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**World Education Leadership Symposium Online Conferences 2021 (WELSmain)**

**Initiator and Organizer / Initiator und Leiter:**
Prof. Dr. Stephan Gerhard Huber

**Host WELSmain 2021 (since 2009) / Veranstalter WELSmain 2021 (seit 2009):**
Institute for the Management and Economics of Education (IBB) /
University of Teacher Education Zug (PH Zug)

Institut für Bildungsmanagement und Bildungsökonomie (IBB) /
Pädagogische Hochschule Zug (PH Zug)

**Cooperation Partners / Kooperationspartner:**
Association of school leaders and teachers, ministries and authorities as well as further universities and partners / Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner

# Assessing principals as isolation-breakers:
## Introducing the Knowledge-Sharing Leadership Scale (KSLS)

**Hassanreza Zeinabadi**

Associate professor

Department of Educational Administration

School of Management

Kharazmi University

Tehran, Iran

Zeinabadi_hr@khu.ac.ir

WORLD EDUCATION LEADERSHIP SYMPOSIUM and NETWORK

LOGO

# Knowledge-sharing

❑ **As a voluntary and peer-driven activity, knowledge-sharing generally concerns teachers' willingness and behaviors to share with colleagues all the knowledge they have attained or created in teaching (Zeinabadi, 2020).**

# Problem

❑   **Schools' most common problem is the occasional or weak teaching-related knowledge-sharing. Because:**

- <span style="color:red">Teachers traditionally and professionally do not habitually get and receive knowledge (Collinson, 2004; Fullan, 2002; Zeinabadi, 2020).</span>

They may find reasons to keep their knowledge to themselves and
to work in **isolation**:

❖ Fear of losing status-power
❖ Fear of judging based on shared knowledge
❖ Fear of negative consequences (the cost involved)
❖ Fear of creating additional responsibility
❖ Lack of trust in colleagues
❖ Lack of time
❖ Uncertainty about the value of shared knowledge
❖ Uncertainty about how the recipient teacher utilize knowledge

❑    Regardless of all reasons, school leadership researchers, believe that the low degree of the teacher-to-teacher knowledge-sharing can be developed and facilitated by principals who perform knowledge-sharing leadership role efficiently

# knowledge-sharing leadership

# Knowledge-sharing leadership

- ❑ Has been less researched

- ❑ Has attracted more attention from qualitative researchers

- ❑ The lack of an instrument can be an important reason for the limited number of quantitative studies conducted

- ❑ No previous study has empirically introduced a valid and reliable scale

# Current study

□ The intention was to develop a scale with general applicability across various schools and contexts by focusing on principals' key knowledge-sharing leadership behaviours

□ It was also considered essential to develop and test the scale by generating comprehensive item-pool and rigorous statistical validation procedures in a large sample of teachers.

□ Following the main procedures suggested by Hinkin (1995), the scale's development and validation were practically carried out in four consecutive studies.

**Original Article**

**Breaking down the walls of weak knowledge-sharing among Iranian teachers: Investigating a less-considered leadership role of principals**

Hassanreza Zeinabadi

**Abstract**

One of the common aspects of professional culture is that teachers share their knowledge and experience only occasionally. However, principals can significantly contribute to reducing this weakness by demonstrating knowledge-sharing in their leadership role. It is critical for Iranian principals to play this role because there is some weakness among teachers due to certain context-specific conditions. The existing knowledge about this vital role is very scarce and cannot provide a complete and clear picture. The purpose of this study is to investigate this less-considered role in the context of Iranian primary schools. To this end, a basic qualitative approach was adopted. Using constant comparative analysis of the data obtained from interviews with successful principals, seven categories of themes emerged for knowledge-sharing leadership. This study not only supports the assertion that the principal's role in knowledge-sharing is indisputable but also contributes to the school leadership literature. Along with its implications for training programmes for principals, this study has several suggestions for theory and research.

**Introduction**

❑ Following my introductory qualitative study that independently explored how successful principals of primary schools facilitate knowledge-sharing among teachers:

❖ the same design was employed both to obtain more substantive insights from the interviewing 20 principals of secondary schools and to help the overall applicability of the scale across a wide range of schools.

❖ In study 1, a 25-item pool was finally generated.

❑ To provide additional and complementary items from the international perspective, an unbounded systematic review strategy (Hallinger, 2013, p. 127) was employed to identify 24 published papers around principals role in knowledge-sharing among teachers

❑ In study 2, , a 15-item pool was ultimately generated.

❑ The two generated pools were combined to create the final item-pool and develop the initial **40-item scale**.

❑ Then 40 items were re-examined, and their similarities or overlaps were carefully controlled several times.

❑ The collective results of study 1 and 2 were the initial 27 items-pool categorized in 5 dimensions (Table)

❑ Based on this result, the initial form of a new teacher-rating scale called the "Knowledge-Sharing Leadership Scale" (KSLS) was developed

❑ A five-point Likert-type rating continuum ranging from 1 (strongly disagree) to 5 (strongly agree), was used for all items.

❑ The KSLS while providing a guide for completing, asks teachers to rate the extent to which they agree that the present principal performs different behaviour to facilitate teaching-related knowledge-sharing among teachers.

❑ A scale-design expert double-checked the KSLS and made some recommendations regarding the wording, ordering, and structure of the items and dimensions.

❑ 15 subject-matter experts (2 professors and 13 advanced doctoral students) in Educational Administration who were familiar with the knowledge-sharing and K-12 education, were invited to review the KSLS.

❑ The sufficiency or content representation of the KSLS was also confirmed as the expert panel did not suggest a new item or dimension and did not provide any feedback on the representativeness of the KSLS as a whole.

❑ The sample consisted of 1083 teachers (739 primary and 344 secondary teachers) in 10 districts of Tehran who had different urban characteristics and socioeconomic compositions.

❑ Data were collected using the online form of KSLS which was sent via e-mail or WhatsApp (an Application widely used in Iran) to the sample.

❑ The Confirmatory Factor Analysis (CFA) was performed to analyse the data and further examine the factor structure of the KSLS.

❑ As a conclusion from study 4, CFA supported the construct validity of the KSLS and suggested it as a multidimensional scale to assess principals' knowledge-sharing leadership role.

**Appendix A. The KSLS items**

My principal:

**Role-modelling (RM)**
RMI1 Constantly shares his or her knowledge in different situations and different ways.
RMI2 Demonstrates commitment to self-improvement through knowledge-sharing...

**Trust-building (TB)**
TBI1 Protects the intellectual property rights of teachers who share their knowledge.
TBI2 Assists teachers in evaluating the validity of the knowledge they receive...

**Setting expectations (SE)**
SEI1 Sets clear and agreed-upon expectations for knowledge-sharing.
SEI2 Defines knowledge-sharing as one of the usual and secondary tasks...

**Creating a knowledge-sharing driven environment (CKSDE)**
CKSDEI1 Delegates instructional authority to teachers for better professional collaboration.
CKSDEI2 Engages teachers informally in various participatory decision-making opportunities...

**Encouraging teachers (ET)**
ETI1 Rewards teachers who meet knowledge-sharing expectations.
ETI2 Rewards teachers for their practical group-work...

The full report of the KSLS is currently under review in one of the journals related to the field of educational leadership, and the full version will be available to interested researchers for free after the publication of the manuscript.

**Thank you so much**