**
10.30–11.00		**Break**	**Foyer**
11.00–12.30		**Parallel Sessions** (see next page)	
12.30–13.30		**Lunch**	**Hotel Restaurant**
13.30–15.00		**Workshops and Symposium** (see next page)	
15.00–15.30		**Coffee Break**	**Foyer**
15.30–17.00	30	**CURRENT CASE STUDY:** SESSION CHAIR: TIBOR BARATH **General aspects of Basic Education** **Curriculum Reform 2016 in Finland** **– Building the Future Together** Irmeli Halinen	**Jordet Hall**
17.00		**Free Program / Networking /** **Visit Helsinki-Tikkurila-Helsinki** **Centre by Train** **(I, K , N, T, H & R Trains)**	

PARALLEL SESSIONS

11.00–12.30
JORDET HALL
Session Chair: Eileen O´Connor

12 **The Ethics of Control**
Herman Siebens

13 **Do You Trust in Schooling?**
Tibo Baráth

11.00–12.30
ELSNER HALL
Session Chair: Thomas Söderberg

14 **Maintaining Balance in the New**
Culture: Stories of Immigrant Female
Youth, Mothers and School Leaders
Özge Hacıfazlıoğlu, Muhammet
Öztabak & Selçuk Şirin

16 **Has Inspections of Schools**
Anything to Do with Trust?
Mats Lundgren

17 **International Master's Degree**
Students Learning about the Culture
of Trust in Finnish Education
Lea Kuusilehto-Awale

11.00–12.30
VAN WIERINGEN HALL
Session Chair: Mateja Brejc

18 **School Administratiors' Level of**
Self-esteem and Its Relationship
to Their Trust in Teachers
Mualla Aksu, Soner Polat
& Türkan Aksu

19 **Teachers' Motivation for Data**
Use: Impact of Decision Style
and School Culture
K. Vanlommel, J. Vanhoof & P. Van Petegem

20 **Trust in Students at School**
as a Factor of Their Maturation
Ilze Ivanova

11.00–12.30
OLDROYD HALL
Session Chair: Kristina Malmberg

21 **The Competency of "Effective**
Communication of Concept
of School Work and Vision" in
Head Teachers' Opinions
Joanna Trzópek-Paszkiewicz

22 **Deliberative Leadership in Practice**
Roger Sträng

23 **School Leadership Strategies for Interest**
Area Development and Value Awareness
Sandra Rone

WORKSHOPS

13.30–15.00
JORDET HALL
Session Chair: Andrej Koren

24 **Professional competence, autonomy and**
their effects on the education system
Maria Szabo

13.30–15.00
ELSNER HALL
Session Chair: Lea Kuusilehto-Awale

25 **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

13.30–15.00
VAN WIERINGEN HALL
Session Chair: Atso Taipale

26 **Building Trust and Professionalism**
by Walking Around
Eric Verbiest, Justina Erculj & the Group

SYMPOSIUM

13.30–15.00
OLDROYD HALL
Session Chair: Seppo Pulkkinen

27 **The Impact of Multiprofessional Groups,**
28 **The Enthusiasm Agency,**
29 **Children as Stakeholders in**
Postmodern Society
Marianne Kise & Roger Sträng

CONFERENCE PROGRAM
SATURDAY

9.00–10.30	11	**KEYNOTE 1:**	**Jordet Hall**
		More Trust, Less Control - Less Work?	
		The implications for teacher education	
		Daisy Christodoulou	
10.30–11.00		**Break**	
11.00–11.30		**Parallel Session 1** (see next page)	
11.30–13.00		**Workshop 1** (see next page)	
13.00–14.00		**Lunch**	**Hotel Restaurant**
14.00–15.30		**Workshop 2** (see next page)	
15.30–16.00		**Parallel Session 2** (see next page)	
16.00–16.30		**Coffee Break**	**Foyer**
16.30–17.00		**National round tables**	**Jordet Hall,**
		• Experiences, key learning outcomes,	**Elsner Hall,**
		evaluation – what do we take with us	**van Wieringen Hall,**
		• Reflection and suggestions	**Oldroyd Hall**
		on ENIRDELM strategy	
		• Hints to next year´s Conference	
17.00–17.30		**Closing of the Conference**	**Jordet Hall**
		• Chairperson's speech	
		• Election of new board	
		• Next Conference - ENIRDELM 2015	
17.30		**Board meeting**	
19.30		**Gala Dinner**	**Villa Ivan Falin**
		Transportation from the Hotel at 19.00	
		Back in the Hotel before Midnight	

PARALLEL SESSION 1

11.00–11.30
ELSNER HALL
Session Chair: Milan Pol

31 **Building trust by building capacity – or is it the other way around?**
Mateja Brejc & Andrej Koren

11.00–11.30
VAN WIERINGEN HALL
Session Chair: Ilze Ivanova

32 **Lifelong Learning in Turkey: Public Education and Continuing Education Centres**
Basak Ercan

11.00–11.30
OLDROYD HALL
Session Chair: Mualla Aksu

33 **Principal´s perception of a national development initiative– Response to change in time-plan for mathematics**
Laila Niklasson

PARALLEL SESSION 2

15.30–16.00
ELSNER HALL
Session Chair: Christin Vanlommel

40 **Key values defining educational eadership**
Roman Dorczak

15.30–16.00
VAN WIERINGEN HALL
Session Chair: Mats Lundgren

42 **Reflecting team as a tool to meet pedagogical challenges**
Dag Sørmo

15.30–16.00
OLDROYD HALL
Session Chair: Roger Sträng

43 **Perspectives on authonomy and room for action – how local actors in pre-school and school contexts experience management by objectives and results**
Hans-Olof Gustavsson

WORKSHOP 1

11.30–13.00
ELSNER HALL
Session Chair: Siv Saarukka

34 **Balancing Curriculum and Knowledge Management at the HUNSEM**
Maria Szabo

11.30–13.00
VAN WIERINGEN HALL
Session Chair: Pasi Sahlberg

35 **Partnership and Benchmarking Between the York Region District School Board, Canada and the City of Espoo School Board, Filnand**
Allan Hoyle, Anna DeBartolo, Margaret Roberts, Mikko Salonen & Mikko Leppänen

11.30–13.00
OLDROYD HALL
Session Chair: Paul Mahieu

36 **Professional Guidance of School Teachers**
Dag Sørmo & Roger Sträng

WORKSHOP 2

14.00–15.30
ELSNER HALL
Session Chair: Maria Szabo

37 **Municipal regulation of the educational content of child day care centers**
Marianne Kise, Ann Kristin Larsen, Magrit Lundestad, Mette Vaagan Slåtten

14.00–15.30
VAN WIERINGEN HALL
Session Chair: Tim Hurley

38 **The School principals´ responsibility in creating a Culture of Trust**
Siv Saarukka & Torbjörn Sandén

14.00–15.30
OLDROYD HALL
Session Chair: Signe Neimane

39 **Can mainstream education be trusted to prepare us for planetary crisis?**
David Oldroyd & Kamran Namrad

SOKOS HOTEL VANTAA
CONFERENCE HALLS

LEVEL 1 (STREET LEVEL)

(TAMMISTO)	**ELSNER HALL** (KOIVIKKO)	**OLDROYD HALL** (MANNISTÖ)

LEVEL -1

JORDET HALL (PUISTOLA 1-3)	**VAN WIERINGEN HALL** (PUISTOLA 4)

LEVEL 1 ➡

ENTRANCE FROM THE HOTEL
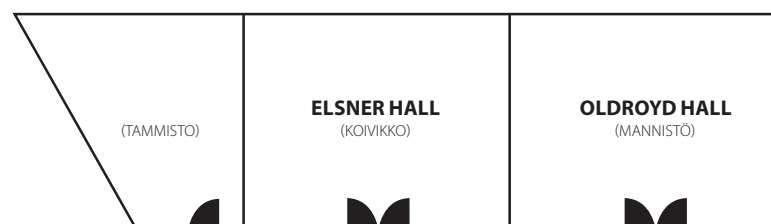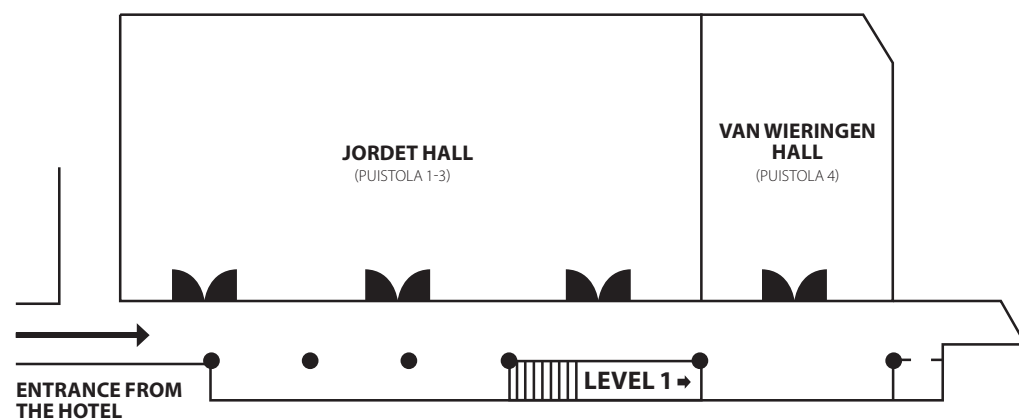
FORTRESS SUOMENLINNA
EXCURSION PROGRAM

Excursion will be on 21.9.2014 9.00–14.00
a trip to Fortress Suomenlinna, fee is 50 e (euro) including ferry trips, guided tour, museum visit and lunch.

Optional excursion
You may also visit the Heureka – The Finnish Science Center by your own.

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