



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

Newsletter, November 2018

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CHAIRPERSON'S MESSAGE – SEBASTJAN ČAGRAN, SLOVENIA



I heard my colleagues speak of this great network called ENIRDELM long before I joined you in Jurmala, three years ago. Based on encouraging words from my colleagues, I awaited an interesting conference with a rich program and an environment that enables critical professionalism and friendship among researchers, developers, policy-makers and school leaders. And I've experienced all this and much more. What I didn't anticipate was a set of warm personal contacts, that left a very pleasant memory of the conference.

Experiencing this every year, I can now claim, that ENIRDELM is a voluntary part of my professional life. I feel proud to contribute to the preservation and further development of this great network and honoured to address you now as a chair of ENIRDELM Board and next year's conference committee.

As many other professional communities and organisations ENIRDELM is facing changing generations. In this regard it is important to consider how we can encourage the new generation to step forward on behalf of our network, which changes we should make, how they should happen and what good practices and traditions we should preserve. However we have to strive to find ways to involve new school leaders, PhD students researchers, developers and policy makers in our network. Our core event, of course, is our annual Conference, but in addition to this we could try to reach new members, share ideas, work practices, findings ... follow ENIRDELM on [Twitter](#) and [LinkedIn](#).



The **next conference** to be held [Ljubljana, Slovenia](#) from **September 19 to 21, 2019** will address some key issues, that are important for education. The conference theme is therefore designed as a question: **What are the big questions about school leadership?** At the conference we will **reflect upon the questions**

such as: *How do school leaders cope with the new social, economic and cultural context? Can schools keep up with computers? How do new findings on learning affect school leadership (why/why not)?* Those are only some starting points that can guide us and provoke our thinking, to raise professional dilemmas and challenges, to encourage presentations of our current practice and to search for evidence of the best practice.

Warm welcome to [Ljubljana](#) 19 – 21 September 2019!

EDITORIAL – Karol Sadleir - Ireland



2018 has continued to be a tumultuous year for Europe and the world but in particular for the UK and Ireland. Since the vote was passed for Brexit in 2016, UK and Ireland has been thrown into a spin with uncertainties concerning hard or soft borders, backstops and most importantly the preservation of the peace process. The recent Brexit agreement with Europe has us anxiously waiting to see what Teresa May's next move will be.

Meanwhile the populist and Eurosceptic wave is washing across Europe. In Germany, the Social Democratic Party polled its lowest since World War II, Angela Merkel's Christian Democrat Union have lost 55 parliamentary seats and the murmurings of Merkel's demise continue. Unsettling escalation of conflict on the Russo-Ukrainian border is also one that could catch us all off guard. Who will come running (diplomatically, economically and militarily) when Ukraine calls for help? Across the water, we are informed (via Twitter) about the antics of President Trump. The humiliating images of the immigrant caravan desperately making its way to the Mexican border is at once horrific and saddening. The US pulling out of the climate change agreement and their recent treat to leave the world trade organisation all leave us feeling that the world is in a state of flux.

However, ENIRDELM has completed 27 years of building professional networks and friendships with another wonderful conference in Antwerp where we welcomed back Milan Pol to the board. We also said a heartfelt goodbye to Signe Neimane who has contributed hugely to the board of our conferences for the past several years. This bi-annual newsletter includes some reflections of what Enirdelm means to people and their reflections on the conference. The reflections are high in praise and rich in regard for ENIRDELM.

This newsletter has I hope, the pages that follow will offer some worthwhile updates, insights, entertainment and perspectives for old and new friends in these changing times. My thanks to all our contributors.

Karol Sadleir, Voluntary Permanent Secretary

REPORT ON THE 27TH ENIRDELM CONFERENCE IN ANTWERP 2018 – BELGIUM



“The 27th conference of ENIRDELM “Leadership in Emotion” Antwerp is now a fond memory. In writing this reflection I am reliving the best parts. The energy, enthusiasm, emotion are vividly captured in the photographs and will be evident in the proceedings which will follow. My team and I were so happy that so many of you responded to our brave theme and we were overwhelmed with the kind comments and compliments that you paid us over the couple of days.

Of course, I got to showcase the beautiful city of Antwerp which we are all so proud of. For everyone I feel it was an opportunity to rekindle friendships, to present and absorb research and its intersection with practice. This is what ENIRDELM shines at. We had representations from 16 countries including Australia and South Africa. Let’s hope that the conference continues to attract such international interest.

I would like to thank the University of Antwerp for their warmth and hospitality and for seamlessly accommodating us, I would like to thank the team that made it all happen (some even provided the entertainment!), I would like to thank our key notes:

Jan Vanhoof who emphasised the importance of combining emotional intelligence with school evaluation and the role that the principal can play in shaping teachers’ emotions and attitudes towards professional evaluation.

Geert Devos who highlighted the causes and diversity of stress and burnout in Flemish schools and followed up with recommendations that may increase the attractiveness of the school leaders’ job.

Ferre Laevers dismissed the notion that emotions are ‘sentimental’ and gave them their rightful prominence in the educational sphere.

Paul Mahieu took us on a whistle stop trip back through memory lane with the theme of the year 8 as a clear marker that defines different eras of education and society.



The conference concluded in the breath-taking setting of Horta. The high ceilings were filled with laughter, songs and ENIRDELM energy. Thank you all. I would like to wish our Slovenian partners well in their preparations and look forward to enjoying it all from a different perspective.

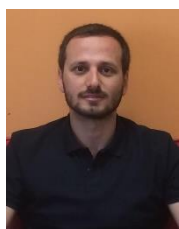
Kristin Vanlommel

A first-timer's experience of the 27th ENIRDELM Conference – Gizem Guncavdi



It was my first time at the ENIRDELM conference this year. Last year my supervisor, Soner Polat, and my colleague Yaser Arslan attended the conference and told me that this conference is a great one. So, I decided to attend ENIRDELM 2018. It was a great experience for me. Getting to know new people from all around the world was a great experience. Everybody was so calm and friendly. It felt like I was at a family reunion! The gala dinner was so much fun. I really liked listening to songs from many countries. During my presentation, my session chair, Milan Pol, was really welcoming, friendly and that made me feel more relaxed. This is an important detail for me, because in many other conferences the chairs can make you feel nervous. In ENIRDELM, it was visa versa. All of these details make me think about going to Slovenia next year 😊. So thanks to each and every person at ENIRDELM!

Focus on research in Turkey – Yaser Arslan



Yaser is a research assistant from Turkey. He has been working at Kocaeli University Faculty of Education, Department of Educational Sciences for seven years. He has received his PhD in the field of educational administration in June 2018 with the thesis entitled “*Öğretmenlerin farklılıkların yönetimi yaklaşımlarına ilişkin algıları ile örgütsel mutluluk algıları arasındaki ilişki*” (The relationship between teacher perceptions of diversity management perspectives and organizational happiness)”. His thesis supervisor was also one of the ENIRDELMers, Prof.Dr. Soner Polat from Kocaeli University. His research interests are organizational image, diversity management, happiness at work, and peace education (For more, please click https://www.researchgate.net/profile/Yaser_Arslan). Yaser Arslan was a newcomer at ENIRDELM conference in Krakow. The collaborative climate and fruitful days took him to this year's conference in Antwerp. He is looking forward to hearing from ENIRDELMers about further contacts and collaborations.

SOME THOUGHTS ON ENIRDELM 2018



“In my view ENIRDELM 2018 was one of the best conferences I have attended and attended twenty-five ENIRDELM conferences. I think it is indeed one of the best, this has to do with the theme of the conference. I noticed that emotions in leadership is a topic that interests a lot of people. We had some very good keynotes, especially the first and second. The third was good but it was a little less in relation to school leadership but it was still very good. I attended paper sessions and workshops of a high quality so I am very satisfied with this conference.

Eric Verbiest, Samen Wijs



“What I love about ENIRDELM is the really, really friendly atmosphere, it is such an open forum for sharing. I believe it is a conference that will develop further by itself. I hope that there will be more practitioners at future conferences and that there will more opportunities to discuss practical experiences and results of pedagogical research.”

Ulrich Hammerschmidt, Waldblick, Oberschule Freit



“I think this conference is a bit like coming home because immediately you feel that there are lots of people who share the same ideas and same feelings as you do. They know the philosophy of the conference and quite quickly people get into it, especially during the conference activities but also outside of them. It is impressive, you make friends so easily as well.”

Ludo de Caluwé, CVA



Belgium is the centre of the world especially when it comes to quality and equality. I was at twenty-six of the twenty-seven conferences and for me every year it marked the starting of my engine. See you all next year.

Paul Mahieu, University of Antwerp



It is 2018 I have been a member of ENIRDELM since 2010 and I feel that I find my friends here but it isn't simply about relationships here, it is about the important topics we are presenting on, the feedback, being recognised and being taken care of. All of this is very important to me. Every year that I come I make more and more friends here, it is great for me because in my daily life I don't have a network like this. For me, to have professional network where we are talking about teacher education, care of children and youth is a massive support for me. We also have the opportunity to present here. It gives more meaning to the life we are living.

Dag Sørmo, Østfold University Collage



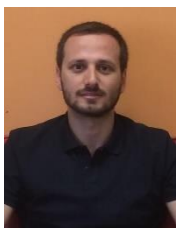
I think the whole conference was very nice, you got to talk to different people from different places about their work and their ideas. You also learn what is happening in other countries in terms of education.

Juha Juntunen, City of Vantaa



"I would think it was a very good conference but it took something that was bubbling under the surface which is the importance of emotion in communication and in dealing with issues that have been there really since Andy Hargreaves started writing about it but it was very much a minority and peripheral thing, something not that important. As Dan Roger said today it is like the #me too movement in that the conference took something that wasn't respectable ie. emotion and suddenly it becomes real, it becomes an issue, that conference did this. It was important."

Tim Hurley, Drumcondra Centre of Education



"ENIRDELM is a welcoming conference, not only welcoming but it is also a fruitful one. The strongest aspects of the conference is the practitioners and scholars are together. You can see both the theory and practice together here. It is a real international conference, there are participants from Europe, South Africa and Australia, you get to hear what each country is doing. This is one of the best conferences in Europe."

Yaser Arslan, Kocaeli University



“This was my first time at ENIRDELM, my colleagues told me to come, they said that this conference was different to other conferences, so I decided to come. It was a great experience for me, I learned many things about emotion and how important it is for management. I enjoyed all the key notes, the paper sessions and the workshops. It was very beneficial for me. Here is like a family, everybody is very sincere, it was an amazing experience for me so thank you everybody.”

Gizem Günçavdı, Uludağ University



“My thoughts on the whole experience of ENIRDELM 2018 is that it was exactly what I was hoping it would be which makes me feel safe in presenting something. I know that the feedback will be critical but well meant. That is one of the things that stand out from other conferences, it is not very scientific and it is not very formal.”

Mateja Brejc, National School for Leadership

“It is all about getting together in the pith, not watching from a distance but getting in there talking to each other, and making connections in the warmth of the relationships.”

Chris Ligtvoet, Katholiek Onderwijs Vlaande

“Sharing is caring and when you are here it is like being cared for”

Kristien Coppens, Katholiek Onderwijs Vlaande

“This is the place where theory and practice meet each other.”

Philip Catteeuw, Katholiek Onderwijs Vlaande

THE CREATIVE CORNER - POETRY

A poem in response to Knut Ove's own experience of ENIRDELM 2019

Life is...

Life is not a problem to be mastered, maybe solved
Life is something beautiful to be tempted and evolve,

Life is digging ditches while the rain pours slowly down,
or staying in the flow, with the laughter of a clown.

Life's enjoying food while the autumn storms sets in,
or sitting close to fire, the warm sensation on your skin,

Life is not to be hunted like a 100 inches deer
to transform it all with words about benefit so clear,
but taken calmly care of, like a drawer with his coal
like these precious little words are soothing for your soul

That's the way it is, nothing more to say
Then you keeps your emotions, as the engine of your brain

Knut Ove Æsøy - OsloMeet – Norway



NEWS IN STUDIA PAEDAGOGICA – MILAN POL – CZECH REPUBLIC



Two news relate to the Scopus-databased journal *Studia Paedagogica* of which ENIRDELM member Milan Pol is the editor-in-chief.

English language issue 2/2018 titled *Learning and Work* has been published in September. It contains a number of texts dealing with the interconnections between learning and work – see

<http://www.phil.muni.cz/journals/index.php/studia-paedagogica/issue/view/166/showToc>

And a new Call for papers has been announced very recently for the 4/2019 issue. This will relate to the theme of learning again, this time it is formulated as *Better Learning through Argumentation*. ENIRDELM members are welcome to contribute, and kindly asked to share the information to those possibly interested.

Milan Pol

CALL FOR PAPERS

Studia paedagogica - 04/2019

**Issue Topic: Better Learning through
Argumentation**

**Editors: Roman Švaříček and Alina
Reznitskaya**



The journal *Studia paedagogica* is indexed in SCOPUS.

The theme of the forthcoming monothematic issue of *Studia paedagogica* is Better Learning through Argumentation. Contemporary scholars believe that engaging students in argumentation can help to address many pressing educational priorities, including helping students to acquire a deep understanding of subject matter knowledge (Zimmerman, 2007; Osborne, 2010; Lehesvuori et al., 2017), developing students' metacognitive skills (Kuhn et al., 2013), preparing students for active participation in democratic societies (Alexander, 2008; Segal et al., 2017; Schuitema et al., 2017), and providing students with “new survival skills” for the 21st century (Wagner, 2008). Despite these ambitious educational goals, we still lack theoretical models and empirical evidence that clearly account for the processes of engaging in argumentation in a classroom and explain the related learning outcomes for students. Furthermore, we need additional studies that reveal instructional approaches that support teachers in fostering students' argumentation skills across various topics and subject domains.

To address these gaps in knowledge, we are interested in contributions that engage with questions from the four topical areas listed below. The areas do not cover the entire scope of acceptable topics, but we hope that they will help to inspire authors to contribute empirical, theoretical, or methodological papers on argumentation.

1. Theory of argumentation

*What are the challenges for teaching and learning through argumentation in a ‘post-truth’ world?
Which theoretical perspectives can support rigorous argumentation about moral and socio-scientific topics?*

How should issues of equity and accessibility be addressed when teaching through argumentation?

In which ways should argumentation be considered domain-specific vs. domain-general?

How do different types of argumentation (e.g. persuasion vs. inquiry) relate to different learning outcomes?

2. Teacher education and professional development in argumentation

What should teachers in different subject areas know about argumentation?

How can teacher learning of argumentation best be supported?

Which aspects of argumentation are more and less difficult for teachers to learn and use in their classes?

How can instructional tools (e.g. argumentation schemes, critical questions, diagrams) support teaching and learning argumentation?

How can teachers be helped to integrate oral argumentation with reading and writing?

3. Emotions and argumentation

What is the role of emotions in argumentation?

In which ways do emotions support or conflict with productive engagement in argumentation?

What pedagogical approaches and strategies promote productive discussions of emotionally charged topics in a classroom?

How can teachers best engage with students who have deep-seated emotional commitments to ideas that are factually wrong or morally reprehensible?

4. Methodological issues in research on argumentation

How can new technologies help improve research on argumentation in education?

How should we go beyond 'coding and counting' in measuring argumentation quality?

How do we define and measure 'progress' in an argumentative discussion of controversial issues?

What methodological approaches can help us examine the impact of argumentation on student learning?

Important dates

This monothematic issue will be published in English in December 2019. The deadline for **abstracts** is 30 April, 2019, and the deadline for full texts is 30 June, 2019. Both abstracts and **full texts** are to be sent to studiapaedagogica@phil.muni.cz. Articles should be written in English and meet the requirements mentioned in the instructions for authors on [the journal's website](#). Papers will be submitted to a peer-review process that will enable the editors to select papers for publication. You can find more information at: <http://www.studiapaedagogica.cz/>.

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UP AND COMING CONFERENCES – FINLAND, NETHERLANDS, UK

LIFE2019 SHADOWING EXPERIENCE

is new way to get even deeper into the famous Finnish education. Understand how everyday life works in Finnish schools by shadowing Finnish teachers and by listening to the top **Finnish education experts**, such as Aulis Pitkälä, former President of Finnish National Agency for Education. This unique training **program**, organized by VisitEDUfinn in co-operation with the **University of Lapland**, offers an exclusive opportunity to visit ordinary Finnish kindergartens, primary and secondary schools. In addition to school visits and lectures, you may take part in **social program**, such as city of Rovaniemi reception and dinner, which are all included in the fee. The theme for LIFE2019 is: **Equity - A Cornerstone of Finnish Education.**



<https://www.visitedufinn.com/index.php/registrations/registrate-open-school-visits>

researchED Netherlands 2019

12th January 2019 @ 9:30 am - 5:00 pm



For more information, please visit our sister site: <https://researched.eu/>

Our Netherlands event is largely in Dutch, but we will have 1-2 English sessions in every round. More

information about speakers and sessions will be available soon.

English sessions confirmed so far:

Paul Kirschner, Distinguished Professor, Open University, The Netherlands

Tom Bennett, Founder and Director of researchED

Casper Hulshof, Dr of Social and Behavioural Sciences, Utrecht University Holland

Daniel Muijs, Head of Research Office for Standards in Education (Ofsted)

David Didau, The Learning Spy

Eva Hartell, PhD, Senior Lecturer and researcher, Haninge and KTH

Oliver Caviglioli, Visualiser of ed. ideas and processes, London

Jan Tishauser, Program Manager, ResearchED Netherlands

Randi Goertz, PhD candidate, Donders Institute for Cognition, Brain and Behaviour.

Lukas Ansteeg, PhD candidate, Donders Institute for Cognition, Brain and Behaviour.

Peta Baxter, PhD candidate, Donders Institute for Cognition, Brain and Behaviour.

[The International Institute of Social and Economic Sciences](#) invites you to participate in the [7th Teaching & Education Conference](#) to be held on **May 21 - 24, 2019 at the University of London, United Kingdom**. The conference is co-organized by the [University of New York in Prague](#), and hosted by the [University of London](#). [Two conference tours are included: Windsor and Cambridge.](#)

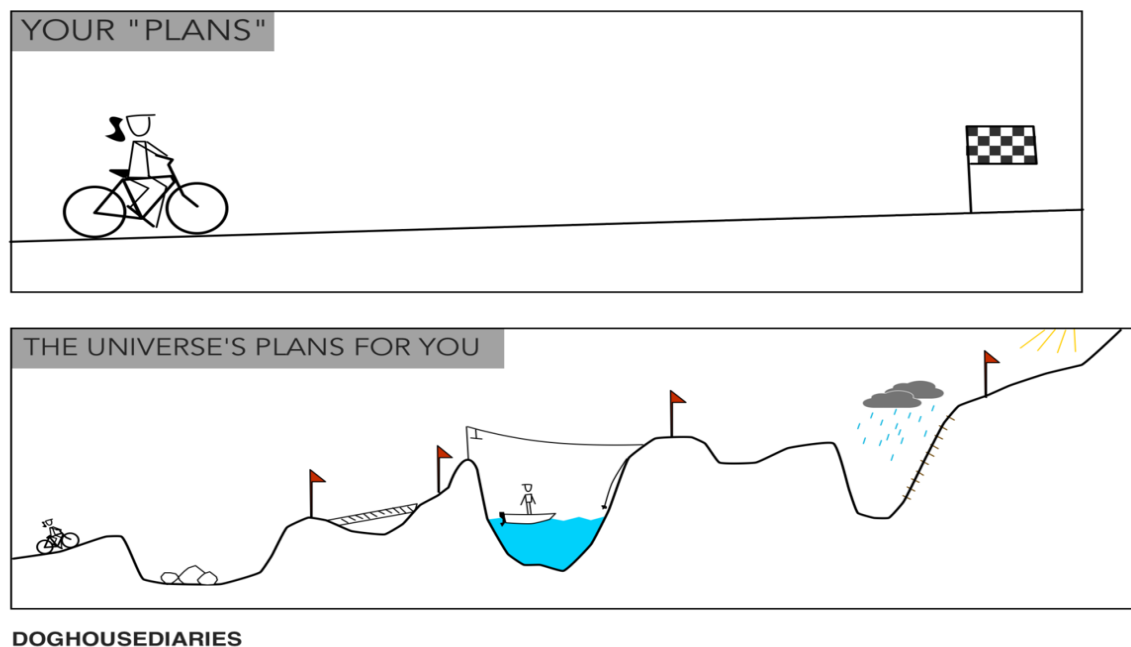
Combine two conferences:

the London conference can be combined with our [conference in Rome](#), which takes place a week after. There are direct flights from London to Rome. We welcome scholars, researchers, as well as corporation and government executives. **Please submit your abstract [here](#).**

The Teaching & Education Conference is **focused on the following topics:**

- Teaching and Learning Methods
- Language Learning and Teaching
- Higher Education
- Lifelong Education
- Distance and Blended Education
- Educational Systems and Policies

AND FINALLY ...



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YOUR CONFERENCE PRESENTATION

HOW YOU PLANNED IT:



HOW IT GOES:

