



## WELSmain 2021 - Abstracts

29.09.2021, 16.45 – 17.45 CEST

### R14 Teacher Professionalization and Collaboration

Prof. Dr. Paulo Volante, Universidad Católica de Chile, Chile

Title: Strengthening instructional leadership teams for collaboration with a focus on pedagogical improvement

A challenge of research on leadership and educational improvement is how to transfer and enhance effective leadership practices to teams of teachers in different contexts (Hallinger, Gümüş, & Belliba, 2020). Learning how to distribute instructional influence in systems and schools that operate in complicated contexts is especially relevant in Latin America. In Latin American countries, instructional leadership and management practices appear to be scarce and unevenly distributed. Recent data confirm that school leaders spend less than 25% of their time on pedagogical leadership activities and teachers report few opportunities for feedback to improve (Adelman & Lemos, 2021). In this scenario, the Project «Collaboration Practices Between Instructional Leadership Teams, for a Sustainable Pedagogical Improvement» (FONDECYT Grant 1201710) seeks to promote a culture of collaboration between authorities, principals, and teachers. It promotes an adaptive, low-cost strategy that encourages the instructional focus in schools. It also develops instructional leadership teams, including the principal, middle leaders, and teachers (Volante & Muller, 2017), and uses the Collaborative Inquiry Cycle model (Cravens & Sunter, 2021) to strengthen a community of practice. This research is applied in authentic contexts of great difficulty, providing support to 12 schools in the north, center and south of Chile. The results show that the greater the fidelity of implementation, the higher the frequency, the higher the satisfaction and the better quality in collaboration with a pedagogical focus. Even during the health crisis period (2020-2021) and in regions and schools with diverse contexts.



Prof. Dr. Milosh Raykov, University of Malta, Malta, Joanna Madalinska-Michalak, Warszawa University, Poland, Tomokazu Oba, Osaka University of Commerce, Japan

Title: Teacher involvement in innovative work and the roles of the school leadership team and overall organizational support

Policy documents, academic studies, as well as industry leaders indicate the need for innovative solutions in education, but policy guidelines, as well as academic literature, rarely focus on the capacity building and training required for involvement in innovative work. Since limited information is available about teacher involvement in innovative work and their educational needs, this study examines the incidence and forms of teacher involvement in innovative work practices and their educational needs in this domain. In addition, this study also discusses the role of organizational support for innovation as perceived by teachers, as well as teacher involvement in innovative work, satisfaction with work and learning about some of the core topics required for participation in innovative activities. Based on surveys conducted in Canada, Poland and Japan, the results of this study demonstrate that most teachers who participated in this study are involved in some forms of innovative activities. Results also show strong teacher interest in learning about innovative work, particularly about the institutional roles in supporting this kind of work and implementing innovative teaching practices. Our results show that employer support for innovative work can facilitate capacity building through the facilitation of learning about the process of innovative work and consequently teacher participation in innovative bottom-up activities. This approach is essential for the acceptance and implementation of new tools, methods and work practices. The obtained results are discussed regarding the role of school management teams in enabling teacher involvement in innovative teaching activities, teacher satisfaction with work and well-being.



Dr. Elson Szeto, The Education University of Hong Kong, China

Title: Fostering socially-just learning: Influence of principal leadership on teachers' innovative pedagogies for all students

This paper aims at understanding influence of principal leadership on teachers' development to build a social justice school. The schools developed innovative pedagogy in a cross-school professional learning community (PLC). The principals of 30 special schools supported teachers to learn and rethink their teaching with the use of robots in the PLC. Observation, communication and collaboration with other teachers from different schools could be facilitated to develop robot-based teaching for individual students different special educational needs. Innovative differentiated approach to foster socially just learning in schools were infused among the teachers. The key research question is: How could the principal leadership support infuse the meanings of social justice in the teacher professional development? We adopted a qualitative cross-case study of four schools participating in the PLC. The case study indicates that the principal leadership support can strengthen the teachers' enthusiasm for developing innovative technology-driven pedagogies for all students with various levels of special educational needs. This reflects the infusion of the meanings of social justice as quality and equality of learning for individual students who can face and address their difference and difficulty. Implications of building a social-justice school for full inclusion are also discussed.