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

European Network for Improving Research and Development
in Educational Leadership and Management

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CHAIRPERSON'S MESSAGE

Warm welcome to Antwerp 13 – 15 September 2018!



Coming home from an inspiring conference and warm gathering with ENIRDELM-friends, our organising committee has started working doubly hard to meet the standards set in Cracow.

According to the rabbi [in Romanø conference joke], we face a challenging task. We carefully looked at all the ideas and remarks that derived from the national round tables and used them as valuable input for next yearø conference in Belgium. In this newsletter, you can also find our synthesis of all your feedback. Thank you all!

As we have announced, our conference theme will be related to the emotional and relational dimensions that are part of school leadership, but that often remain underexposed. Learning, leading and learning to lead are constantly in (e)motion and not only influenced by structures and rules, but also by relational aspects, collaboration, motivation, trust, climate, culture, attitudes, (external) expectations, support, (shared) responsibilities, beliefs, emotionsí Starting from these broad themes, we are looking forward to all your submissions.

Wishing you a great year,

Kristin Vanlommel, ENIRDELM Chairperson & Karel Binon, Conference Organiser

FAREWELL EDITORIAL – DAVID OLDROYD

It was in 1991 that I joined the ENIRDELM founding Board at a meeting initiated by Fons van Wieringen whose sad death is recorded in the obituary provided by Eric Verbiest and Paul Mahieu in this newsletter. Along with Danuta Elsner and Christen Jordet who were both at our Krakow conference this September, we set in motion the network of educators from across the whole of Europe which had, at that time, opened up with the fall of the Berlin wall. Fons had the vision to see how a self-regulating, democratic, non-hierarchic network could build bridges between those formerly separated by ideology. His vision has been fulfilled and we honour him, and all the heroic voluntary movers and shakers who took up the challenge to create and maintain this vibrant network. Our heroes over the years have been the organisers of the annual September conferences (including Danuta and Christen) and their teams spread around Europe.

It is hard to believe that I started editing this newsletter in the last century. It continues to use the framework of sections that evolved over the years that encourages ENIRDELMers old and new to contribute to keeping the network alive between the annual conferences. I am encouraged to have several contributions from new ENIRDELM friends who came to Krakow in September, as well as substantial pieces from arch-ENIRDELMer Gerald Dunning and also an original feature article from

Belgian friend Herman Siebens. Ludo de Caluwé, a fellow-Belgian, has written a helpful evaluation report on the September 2017 ENIRDELM conference in Krakow that will inform Kristin our Chairperson, and Karol Binon as they prepare for the 2018 event in Antwerp. I must express my appreciation of all those ENIRDELM heroes who have organised such rewarding conferences already for 26 years. They and their teams have been the creative force that has powered our friendly professional bridge-building network. Thanks also to the webmasters who have assisted us in entering the digital age. With a much younger and digitally savvy Board and VPS than in past years and Board member Sebastjan Cagran acting as webmaster, we can expect the website and twitter account to play a significant networking role between the annual conferences. Sebastjan plans to redesign the ENIRDELM website and log by early next year and Kristin is encouraging more use of the @enirdelm Twitter address.

At the age of 77, it is time for me to pass on the network facilitating role of Voluntary Permanent Secretary and Editor of the Newsletter (and my ENIRDELM book archive ó see page 7 below) to the next generation. We have always had a native English-speaker as editor and Karol Sadleir, from Ireland, who joined us in Jurmala will be an energetic and popular successor, not least in that she will maintain our "songs of the nations" a soprano replacing a tenor, and our "friendly network" tradition. It seemed appropriate for me to pass over the baton at the Krakow conference in my adopted home of Poland. I will continue to follow ENIRDELM's self-regulating progress during these increasingly divisive times for Europe and the world.

While my vigour remains sufficient, I now want to target my remaining years on building the website (www.case4all.org) that emerged from ENIRDELM, making presentations and providing consultancy to support those who, like me, are increasingly convinced that accelerating human numbers and levels of consumption have outrun the capacity of the earth to sustain our "take-make-use-dump" affluent life styles.



Noam Chomsky, whose "speaking truth to power" has long inspired me, was recently asked "As we look forward to your 89th birthday, I wonder: Do you have a theory of longevity?" He replied: Yes, it's simple, really. If you're riding a bicycle and you don't want to fall off, you have to keep going -- fast.

As well as continuing to ride fast, I will also make time to cultivate our garden in harmony with nature! I would like to thank all those who have made contributions to this newsletter over the years, in particular those who have been so regular with their efforts and I trust that Karol will continue to have the support that I enjoyed.

Keep on keeping on by peddling fast, dear ENIRDELM friends!

**IN MEMORIAM
PROF. DR. FONS VAN WIERINGEN, FOUNDER OF ENIRDELM**



It was a sad coincidence. On September 16 this year, while the 25th ENIRDELM-conference was going on, Fons Van Wieringen, one of the founding fathers of ENRIDELM, passed away on the age of 71. Professor Dr. Fons van Wieringen was, in heart and soul, committed to education. After a study of sociology in the Netherlands, in Chicago he studied, for one year, the economic influence of education systems in the world. Back in the Netherlands he started to work on the University of Amsterdam. Later he became director of the department of secondary education of the Ministry of Education. And after some years he became full professor of Education, again at the University of Amsterdam.

His activities were not restricted to the ivory tower of research and science. On the contrary, he held a variety of positions in the Netherlands and abroad. He founded the Dutch School of Educational Management, was a member of the board of a secondary school, and a member of the supervisory board of a school for vocational education. He was chair of the National Museum of Education and chair of the supervisory board of the Dutch Schools Foundation abroad. He was also the first chair of the independent jury which decided about the grant of the predicate 'excellent school'. He was a member of many committees of UNECSO. Fons van Wieringen made a huge impact on Dutch education policy. He was for more than ten years the Chair of the Dutch Education Council, the most important advisory body of the

government in educational matters. In that period, the Council produced 220 directives and studies about many different aspects of education in the Netherlands.

And, as long-time ENIRDELM friends well know, he was a founder of ENIRDELM, not only in the continuous deeper understanding of school life, but also in the consolidating informal culture of our network. Shortly after the independence from the Soviet sphere of influence of many states in East Europe, he saw the necessity to exchange ideas about educational management between East and West. More than 26 years later, his idea is still alive and visible in the work of ENIRDELM. Fons was also one of the inspirers of the "national songs" during the first conference in Sanner, 1992. He was known for his friendly and at the same time critical attitude, bringing people together and going off the beaten track. The ENIRDELM community remember Fons as an inspiring person, in whose environment - as the Dutch Education Council wrote in memoriam - the sun always shines.

Eric Verbiest & Paul Mahieu

From our new Board member from Norway, Kjersti E. Lien Holte



It is a great honour for me to become a member of the ENIRDELM Board. That is something that I have hoped for since 2015. I love ENIRDELM conferences and the warm and friendly family-like network of interesting people. It is seven years since I attended my first ENIRDELM conference and Krakow was my fourth time. I think it is wonderful that we have a mix of nations, mix of perspectives and mix of experiences. The network has given me great opportunities to discuss and publish my research and to learn from what's going on in different countries and from all the exciting projects and issues that people deal with in this network. I look forward to working with Kristin, Sebastjan, Signe, Roman and Karol in the Board and to learn more about ENIRDELM from a different angle. Thank you for giving me the trust.

Enirdelm Conference 2017 Evaluation Report

With 'Leading and Managing for Development' as a challenging theme the 26th Conference in Cracow satisfied almost all expectations. We are really grateful to Roman Dorczak for the way he and his team led the conference with a strong commitment and involvement in the right professional direction. Their organization was remarkable, their warm hospitality and sense of responsibility particularly striking. This evaluation report is based on the final papers shown in the last meeting. We quote the main findings on just about all groups combined with some notable and surprising comments from some individual members. The organisers of the next conference(s) now have a starting point to keep the quality of this yearly event on a high level.

These are the main conclusions concerning (1) strengths; (2) weaknesses and (3), challenges mostly focused on content and organisation.

1. The well-known Enirdelm positive culture that the past conferences have typified, was also evident in Cracow. Many new participants experienced this encounter as

friendly, spontaneous and trustingly. They appreciated the openness within the differences in nationality, age and professional background. Most discussions and PhD workshops were of a high standard. There were plenty of lively discussions in addition to silent listening moments and enriching dialogues. The link to the practice was always prominent. A lot of papers generated excellent ideas for further readings, lectures or dissertations.

Generally appreciated were the collective formal and informal aspects of learning from each other, the content coherence of pilot studies, the transnational sharing and comparing, the respect for the differences in contexts. The continuity of contacts and maintaining relationships within a positive culture have resulted in more networking. Strong points were the reflections on different standards of curricula, the passion of some lecturers, many good sessions about school leadership and consultancy, the networking and new contacts.

2. Some groups however mentioned that the distribution of the lectures and workshops was not optimal: five sessions into 90 minutes were too many. According to them, there was too little time for reflection and exchange of ideas or drawn-out discussions. They sometimes missed the links between research and practice. Therefore, they also would like to have more time or opportunities to socialize or congregate in order to exchange ideas. For them, there were still too few young researchers working on their doctoral dissertation and by some stakeholders a deeper commitment might have been expected. Finally, some participants regretted the absence of some Enirdelm friends.

3. All these evaluation ratings from the different groups have led to the following suggestions and recommendations for the next conference(s):

Organization

1. Time enough for discussion, reflection and different perspectives.
2. Social side for more consideration. A pre-conference central meeting point.
3. Structured follow-up discussion of questions in workshops.
4. Speakers more connected to the common theme.
5. A plenary may have been useful to avoid disconnectedness.
6. The attendance in workshops.
7. A keynote on the 2nd day.
8. Location closer to the city.
9. Open bar or area to socialize or congregate.
10. Pre-conference buildings (social media).
11. Timing and clustering of topics.
12. A format for all lectures or workshops. Reading scripts for keynote readers.
13. First keynote needs a critical friend and animation.
14. Maximum of 3 papers per section.
15. Preference of speaking English publicly.

Suggested Themes for future conference

- -The possible future of schools, school leadership.ø
- -Leading in the context of social or cultural school leadership.ø
- -Coping with the effects of neoliberal policies in education.ø
- -The use of data in leadership.ø

- -The role of self-awarenessø
- -Leading to global issuesø
- -School as a learning organizationø
- -What is quality of education?ø
- -Dimensions of education.ø
- -The balance of participant school leaders could lead.ø
- -Key issues for the education of the future generation.ø
- -Whatø next to the world?ø
- -Contextualizing research.ø
- -Target school leaders.ø

Special attention goes to:

- Continuing with doctoral meaningful, methodological workshops
- Taking into account headteachersø expectations as opposed to researchers
- Themes about well-being and inclusion
- Research methods of teaching
- Meaning and redefinition of values
 - Focus on global problems through activities
 - Space arrangement ideas
 - Exchange of practical and theoretical international views.



Thanks for reading this short summary. We could appreciate your comments.

Ludo de Caluwé. University of Antwerp, Belgium,
ludodecaluwe@netscape.net

Official ENIRDELM Archive established at Jagiellonian University (UJ)

Retiring ENIRDELM Voluntary Permanent Secretary David Oldroyd, in cooperation with Roman Dorczak, the 2016-17 Chairperson, has donated his entire collection of ENIRDELM publications accumulated over 27 years, to Romanø new Centre for Social Development at UJ in Krakow where the collection of past and future print publications will add to our networkø institutional memory.

LETTERS FROM THE REGIONS



From Laila Niklasson in Sweden – *The debate about school will escalate during the year*

In September 2018 the next election for political parties in national and local government will take place. This is also reflected in a variety of TV-debate programs and articles in mass media. Issues that are debated are for example whether the children should start school from 6 years of age (we have a voluntary pre-school class now), that teachers are more concerned with documentation and reporting than actually teaching and whether the -the stateø should limit the decentralization of school issues.

During Spring 2017 The Swedish School Commission presented their report. They had a focus on disparities in schools and also on how to achieve better results. 2018 years budget was presented in September 2017 by the government (a combination of Swedish Social Democrat Party and Swedish Green Party). In short, the government wants to allocate SEK 1 billion to reduce disparities in schools. All schools should be good schools

The Government will also continue to work for early intervention and to make the teaching profession more attractive. The school leaders have their own idea of developing schools. In their journal *School leaders* (there is a school leader association in Sweden) they argue for some important issues. First of all it they want to emphasize that a school leader should have a higher salary than teachers. It can happen today that staff with attractive profiles get a better salary progression than school leaders. The working environment for school leaders has to change, less administrative work and more focus on pedagogic leadership. In addition, there is a lack of dialogue between school leaders and national and local stakeholders taking decisions about school. Lastly, there is also a need of a positive policy concerning further progression concerning salary and professional development for school leaders.



From Gerald Dunning in the UK - *A final lament about detachment from the European Union*

ENIRDELM readers who know their Shakespeare will be aware that in Act I, scene iv of Hamlet, Marcellus remarks, "There is something rotten in the state of Denmark". I cannot comment with any authority on whether that slur was justified four hundred or more years ago but, these days, the Danes seem to be a perfectly decent people. They know how to raise a fine pig, bake a tempting pastry, export dark and brooding TV drama, and sell me some nicely elegant wooden furniture.

If only they would join ENIRDELM in force they would be almost perfect! The real hotbed of much that is rotten in the European body politic at the moment is Britain where the London government seems totally mired in incompetence and sex scandals. I will start with a little revision. That will enable diligent readers to refresh their memory of some of my previous newsletter contributions.

In June 1916, the then prime minister, David Cameron (a distant cousin of the queen, alumnus of Eton, Britain's top public school (public in this instance meaning so exclusively private that it is only for the very rich and those most closely connected to the establishment)) held a referendum on Britain's continuing membership of the EU. He did so with two main aims: (i) hoping to put an end to the troublesome activities of those anti-EU members of his Conservative party who had been disrupting its stability for over twenty years and (ii) to nip in the bud the growing popularity of the right-wing UKIP party for which Brexit was the main policy issue. Cameron was so confident of victory that he allowed his political opponents to influence the wording of the referendum question, his cabinet ministers and MPs to campaign on either side of the campaign instead of supporting official government policy, and failed to take the precaution of requiring a leave vote to secure a significant threshold (e.g. two-thirds) rather than a bare majority. The government's contribution to the Remain campaign

took its initial lead in opinion polls too much for granted and failed to emphasise the strong evidence of the benefits of Britain's membership of the EU. It also failed to recognise a groundswell of negativity among poorer members of the electorate especially hard-hit by the severe cuts to public services which had been a main plank of the Conservatives austerity-based economic policy since 2010. When, late in the campaign the government began to appreciate the shift in public opinion towards Brexit, it responded by the negative tactic of raising the threats of even greater economic hardship should Britain leave and this simply hardened the ill-will of those already feeling disillusioned and disenfranchised. The referendum consequently became a vehicle for expressing anti-government resentment as much as, if not more so, than a vote about Britain's role in the world.

To his great shock, Cameron lost the referendum vote splitting narrowly 52 to 48% in favour of Brexit. Despite having insisted during the campaign that, in the unlikely event of losing, he would continue as prime minister, at breakfast time the following morning Cameron appeared at a lectern outside 10 Downing Street to announce his resignation to the assembled television cameras. Turning away from the lectern, but unaware of a still-active microphone, he was overheard remarking to his wife, "Let someone else clear up this shit!"

These dramatic turns of event caused considerable consternation in the Conservative party because (i) it precipitated an unexpected leadership election and (ii) the government suddenly realised that it had devised no strategy whatsoever for dealing with a Brexit result and all the difficulties which would entail. The leadership election produced five candidates: Liam Fox whom European readers will probably know from his role in Brexit negotiations as the current International Trade minister; two relatively unknown if extremely ambitious ministers whom you can forget immediately; a shadowy figure by the name of Michael Gove (of whom more below); and Theresa May the then home affairs (interior) minister and best known for her leopard skin shoes and her penchant, not altogether common among politicians, to tell uncomfortable truths (she once told the Conservative Party annual conference that people didn't like it because it was "the nasty party"). There was also one significant non-starter in the race the ebullient and ambitious Boris Johnson the then ex-Mayor of London, recently returned to parliament as an MP and, like Cameron, a former Etonian. Johnson, whom many believe switched his previous pro-EU position to support Brexit for electoral gain, has long nurtured the ambition of becoming prime minister and had made a pact with Gove that he would run for leader with Gove as his main backer and the reward of a top government ministry the treasury should he win. However, on the morning when Johnson was due to announce his candidature, Gove pre-empted him by staging his own press conference in which he condemned Johnson as unfit to hold the premiership and declared his own bid for the top. *Et tu Brute!* (To return to Shakespeare you can see how British politics would have given him all the inspiration he needed to write Julius Caesar). From the eventual leadership election, which took some surprising turns, Mrs. May emerged the winner. For ardent pro-Europeans like myself this outcome seemed the least worst outcome until May announced her new cabinet which not only featured committed Brexiteers in almost all the key roles relating to forthcoming European negotiations, but astonished many people by giving Boris Johnson the foreign affairs portfolio.

Well, history rumbles on and, eighteen months later, the Conservative party has at least developed its thinking on Brexit. It has now moved from having no strategy whatsoever for Brexit to having no coherent strategy for Brexit - a disconcerting step towards the cliff edge for the future economic prosperity and political stability of Britain. The political complexity of all this has been made all the more convoluted by Theresa May's decision to call a general election in June this year. Her government inherited a small but working majority over all other parties in parliament from the 2015 election. However, she regarded this as too small to ensure smooth passage of Brexit legislation so, capitalising on the apparent weakness of the opposition and her own strong opinion poll ratings, she went to the polls three years earlier than she needed to. Her campaign under the slogan "Strong and Stable Government" was one of the most disastrous in post-war British politics. Her lack of charisma and inability to connect with voters became increasingly apparent as election television coverage increased. At the same time, the opposition Labour party's radical anti-austerity platform rapidly gained popularity and its left-wing leader, Jeremy Corbyn, for years regarded within the party as something of a lone left-wing maverick and therefore a surprise victor in its 2015 leadership contest, came across in the high-profile election coverage as a much more attractive figure than May - especially for young voters.

The election result returned the Conservatives to government without an overall majority, leaving in a worse position than before the election - less "strong and stable" than "wronged and unstable". To be able to secure their intended legislative programme, Theresa May was forced to negotiate an alliance with the 12 MPs of the Northern Ireland Democratic Unionist Party - a group distinguished principally by its hard-line conservative stance on social issues such as gay rights and abortion. The deal which gave a very substantial financial boost to government spending in Northern Ireland caused considerable resentment in other regions of the UK and its long-term stability is questionable, not least because one of the issues of particular potential difficulty in the Brexit negotiations is the status of the economic and political border between the UK province of Northern Ireland and the Irish Republic.

Moreover, since the election the government has been dogged by constant problems and crises. A week after the election, a tower block of flats in London was destroyed in an appalling fire which trapped and killed dozens of people on its upper floors. The government's response to this tragedy was regarded as slow and uncompassionate and has further harmed Theresa May's reputation and that sank even further following a disastrous leader's speech at the her party's annual conference. Each subsequent week has presented the government with more difficulties and created more doubt in the public mind about its fitness to govern.

The past month has seen a growing number of allegations of sexual misconduct against politicians - of all parties but predominantly Conservatives. The misdemeanours are not the kind whereby government ministers disclose state secrets to mistresses or prostitutes who then pass them on to foreign agents - or at least if that's been going on, we are yet to hear of it. Rather the charges relate to the unsavoury form of political *droit de seigneur* whereby men in power assume that their status gives them a right to make unwanted advances towards women they perceive as less powerful - junior MPs, political researchers and secretaries - and to be reluctant to take no for an answer. It's all about the syndrome of wandering hands on knees, unwarranted touching in lifts, and seedy insinuations that hotel rooms might be shared, etc. In the last ten days, as these

allegations have continued to come to light, the government's defence minister has been forced to resign, and the deputy prime-minister in all but name and several other senior parliamentarians are under investigation. The gaffe prone Boris Johnson has also made a major blunder and provoked particular anger by making a statement interpreted as implying that a British citizen imprisoned and awaiting trial in Iran for suspected spying may actually have been guilty of thereby probably doubling her expected prison sentence.

As I write this on November 12th, the papers carry reports that Johnson and Gove have joined forces and are conspiring to push the government towards a complete break with the EU while the opposition is preparing to enlist the support of pro-remain Conservative MPs to defeat the government in its intention of denying parliament a vote to approve the final outcome of the Brexit negotiations. Only twice in the post-war period has a British government seemed so accident prone and so unable to control events as in 1963 and 1979 - and both of those governments fell shortly afterwards. It is difficult to forecast whether by the end of the year we will still find ourselves shackled to the Brexiteers on their doomed route march towards a highly damaging hard withdrawal from Europe in 18 months time, or whether the government will have fallen. However, even in that event it is now highly unlikely that Brexit will be abandoned or simply a more sane approach to its enactment. These are not happy times!

After reading this long saga, you may be asking what has been happening to education here in Britain. My answer is that I'm not certain! It hardly ever makes the news these days. A few days ago I even had to remind myself who the current English education minister is by Googling!!

It's sad that I have to write a final British contribution to the newsletter under David's editorship with a report of such gloom, doom and absurdity from his native country. If only the UK could take a lesson from the spirit of cooperation, mutual respect and tolerance which has been a hallmark of ENIRDELM things would be a great deal better! And, of course, David has played a significant and crucial role in helping to foster and maintain all that, as one of the great figures of the network. He was one of the first people I encountered at my first ENIRDEM conference at Majvik in 1994 - after which I drove him and Ray Bolam home to Bristol from Heathrow airport. I'm pleased to say they both survived my chauffeuring! I'm sorry I haven't been able to renew my acquaintance with him in person since Antwerp in 2009 but extend my personal congratulations and thanks for his most valuable contribution to European education over the past quarter century.

WHAT'S HAPPENING IN ...?

United Kingdom

The government has officially rubber-stamped proposals for a new apprenticeship for teachers. The Institute for Apprenticeships has today confirmed that the teacher apprenticeship standard which sets out the training and assessment content of the course has been approved. The new apprenticeship, developed by a group of schools and pioneered by teacher training tsar Sir Andrew Carter, is now only awaiting its funding band allocation before it can be delivered. The first set of apprentice teachers

will start next September. The new route into teaching, which will be a level six apprenticeship open only to existing graduates, has been several years in the making. According to Carter, the apprenticeship will last for four school terms, starting in September each year. Trainees will achieve qualified teacher status (QTS) during the third term, and will complete their end-point assessment in the first term of their NQT year. The assessment process for QTS will be the same as it is on other routes like School Direct, and continuing into the NQT year will depend on candidates achieving it. Trainees will then be assessed during their first term of full-time work. This could involve an interview or lesson observation. In order to get onto the apprenticeship, trainees will already need a degree, and will still have to pass the QTS skills test before they start, as they currently do on other routes. Carter has hailed the standard's approval as "a step-change in teacher education".

<https://schoolsweek.co.uk/government-approves-new-teacher-apprenticeship/>

WHAT'S HAPPENING TO ...?



Knut Ove Æsøy

Knut is an associate professor from Norway, employed at Oslo and Akershus University College of Applied Sciences, Faculty of Education and International Studies, [Department of Primary and Secondary Teacher Education](#). He coaches first year students for primary school. He received his PhD in the field of philosophy of science in 2017, defending his thesis entitled *Profesjon og Vitskap – ein samanliknande studie av tankemønster i nyare grunnleggande litteratur for grunnskulelærar- og sjukepleiarutdanninga*. English translation: "Profession and

Science: A comparative study of paradigms in teacher and nurse education". His main research interest is professional knowledge in action, theory as practice, philosophy of education and the professional workers' health. He explores the understanding of fundamental concepts such as paradigm, value, practice, action, intention, knowledge, science, reality and reflection. He has a background as a teacher in primary and secondary school. Earlier, he worked in the management team of the interdisciplinary master degree course "Experts in Teams" at NTNU. He has participated in the Norwegian research school NAFOL, and is part of the Nordic research cooperation JustEd. He has written a blog in Norwegian since 2006, as a mix of poetry and aphorism exploring paideia (education and upbringing): <http://paideia.blogg.no/>



Rob Ford

UK headteacher Rob gave an inspiring presentation in a symposium with his British Council colleague Vicki at the Krakow ENIRDELM conference. Although he is remarkably busy running a large secondary school and making presentations for the British Council, he makes time to write a blog:

<http://www.wyedean.gloucs.sch.uk/News/Principal-s-Blog/>

His latest entry starts with these memorable words from Martin Luther King whose gender-bias we might overlook: *The strong man holds in a living blend strongly marked*

opposites. Not ordinarily do men achieve this balance of opposites. The idealists are

not usually realistic, and the realists are not usually idealistic. The militant are not generally known to be passive, nor the passive to be militant. Seldom are the humble self-assertive, or the self-assertive humble. But life at its best is a creative synthesis of opposites in fruitful harmony. The philosopher Hegel said that truth is found neither in the thesis nor the antithesis, but in an emergent synthesis that reconciles the two.



Ulrich Hammerschmidt

This year for the first time I took part in the ENIRDELM conference. I am very impressed about the conference, the open atmosphere and the uncomplicated way of dealing with each other. I promise, next year I will bring some special things from my home ...! Especially I would like to give a great "Thank you" to Roman, who invited me and gave a warm "Welcome" for better Polish ó German ó relationships.

The conference was a fantastic example how European cooperation can go on. I am deeply impressed about the self-organization of the network, only powered by the will of the members. I would be glad to get the chance for future participation. The networkers were surprised to welcome a participant from Germany. I was surprised to be the only one from my country. But in Germany a face-to-face communication between leadership researchers and practitioners is very rare. Reflections of international researching results about educational leadership in the German literature are actually low.

But this might to be seen in connection with the special position of educational leaders (especially Principals and Vice Principals) in Germany. Obviously, the ideas of "self efficacy" and "schools as learning organizations" are present in Germany too. But the real position of principals is like a subordinated official in a huge authority. On one hand they are responsible for everything, but, on the other hand, there is a great lack of competence and resources. For example a principal of a secondary school with ca. 400 students has to hold 10 ó 14 hours of lessons weekly (in smaller Primary schools some hours more). The expectations and requirements fully changed during the last 20 years, but the working conditions are the same like in the early 90s (except for IT). What we see in Germany is that many in schools after the retirement of the older principals wait two and more years for new leaders. Educational leadership in this way appears like a great bubble, it depends absolutely from the intrinsic motivation of the principals whether he acts as an educational leader or as an agent in the educational bureaucracy. The attractiveness of educational leadership as a profession radically has declined over the last ten years. This is not at first a question of payment (German teachers are worldwide best paid, indeed, the difference between teacher and principal payment is only 10 ó 15%), but a question of public regards and working conditions.

In Germany we find lots of best practice models of leadership, lots of unreflective takeover of leadership practices borrowed from the economy, but less empirical research about the efficacy of those models and theories in the special school environment. I hope to find some inspiration from the ENIRDELM network and the possibility of critical reflections about my own concepts of educational leadership. I am thinking forward to Antwerp!

My best wishes to the ENIRDELMers,

Ulrich Hammerschmidt, Waldblick – Oberschule Freital – Niederhäslich.



Eeva-Kaisa Ikonen, Finland

Eeva-Kaisa is the superintendent of education with Finnish Education Unit in Espoo, Finland. She is responsible for professional development (teachers and principals) at basic and upper secondary education as well as curricula change on both levels. She has worked in the arts management and leadership as well and in university-level art education. Eeva-Kaisa was a newcomer at our ENIRDELM Conference in Krakow and appreciated the warm welcome and collaborative atmosphere of our network. She is also looking forward to further discussions and contacts with the ENIRDELM members.



Danping Peng, Czech Republic

It was one year ago in Jurmala that I had the pleasure of attending the ENIRDELM conference and met so many intelligent and wonderful people. After that, I have continued my PhD. student life in Olomouc and started to write my dissertation. It is a difficult task to describe the difficulties that I have encountered throughout this period, but with the help of my supervisor and my colleagues, I finally completed the writing of the dissertation. After receiving two positive reviews, in the end of August, I passed the final defence.

In September, I moved into a new stage. I became a teacher and researcher of Palacky University in the Czech Republic. Because of language barriers, my main job is research instead of teaching. But this semester, I have a group of Erasmus students, and all of them come from different countries. Cultural and ethnic diversity among this group brings lots of new ideas in class, and I really enjoyed staying with this group. I must say that I am so lucky to have such experiences and to have met so many lovely people during my stay in Europe in the last four years. I think I am brave enough to face the challenges of life no matter where I will be in the future.



Herman Siebens, Belgium

In 2014, Herman Siebens was appointed director-general of the group of schools Ringscholen (near Brussels), to which his the school in which he was principal belonged. But, due to a severe burn-out, caused by an on-going conflict with some of the other principals in the group about some questionable financial transactions in the past years in which they were involved directly, he had to stop working in 2016, January. Some months later, Herman was offered the (voluntary) function of manager of the worldwide famous

baroque ensemble La Petite Bande (conductor Sigiswald Kuijken). This Flemish ensemble has existed for almost fifty years and is one of the most remarkable performers of the Authentic Early Music Movement in Europe, specialising in 17th and 18th century music: J.S. Bach, J. Haydn, W.A. Mozart, H. Schütz, Ph. Telemann and many others. Aside from his tremendous knowledge about the authentic performance of this music Sigiswald Kuijken is world famous for his interpretation of the famous cello-suites of J.S. Bach on the original instrument viola da spalla (these suites were not written for the modern cello that did not yet exist, but for the viola da spalla, that was commonly used in Bach's time). Now Herman is using his skills in management trying help this unique ensemble to survive the loss of its subventions by the Flemish government in January 2016.

Extracts from concerts and some explanations about the music philosophy behind the authentic early music approach of La Petite Bande can be found on www.lapetitebande.be and on YouTube (search terms: "La Petite Bande" and "Sigiswald Kuijken"). Herman has found a new active life with the classical music he liked and played himself on the piano already for his whole life. Sometimes, bad things occur to a person, but every now and then this also opens opportunities to find a new way out. Who will decide whether the latter is not a win overall??

ENIRDELM MEMBER PROJECT UPDATES

Rob Ford: Links with European partners

A recent conference was held in Bristol over several days and it was an opportunity to listen and talk to a wide range of educators and policy influencers from across Europe. I think the main thing that struck me throughout as I reflected on Saturday night in a field in Wiltshire watching with my family and Moldovan partner a huge bonfire and fireworks display, was the optimism that exuded from so many different school stories. I listened to a remarkable teacher from a small village school in the mountains of Croatia describe the leadership and vision she had to ensure the students of that school connected to others from across Europe as a meaningful and regular part of their education. The school barely had heating or materials and the local farm animals would come and drink out of the school's pond during the day, but this educator's strategy ensured she engaged her community with the education of their children. Because of her tenacity, this tiny mountain village school had won European awards and was being showcased in Bristol to hundreds of European educators.

There were many similar examples throughout the conference. After four years of working with Tatiana Popa, I finally got to meet this remarkable Moldovan educator who is one of the most inspirational teachers I know. Showing her proudly round Wyedean School on Friday morning where she was able to spend time with another remarkable educator Wyedean is fortunate to have in Lucy McManus, the Year 10 English class were able to meet the teacher they have been speaking to over Skype and reading poems to their Moldovan counterparts in Chisinau. Tatiana believes passionately in the transformative power of education, languages and learning. Where she teaches in one of Europe's poorest countries she sees it as vital that the students in her care are able to use their education to improve their opportunities and life chances. The culture and climate of her classrooms resonate with this aspiration and it is very

humbling to work with such an educator. She epitomises hope and a positive role model for young Moldovans.

I found myself in several debates around the future of Europe and whether or not the opportunity for the UK to engage in such a European forum would exist in the near future. I am currently working on my talk for the British Council policy forum and dialogue in London on the 17th November. I have been asked to speak to policy makers about global learning and leadership in schools in this uncertain educational and political climate. I know what Wyedean School's ambitions are for World Class 21st century learning, but it is even more clear following the weekend's conference and my discussions with school leaders that I am fortunate to be able to determine to a large extent this direction for the school as principal with the support of governors, staff and community.

Networking in Iceland: “More than your evidence” International Summit

ENIRDELM friends Jon Torfi (Iceland) and Stephen Murgatroyd, with Jean Stiles (Canada), Sam Sellar (UK) supported others in an event involving teachers, Principals and students from Norway, Iceland, Alberta and Finland held in Iceland recently. The idea was to explore the impact international education and exchange had on those who participated in these exchanges since 2010. Stephen's account of this work is here: <http://themurgatroydblog.blogspot.co.uk/2017/10/the-student-view-of-school-tests-and.html>

Extract: *What matters to students is that they fulfill their promise and ambition by developing as whole persons equipped with the knowledge, skills, understanding and socio-emotional intelligence to be active and engaged citizens. This was the strong and unanimous voice of young people who gathered in Iceland last week-end to explore the impact of their school experience, especially their experience of an international exchange and learning program. At the “More than your evidence” international summit, students from Norway, Finland, Iceland and Alberta met and presented their experience and challenged the educators in the room to focus on the broad aims of public education, not just test results....*

Mature, able, knowledgeable, articulate students who were fully aware of their strengths and weaknesses and who work well in teams and solve problems, made clear their views. If we lost test data altogether, we may have a much more equitable education system – one which does not favour privileged families over poor established Alberta families over recent immigrants or certain groups over others. The evidence is clear that standardized testing measures social status just as much as they measure skills and abilities.

As I reflect back on the summit, it becomes increasingly evident that is time for policymakers to move beyond the hysteria of falling test scores and the veiled attacks on public education. Not only do these irresponsible critiques attempt to undermine the public's faith that Canadians can create a great school for all - they add to the growing anxiety of young people that they are somehow a failed version of what this country aspires to become. Those that claimed that the sky is falling by cherry-picking the latest 2015 PISA results, failed to point out that only three countries achieved higher results than Canada in science, one in reading, and six in mathematics. Indeed,

if Alberta were ranked as a nation, it would be tied statistically for 10th place in mathematics and second place in science from 72 nations.

The summit title, “More than your evidence” will hopefully become more than a faint echo of the voices of young people gathered last weekend in Iceland. We need to focus more on what matters most for young people – having a sense of hope about the future that is built on recognizing their individual talents and gifts rather than preoccupying ourselves with focusing on testing programs that will only give us a better version of yesterday.

Community Action for All Initiative

The www.case4all.org website has been considerably improved and made much easier to access by reducing the number of main categories on the menu of the resource platform pages. It has links to many sources relating to the existential threats to a sustainable future on our finite planet (Spaceship Earth). The web log has accumulated 200 entries since the original website was set up in January 2014. Its regularly updated links offer a quick way of keeping up with socio-ecological events of the Anthropocene Epoch and the latest commentaries upon and implications, for all citizens and educators, of human overshoot of the earth's carrying capacity.



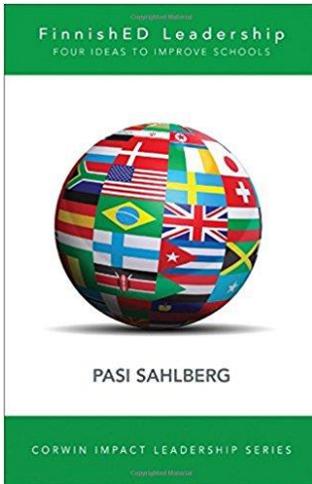
Following a well-attended workshop co-presented with Mike Bottery at the ENIRDELM conference and a keynote presentation at the OSKKO Conference in Krakow, David Oldroyd was invited by Roman Dorczak to present an inaugural seminar on 9 November for the opening of a new Department of Social Development at Jagiellonian University in Krakow. The theme “Redefining Development in the

Anthropocene Epoch” is aligned with efforts within ENIRDELM, starting a decade ago in Uppsala, to build interest in global sustainability issues. Mike Bottery, Jaroslav Kalous, Stephen Murgatroyd and Kamran Namdar actively assisted in the workshops, symposia and website that I will now continue and extend beyond the ENIRDELM network.

Around a hundred participants at Roman's inaugural seminar responded vigorously to the presentation and several requests for follow-up were made. As David steps down from his ENIRDELM VPS role, he is hoping that others will keep alive these efforts within the ENIRDELM network. Anyone wishing to follow or contribute to the case4all website, or keep track of their former VPS's continuing community action on behalf of future generations, is welcome to contact d.oldroyd72@gmail.com

ENIRDELM MEMBERS' PUBLICATIONS

FinnishED Leadership: Four big, inexpensive ideas to transform education



Pasi Sahlberg is probably our most famous and well-travelled ENIRDELM friend who is spreading his insights about Finnish education around the world. Just as an example, he wrote on 22 Sept on his Facebook account:

16 days, scores of good colleagues, 3 games of bowling & 6 great cities: Oulu, Bergen, Dublin, Reykjavik, New York and Glasgow. Thank you!



This latest book is the topic discussed by Pasi in this 75 minute video interview:

<https://vialogues.com/vialogues/play/40329> - Exploring and analyzing how Finland consistently places at or near the top of international student assessments, especially PISA, has become popular in recent years. Pasi Sahlberg now explores this phenomenon from the perspective of the educational leader. With the culture of general and educational leadership in Finland as a backdrop, this resource is packed with strategies and tools that travel well. Rooted in four main ideas, this book covers topics such as:

- Enhancing equity is an essential component of success
- Physical activity is crucial for substantial learning
- Embedding ideas into your current leadership practices takes perseverance

Beyond Resilience - From Mastery to Mystery: A Workbook for Personal Mastery and Change

This recent Publications by ENIRDELM friend Stephen Murgatroyd and Sarajane Aris is now available for e-readers from Amazon and in paperback from lulu.com

Siv Saarukka (2017) Understanding School Principals' Leadership



The dissertation defence was on September 15th 2017 at Åbo Akademi University, Vasa Finland. My thesis consists of five studies (articles I-V) and a comprehensive summary. The aim was to expand and deepen the interpretation of principalship that takes its point of departure in the principal being a person, working as a professional and occupying a specific position in the education system. The research interest can be specified in the sub-areas: identifying components influencing principals' leadership (study I), investigating principals' leadership through perspectives on person, profession and position (study II), analysing how school principals form their leadership identity (study III), investigating teachers' expectations of principals leadership (study IV), and about developing leadership for tomorrow's

Finnish schools (study V). Studies I and V are built on theoretical considerations, and II, III and IV are empirical studies.

The study is conceptual in the sense that it is concerned with issues of ontology and epistemology, and with conceptual clarifications. The study is also humanistic. It is concerned with gathering and theorising from the experiences and biographies of those who are leaders and managers and those who are managed and led. Other leadership models were also given consideration in processing, and the effects of intra- and inter-individual relations in leadership are outlined. The overall theoretical design of leadership is concentrated in categories and integrated components, which assist in recognizing patterns of interpretation in understanding school leadership. An important starting point was to define what kind of knowledge the research should generate, as research is about conceptualizing a field through theoretical and empirical approaches.

The hermeneutic approach was used in integrating the five studies in the research process, and the methodology is represented by abduction. Data were collected through interviews with full-time principals and teachers from comprehensive schools. Narrative analysis was used for the individual interviews, and qualitative content analysis for the data from the focus groups. To receive deeper and nuanced knowledge about school leadership, selected components had to be used. Assisted by the cooperative approach of categories and components, a relatively detailed understanding of principals' school leadership was obtained and it was possible to identify nuances in self-awareness and self-realization in professional and positional situations.

Lisette Uiterwijk (2017) *Inquiry-based leading and learning: Inquiry-based working by school boards, school leaders and teachers and students' inquiry habit of mind*



Inquiry-based working is assumed to contribute to improving educational quality and to stimulate professional learning. It involves having an inquiry habit of mind, being data literate and creating a culture of inquiry in schools (based on Earl & Katz, 2006). The general aim of this study was to provide insight in the way school boards, school leaders and teachers work in an inquiry-based manner, how an inquiry-based culture is established in schools and what this means for the inquiry habit of mind of students. A students' inquiry habit of mind includes being curious and having critical thinking skills.

A quantitative survey investigated the relationship between psychological factors (*attitude, experienced social pressure, self-efficacy, collective efficacy*) and school leaders' and teachers' inquiry-based working. Self-efficacy stood out as being significantly related to all aspects of inquiry-based working by school leaders as well as teachers.

We performed a multiple case study to investigate the interplay between school boards, school leaders, and teachers regarding inquiry-based working. This study identified multiple ways in which educators can encourage others to work in an inquiry-based manner, both top-down and bottom-up.

To examine the relationship between teachers' inquiry-based work and students' inquiry habit of mind we combined the results from our survey and case study. We found a relationship between teachers' inquiry-based work and students' curiosity. No relationship was found between teachers' inquiry-based approach and students' critical thinking habits.

Several chapters of my dissertation have been published:

*Uiterwijk-Luijk, L., Krüger, M., Zijlstra, B., & Volman, M. (submitted). **Teachers' role in stimulating students' inquiry habit of mind in primary schools.***

*Uiterwijk-Luijk, L., Krüger, M., & Volman, M. (2017). Promoting inquiry-based working: exploring the interplay between school board, school leaders and teachers. **Educational Management Administration & Leadership.***

*Uiterwijk-Luijk, L., Krüger, M., Zijlstra, B., & Volman, M. (2017). Inquiry-based leadership: the influence of attitude, experienced social pressure and self-efficacy. **Journal of Educational Administration**, 55(5): 492-509.*

*Uiterwijk-Luijk, L., Krüger, M., Zijlstra, B., & Volman, M. (2017). The Relationship between Psychological Factors and Inquiry-based Working by Primary School Teachers. **Educational Studies**, 43(2): 147-164.*

Trust and Control in Education: a new English issue of *Studia Paedagogica*

The second 2017 issue of the journal *Studia Paedagogica*, which has become Scopus-data-based this year, was published last June by the Faculty of Arts of Masaryk University in Brno, the Czech Republic, featuring a monothematic focus: trust and control in education. It is an issue in English (the first of this year's two) and ENIRDELM members have a large share in it, as it was edited by Jan Vanhoof and Milan Pol and two articles were written by our fellow colleagues. Jan Vanhoof and his colleagues at the University of Antwerp, Belgium, have contributed the article *Delphi Study on Standardized Systems to Monitor Student Learning Outcomes in Flanders: Mechanisms for Building Trust and/or Control?* and Laila Niklasson of Mälardalen University, Sweden, is the author of *Trust and Control in Implementing Changes: A Study of How Principals Handle Changes in Time Allocated for Math in Primary Schools*. But all the articles in this English issue of *Studia Paedagogica* are interesting! All of them are freely available at <http://www.phil.muni.cz/journals/index.php/studia-paedagogica/issue/view/154>.

Milan Pol

INTERESTING WEB-SITES & LINKS

<https://www.facebook.com/aljazeera/videos/10156197001313690/> - Sir Ken Robinson's Why schools are getting it all wrong's short extract with cartoon video.

https://www.youtube.com/watch?v=eVr_hphiEEg&feature=youtu.be - Andy Hargreaves' lecture 'Teach for Life: Collaborate for Good'. Andy gave the ENIRDELM keynote speech in Uppsala several years ago and he is still a major figure on the world stage and an advocate for teacher collaboration and progressive educational leadership. Here he gives the 3rd Ravitch Lecture at Wellesley College just a short time ago.

https://www.coursehero.com/registerForm.php?reg_only=1&get_doc=10461152 ó a resource base of 10 million lesson plans and teaching resources where educators exchange their learning materials.

<http://ideas.ted.com/7-smart-ways-to-use-technology-in-classrooms/> - a TED Talk that offers insights about the pressure to bring technology into classrooms when young people also want to bring in their own.

https://www.ted.com/playlists/559/advice_from_educators_for_everyone?utm_source=newsletter_weekly_2017-09-16&utm_campaign=newsletter_weekly&utm_medium=email&utm_content=playlist_title ó six more TED Talks of interest to educators

<http://www.irisht Examiner.com/viewpoints/analysis/how-we-teach-our-children-the-methods-and-myths-behind-finlands-education-success-451840.html> - globe-trotting ENIRDELM friend Pasi Sahlberg is featured in this comparison of Irish and Finnish education approaches. His advice: *Finland and Ireland have similarities in their education systems: attractive teaching profession, a system of small schools, and education as a condition for the nation's prosperity and survival.*

Lesson 1:

Ireland needs to build education policies on these characteristics. Imitating neighbours or transporting education models from overseas have proved to be bad ideas. Learn from others, but find your own path.

Lesson 2:

Helping schools and teachers to collaborate, experimenting with new ideas, and learning from one another, are probably better strategies than further standardisation of teaching and tighter grip of the control over schools.

Lesson 3:

Children need more time to play in and out of school, especially now when so much of their time is spent sitting and staring at all kinds of screens. One hour of physical activity and play each day for all school children, together with a license from parents and teachers to be children, would be another milestone along the Finnish way to happier and healthier children.

<https://www.porticonetwork.ca/web/teach-resiliency/our-story> - a Canadian website of resources made by teachers for teachers that who want to build the mental health and well-being (personal resilience) of pupils and students in their classrooms.

http://alanis.com/wellness/podcast-episode-11-conversation-howard-gardner/?utm_source=social&utm_medium=alanis&utm_campaign=howard ó a conversation with the Multiple Intelligences theorist from Harvard University

FEATURE ARTICLES

Ethical leadership vs. hostility. Ethics and opposition

Herman Siebens

Due to what happened with me professionally in 2015-2016 and inspired by one of my colleagues, I added a new chapter to the project/book on ethical leadership I was elaborating in 2015 (see my presentation at the ENIRDELM-Conference 2015, Malahide Ireland): what about the dark side of ethical leadership, caused by the rejection of its basic principles and its consequences? Starting from a small booklet published in 2007, very optimistic and "sunny" about ethical leadership, the new analysis in the meantime grew out into a big and profound, multidisciplinary (in psychology, social psychology, sociology, criminology, ethics, communication sciences, philosophy, social anthropology, etc.) analysis of human evil nature and what is driving humans to behave and defend what most condemn as unethical.

Our starting point is a topic rarely addressed in literature and research - the confrontation of a formal leader with the upward hostility from some of his employees, despite his attempts to lead ethically, or especially because of this leadership style. My personal experience as a school manager with this kind of hostility two years ago ó the case with which this research started ó illustrates that this situation also exists for school managers (not only in private companies) and more than everyone assumes (in Flanders several cases like ours are known).

Part 1: What is ethical leadership?

DePree (1993) stresses the enormous impact of a leader on the lives of others, particularly his employees: "Leadership is a serious meddling in other people's lives." According to Joyce, Nohria and Roberson (2003) 14 % - only? at least? - of the variance in the performance of an organization can be related to the person of the leader and his leadership style. Hogan and Kaiser (2005) conclude their research stating that "personality predicts leadership style, leadership style predicts employee attitudes and team functioning, and attitudes and team functioning predicts organizational performance". As Ciulla (2005) reasons, people in a position of leadership have a great impact because the effects of their ethical or unethical behaviour have a ripple effect and magnify. Nonetheless, most managers/leaders still think they can escape with a degree of modest unethical behaviour. In addition, Greenbaum, Kuenzi and Mayer (2010) take note of the fact that "there are alarming statistics regarding the amount of unethical behaviour".

Another crucial question is what kind of leadership we need in these times of continuous and influential changes (Siebens, 2014a) relating to new types of work, employees, organisations and thus leaders. Western organisations are confronted with a lot of new leadership challenges capable of addressing complexity and change, intrinsic motivation and increased knowledge. The crux of success in change or crisis management is the willingness of the team to understand the change or solve the crisis and acting accordingly using the necessary information, knowledge and insights to find a positive way out, despite difficulties and discouragement. In these times of uncertainty

what is responsible leadership? What makes a responsible leader? What is legitimate use of power and authority?

From my personal professional experience as a manager (3 schools, 2 social-profit organizations, 1 baroque ensemble) and my academic research in business ethics for more than three decades I can only conclude that *facilitating* is the crux of ethical leadership (what it means, what it includes, what it implies). The notion of a facilitating leadership style is not so much a specific form of leadership, it is rather a *syndrome* of individual and organisational characteristics.

Part 2: Employees' upwards hostility

Despite personal conviction of the validity of a facilitating approach to ethical leadership, facilitating leadership can not be presented as the simple and ultimate solution to leadership. On the contrary, suspicion, resistance and even revolt can present a dark side of ethical leadership. Therefore, we present and analyse the reverse pole: toxic (formal or informal) leadership, creating a failing (dysfunctional) organisation, annexed by psychopathic leadership. Although the opposite, it will help us to dig deeper into the meaning of facilitating as the essential form of ethical leadership by addressing the question of irresponsible and unethical *evil* behaviour, even and more especially towards an ethical leader. Up to now the relationship between ethical leadership and the ethical sensitivity and quality of the employees' behaviour are considered too simply in a unilateral way. We even dare to speak of *naivety*. Ethical leaders believe, all too naïvely, that their ethical leadership style and behaviour is a guarantee for success in making their employees enthusiastic and thankful. Earning the loyalty of the employees towards their employer is not the linear and simple consequence of the loyalty of the employer/organization to the employees' needs and interests. Sustainable work, a good income, respect, safety and health alone do not guarantee loyalty. This naïve assumption by the leader reflects neo-liberal theory that success is the sole outcome of one's own decisions and actions, behaviour and efforts. This is not the case, at least not for all employees. Employees, in their turn, deceive themselves that their unethical behaviour is not their responsibility, but the effect of and reaction to, or copy of, unethical behaviour of their leaders whom they blame. This is not the case, at least not for all leaders, but is a very useful strategy to escape from one's own personal responsibilities (part of their *ethical disengagement*).

Despite some clear definitions of ethical leadership, we consider an ethical leader willing and attempting to act as much as possible in a responsible and ethical way. But, as we experienced ourselves, this seems to be no guarantee at all for ethical behaviour of middle managers and/or employees. *Employees' upwards hostility* is often hidden. In spite of some articles that do pay attention to obstructive, destructive and toxic behaviour by employees, they also often simplify this problem by putting it down to bad leadership. Almost nowhere does research and literature pay attention to unethical behaviour by employees despite a leader acting ethically. How can we understand such an apparent contradiction? Why can ethical leadership fail to avoid such toxic behaviour? Why are destructive people doing what they do? We can use surveys, models, concepts and theories from a range of scientific disciplines to explore these questions and to discover why ethical leadership is more vulnerable to dissidence and rebellion than ethically neutral leadership and why superiors of the formal leader (a/o

the board) and the outsiders/bystanders do not intervene or take action to end the destructive and hostile behaviour.

It is important to understand group dynamics and the role of the informal leader (often a middle manager) within the processes of a dissident group responsible for obstructive, destructive, hostile or toxic behaviour within an organisation. The notion of 'perceived organizational support' suggests that a facilitating leadership style can be perceived by employees as adverse, hostile and destructive to their own personal interests. It can even invoke resistance and opposition because of its ethical facilitating nature.

Part 3: Evil

How we can define and understand evil behaviour? From the discussion, for example, by Arendt (1954 & 1963), about even more extreme situations (such as the Holocaust) we can learn a lot about what probably steers people to do their evil deeds, without any remorse. But, besides the question of motivation, a more fundamental, philosophical & existential - question is what makes an act (or opinion, or decision) an evil act? Is it indeed no more than a subjective and personal evaluation or is there an objective definition and possible criteria? Is ethics only a matter of personal intuition or do facts and figures have a role to play. Ethics fundamentally has to do with epistemology as well as social (including economic and political) reality & whether or not measured and supplemented with data. Ethics is a way to analyse our social realm, great and small, and to draw conclusions on what it means to behave in a responsible way within this realm.

The philosophical analysis of evil teaches that human behaviour can be described as a continuum between the extremes of behaviour: on the one hand, self-centred and self-regarding, herewith destructive and toxic and sometimes even psychopathic behaviour, and on the other hand empathic concern and altruistic behaviour towards others. Self-control seems to be a crucial issue in understanding evil and ethical behaviour and thus ethics is in essence a lifelong educational activity, in which we learn and develop ourselves.

Part 4: How to prevent or react

Finally, our analysis examines what a leader and an organization can do to protect from the attacks of dissident employees, motivated by self-interest. If the leader does not want to betray personally-held basic ethical principles he cannot simply fight back with the same strategies and 'weapons' as his opponents. There are also ethical limits to self-defence that disadvantage an ethical subject in a conflict.

What's new?

There is already a lot of research and academic literature about leadership and ethical leadership, even about destructive leadership, but there is little comprehensive literature about the destructive behaviour of employees against their formal leader, and especially not against leaders applying an ethical style of leadership. Though one can find a lot of academic articles in many scientific disciplines about many sub-aspects of the issue, still there is no overarching study, conceptual model or theory. Therefore, we attempt to frame such an overview and a global theoretic model.

The final objective

My final objective is to attract attention to, break the taboo and arm ethical leaders against possible resistance and opposition represented by the upwards hostility of employees (sometimes middle managers) against their formal leaders. This undermines the false assumption that hostility is always the consequence of a destructive style of leadership by the formal leader. Leaders trying to do well for their employees, for their organisation and for society at large, can, even for this reason become a target of resistance, dissidence and revolt. This is still not much recognised in leadership literature, not recognised by their organisations, nor by society and consequently is without a face and without a name.

Research on corruption in higher education

Brendan O'Malley

A group of global experts is carrying out research into what quality assurance and accreditation bodies are doing to tackle academic corruption around the world.



This article is part of a series on Academic Corruption published by University World News in partnership with the Council for Higher Education Accreditation/CHEA International Quality Group. UWN is solely responsible for the editorial content.



The survey is the initiative of the expert group formed by the UNESCO International Institute for Educational Planning, or IIEP, and the International Quality Group of the US Council for Higher Education Accreditation, or CHEA/CIQG. The research will be focusing on the six areas of corruption covered in the [Advisory Statement for Effective International Practice](#) on combating corruption in higher education, although corruption is much broader than that.

One of the research leaders says it is a response to a worldwide problem. "If you open a newspaper in any country you will know that there is corruption. No country is completely free from corruption. It varies in the extent to which it occurs, depending on where you are. One of things that came out of the research in Europe was how little connection anyone sees between quality assurance and corruption, plagiarism, cheating. I thought there was a very strong connection there. But not many quality assurance agencies in Europe we surveyed were doing anything about corruption. So the latest research we have just started is to survey different quality assurance agencies around the world and accreditation bodies to ask them if they are aware of corruption under their remit in their jurisdiction, what they are doing about it and what particular concerns they have."

These six areas are, corruption in:

- the regulation of higher education systems;
- the teaching role of higher education institutions;

- student admissions and recruitment;
- student assessment;
- credentials and qualifications; and
- research theses and publications.

The survey will be carried out over a year, and will be started in the summer. It will be pitched at 200 or so quality assurance and accreditation bodies around the world, or bodies that provide a licence to practise, such as professional associations. These will include bodies that accredit subjects, others that award degrees and others that are just concerned with quality, such as the Quality Assurance Agency for Higher Education in the UK.

For the full article by Brendan O'Malley, "What are QA bodies doing to tackle academic corruption?" see:

<http://www.universityworldnews.com/article.php?story=20171006145505882>

Brexit uncertainties in UK Higher Education

Athene Donald

Sometimes it feels as if there is little else in newspapers in the United Kingdom beyond Brexit, even if very little of what is written can be more than mere speculation at this stage. We do not have certainty on just about any front. That is not helpful for UK research or UK researchers or those European Union researchers in the UK, or UK researchers anywhere. We have to live with chronic uncertainty about access to funding and how student numbers from different parts of the world may evolve, causing many a headache for the leadership in the university sector. We do not know how individuals will weigh up the pros and cons of staying in the UK in what may feel like increasingly hostile environments, versus returning to the safety of their home or other EU countries but possibly having to join groups that don't fit their research aspirations quite so neatly. It is not an easy landscape to navigate.

As a member of the European Research Council or ERC's Scientific Council I am very aware both of the importance of the ERC funding for financing excellent science across the EU, but also of the prestige associated with winning such funding. Those who believe that all will be resolved if the UK government can find some funding to plug the gap in science research budgets if the UK is subsequently excluded from the European programme ignore the latter point. (Science in this case should be recognised as encompassing not just the natural sciences and engineering, but also the social sciences and arts and humanities). No existing national scheme within the UK confers anything like the same clout or at promotions and appointments committees, for instance or as an ERC grant.

Whether the UK can retain access to the ERC and the rest of the Horizon 2020 programme, and if so on what terms, is just one tiny part of the intricate Brexit negotiations. Perhaps, as much as we can hope for as a community is that the importance of this initiative does appear to have impinged on some ministers' minds. It does get talked about.

Mobility and migration

Mobility of researchers is in some ways an even trickier problem because worker mobility was such a central plank in the referendum campaigns. (Im)migration is an emotive subject and it is hard to envisage a scheme that enables scientists to travel across EU borders freely while preventing other workers from sharing that luxury.

Many UK universities are likely to be hit hard, although all such calculations can be no more than guesstimates for the time being. That students are kept firmly within the immigration cap is an anomaly that it is hard to find anyone exhibiting much enthusiasm for except Prime Minister Theresa May, dating back to her time in the Home Office. It is both depressing and ironic that, if she had not retained her rigid position on this issue, producing wild rhetoric about numbers outstaying their courses and other misleading statistics the referendum results might well have gone the other way: immigration numbers would have seemed so much more moderate without the student inclusion.

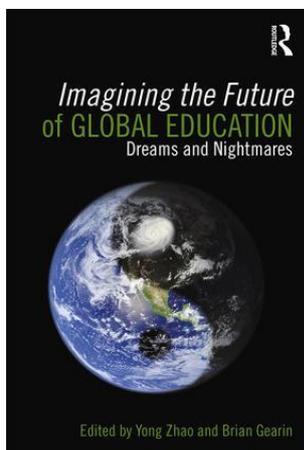
From these different factors it can be seen that universities are hit with uncertainty over both numbers and income from multiple directions. Research is just one part of that messy landscape of confusion. Individual researchers plough on as best they can. Universities seek to support their researchers as well as they are able, but the future is murky and it is hardly surprising if not only non-UK EU researchers pack their bags or at least scan the job advertisements and attempt to position themselves for a future beyond these shores but also UK nationals consider where their future best resides.

Athene Donald is professor at the University of Cambridge, UK, Master of Churchill College and a member of the European Research Council's Scientific Council.

<http://www.universityworldnews.com/article.php?story=20171020102941566>

BOOK & ONLINE PUBLICATIONS REVIEW

Zhao, Y & Gearin, B. Eds. (2018) *Imagining the Future of Global Education: Dreams and Nightmares* London: Routledge



(GEN) and the major institutions that shape and disseminate it. The book focuses on national visions of education and the imaginary futures that nations seek to make reality. It critiques how the GEN policy implementation process frequently turns dreams of upward mobility into nightmares. In this way, the book takes a distinctly different approach than most comparative and international education studies. Rather than being oriented toward the past and asking how education systems around the world ended up where they are, chapters in this volume seek an understanding of how various educational visions from around the world inform the present and shape the future.

Following an introductory summary of important concepts from scholarship on "imaginary futures" and global education reform, the book is organized around three themes: "What Dreams Are Made Of," illustrating, through three case studies, what the GEN looks like at the national level and how it operates across national boundaries; "A Dream Within a Dream," considering some of the more novel trends in international education reform in order to provide insight into how dreams seem to function; and "Keeping Dreams from Becoming Nightmares," comprising three thematic essays that describe trends in education policy in one or more countries. The book concludes with lessons for scholars and policymakers.

INSTITUTIONAL PROFILES



The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with ó changing lives by creating opportunities, building connections and engendering trust. Our work in education and society helps transform national education systems, builds more inclusive and open societies and increases young people's opportunities. We encourage international students to come and study in the UK, and British

students to experience life abroad. We bring schools around the world together, so young people and teachers from different countries can learn from each other.

Our vision is for the UK to be internationally inspired and globally connected; and for every young person to have intercultural and international experience.

Providing high quality school education is of critical importance to every country in the of our global society. Today, our school systems face the challenge of preparing young people to live and work in a dynamic, fast-changing and interconnected world and the need to continuously evolve professional practice to reflect new knowledge and rising expectations. This is obviously as relevant to the UK as to any other country around the globe. We have a range of programmes, activities and resources to help schools with this including Erasmus +, Language Assistants, Connecting Classrooms (see more information here <https://schoolsonline.britishcouncil.org/>)

As the UK seeks to redefine its place in the world following the referendum, language skills and intercultural skills are important for our young people now more than ever.

You can read more about our work with school leaders at:

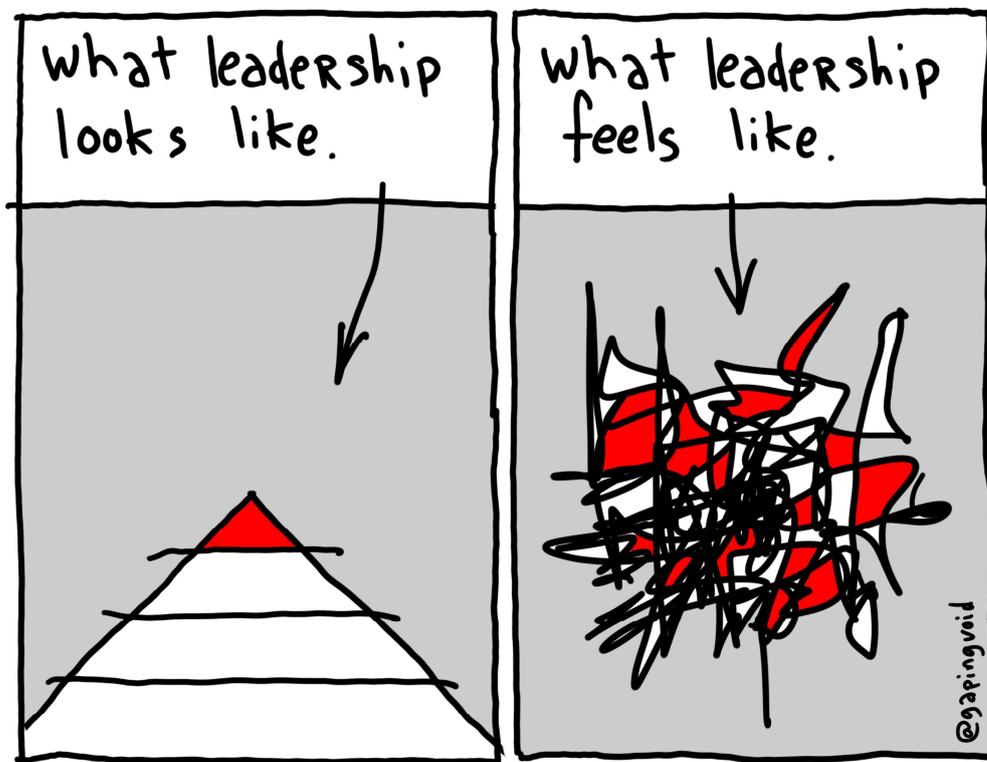
<https://www.britishcouncil.org/education/schools/school-leadership>

FORTHCOMING EVENTS

["Integrated Economy and Society: Diversity, Creativity and Technology"](#) to be held **16-18 May 2018 in Naples, Italy** Santa Chiara Monastery Pegaso Telematic University <https://makelearn.mfdps.si/>



AND FINALLY...



DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

I like this notion of growth as the capacity to adopt a mindset that increases one's agency in the world. But it is important that growth in personal mindset is not applied to buying in to the almost universal myth of progress as exponential economic growth of the "Machine World". This human-created notion of progress is impacting in so many destabilising ways on the Natural World and has led us into a new geological epoch - the Anthropocene. Humanity is now trapped in what Gregory Bateson called a "Double Bind" which needs an urgent "Plan B" and a different strategy.

*Desiring and managing to live a life of high material well-being in our society that, with the unintended but inevitable consequence, is **destroying the future for our offspring and even ourselves.***

The problem = <http://www.filmsforaction.org/watch/man/> - 4 minute cartoon

The needed strategy = <https://www.youtube.com/watch?v=V9ETiSaxyfk> - 20 minute video lecture from the 2017 World Economic Forum "Beyond the Anthropocene" by Johan Rockstrom, Director of the Stockholm Resilience Centre.

As I hand over the ENIRDELM VPS and Editor's job to Karol, I hope that this fundamental dilemma of modern society - the misfit between the Natural World and the way we live in our Machine World - will not disappear from the agenda of ENIRDELM. For 27 years I have used my own growth mindset to help many old and new friends face the future by building a culture of warm collaboration and to face, educate and act to improve the complex and challenging reality in which we now live. The hope and optimism that gave birth to ENIRDELM over a generation ago certainly needs to be seriously nourished by our network during the generation to come.

David Oldroyd, Retiring ENIRDELM Voluntary Permanent Secretary and Editor.