



WELSmain 2021 - Abstracts

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R16 Health and Resilience in Education

Dr. Pia Skott, Stockholm University, Sweden and Carin Eklund

Title: Leadership, health promotion and assessment practices

Aims and objectives

This paper focus on successful health promoting school leadership in general and more specifically regarding stress related issues interlinked with assessment. The aim is to explore how health promoting teaching can be developed through the leadership of more subject aware assessment practices. It focuses on two research questions: - What can be identified as key components of a health promoting assessment practice? - How can this be developed through health promoting school leadership?

Theoretical perspectives and methodology

The paper combines instructional, distributed and transformational leadership with theory of formative assessment and feedback.

Research methods

This paper combines the results from four different projects. Two projects focus on schools which has successfully developed their health-promoting work. A third project has particularly studied sustainable learning at a high performing upper secondary school, identifying stress as interlinked with the assessment. The fourth project focuses on one particular teacher, working also as a middle leader, in a high performing upper secondary school. The empirical base builds on the teacher's experiences when working with health promotion work through formative assessment and feedback.

Expected results

The paper presents key components of a health promoting assessment practice. It is argued that these practices can be established individually by a teacher, but to have an effect for the students need to be developed cross subjects. This is also where the school leaders' health promotion work is important. The paper identifies several aspects interlinked with instructional and distributed leadership that can enhance student health.



Dr. Sekitla Makhasane, University of the Free State Phuthaditjhaba, South Africa

Title: Teachers views about the intricacies of learner-on-teacher violence and the implications for school leadership

Despite a global concern and interest in researching school violence, little is known about the nature of violence perpetrated by learners against the teachers. The in loco-parentis status of teachers position them in a situation where they are expected to address various challenges that learners encounter. These challenges include, inter alia, school violence. However, teachers are sometimes victims of violence that they experience from their own learners. Thus, school violence is a complicated phenomenon. This paper is intended to add to the debates about school violence with a focus on physical violence and threats of violence perpetrated by learners against teachers and the leadership implications thereof. The paper uses eco-systemic theory to interpret and explain the said violence. I used semi-structured interviews to generate data from 12 teachers and 2 principals. The participants were purposely selected from two South African high schools. The findings revealed that learner-on-teacher violence in general and physical as well as threats of violence, in particular, are complicated in that they occur within the parameters of interconnected systems and subsystems. The paper argues that it is imperative for principals and other teachers to provide a vision and direction for non-violent relationships between learners and teachers.



Mailis Elomaa, University of Jyväskylä, Finland

Title: Elementary school principals' work-related ecological system and the nature of interaction with different elements (PhD)

The present study aims to investigate elementary school principals' work-related ecological system and what is principals' experience of interaction with different elements. First, using Bronfenbrenner's ecological systems theory (1979, 1995) we mapped different microsystems in principals' work, starting from person him/herself. Second, Job Demands-Resources model (Schaufeli, 2015) was used as a lens to describe principals' experience of interactions with different microsystems. As a result, principals' self-reported descriptions were divided into six main systems, which were divided into smaller microsystems: (a) Person: internal influencers; (b) Microsystem: teachers, students, guardians, supervisor, principals' network, work community, management team at school and other staff; (c) Mesosystem: student affairs, human resources management, resources, work description, communication and cooperation, communication, and others' personal issues; (d) Exosystem: legislations, publicity, upper administrative level, supervisor, and other facets; (e) Macrosystem: society and school context; and (f) Chronosystem: work experience, life history, future perspectives. Preliminary results indicate that the most demanding parts of principals' work are work description (amount and content of tasks and time for executing those), human resources management, student affairs, general communication and cooperation, interaction with guardians and other facets, publicity and problems caused by others' personal issues. In addition, principals see overall work community, principals' network and management team at school as aspects of job resources that are functional in achieving work goals. Current study qualitatively contributes to existing literature by expanding our understanding about how elementary school principals perceive different factors influencing their work.