

ENIRDELM

Newsletter December 2020

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A word from the editors:

It is such a privilege to edit the reports of all the important work that has happened during these difficult times. While it has been claustrophobic, frustrating, and disheartening; Covid 19 has catapulted many of us into the world of remote/blended learning. It has forced us to be immeasurably creative in our efforts to communicate with others. I am constantly impressed by both our students' and our teachers' ability to adapt and the speed at which they do it. There are 800 students in my school and 75 teachers, they wear masks from 08:30-15:20, they don't leave the school building (except for mask breaks) during that time, they sit 2 meters apart and they don't get to socialise with their friends, YET, they remain vigilant, upbeat and safe. We can never underestimate the resilience of the human spirit. Dag and I hope you enjoy the newsletter. The aesthetic is down to Dag's creative genius and care. Stay safe, we are nearly over this bumpy patch. I look forward to seeing you all virtually very soon.



Karol Sadleir, Ireland

Dear ENIRDELM friend!



I have the pleasure of working with Karol on this version of the ENIRDELM NEWSLETTER. I am very happy that she is back in the Newsletter business! It is important in these days of restrictions and home office time that we do not lose our network of important academic and international colleagues. Soon we will be back and will meet again and see each other's eyes and listen to the breath and voices from the faces without fear! I think everyone is looking forward to that day. I have added some pictures from Fredrikstad and Halden in this letter as a temporary welcome to Norway. This autumn I retired from the University College, but of course I continue to work with the issues and subjects I have done for some time. I use some of my "spare" time staying in contact with my Master students who need guidance and mentoring. This is possible during an agreement with the University College, and I hope I still can stay in ENIRDELM network for many years. I am retired, but not tired!

Welcome to Norway in 2021!

Dear Colleagues and Fellow ENIRDELMers



Kjersti Lien Holte

Kjersti Lien Holte

I hope you all are safe and in good health. While the virus and the restrictions are building new walls between our countries, we are lucky to have zoom and email and the newsletter to keep in touch. It is important to keep up activities in the network. I want to thank all the contributors to this newsletter for sharing their thoughts and words about their projects and experiences.

Before the lockdown in March we were lucky to welcome all the ENIRDELM – board members for the annual board meeting in Fredrikstad. I was also lucky to go to Krakow for one week to work with students at Roman Dorczak's department at the University of Krakow. In Krakow we worked with the topic, 'Appreciative inquiry as a method for building organisational capacity for improvement'. Two years ago Roman initiated an event called "Thursdays after dinner" named after the Polish King from XVIII century who wanted to promote ideas of Enlightenment and sponsored "Thursday's Dinners" - meetings of famous people discussing "hot issues". Delighted by the invitation, I suggested I could give a presentation called 'Cracking the Myths of Homework'. Roman accepted and it was certainly a hot issue in Poland as it is in Norway. I hope that we can realise a joint project on that topic soon.

Since we met in Fredrikstad in February The ENIRDELM board have had some zoom board meetings to find out what to do in this extremely unpredictable situation. As you know we decided to postpone the conference planned in 2020. We have decided that the next conference will be a small-scale conference in Fredrikstad with max. 50 people, which also allows digital participation. We don't want to give up on meeting physically. At the same time, we want to arrange the conference digitally if we're in the same situation as now. If we combine the two it will be possible for more people to participate and it will be more flexible. The time for the conference is 16th to 18th of September 2021. The conference in 2022 will be in Czech Republic.

And since you now have some extra time to prepare for the next conference, please take a look at the conference theme;

Democracy and Educational leadership here http://enirdelm.si/?page_id=1140

The submission form is reopened.

The ENIRDELM board have also decided to invite you all to a digital debate on the 14th January at 4 - 6. We want to create a space where we can meet via Zoom. The topic for the debate will be how we can maintain the ENIRDELM network through Covid 19 times. We would like to welcome all of you to the debate and we recommend all participants to prepare shortly for the question – ‘Why do you think is important to maintain the ENIRDELM network through times with Covid-19 walls? Please use this link to join the debate.

Join Zoom Meeting:

<https://hiof.zoom.us/j/62059056449?pwd=SEIDUG1nTWRKUUKzRUZZU28reENnUT09>

Meeting ID: 620 5905 6449

Passcode: 583378

I wish you all a merry Christmas and a happy new year and I am looking forward to seeing you digitally in January and both physically and digitally in September 2021.

Take care!

Best regards from Kjersti Lien Holte,
Conference Chair, ENIRDELM
Fredrikstad
Norway



Far out in the ocean outside Fredrikstad you may see from the landside the Lighthouse Færder

A collective publication by ENIRDELM members on leading learning networks in education

by Milan Pol

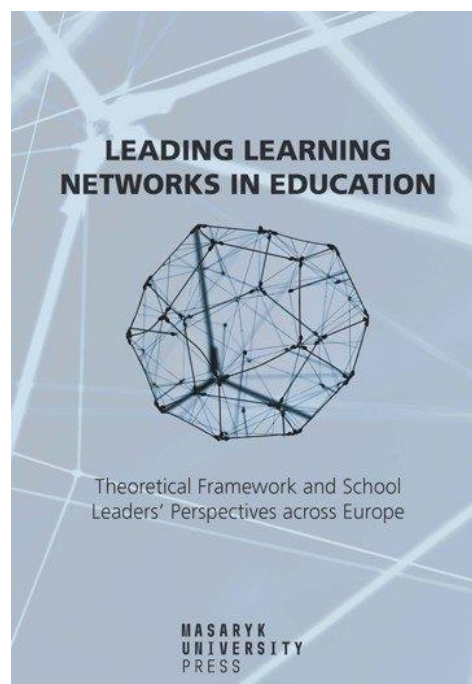
A traditional feature of the ENIRDELM network is collaboration of its members in various research, development and other projects. The publication we briefly present here is a result of such collaboration. In the years 2017 to 2020, a team of colleagues from Masaryk University and the universities of Antwerp, Uppsala, Wolverhampton and Málaga and the Slovenian National School of Leadership worked on Leading Learning by Networking, an Erasmus+ project. One of the project's outcomes is the publication *Leading Learning Networks in Education: A Theoretical Framework and School Leaders' Perspectives across Europe*.



It deals with management of learning networks in schools with regard to the mission of these networks in a context of growing diversity. The text consists of three main parts. The opening chapter is a theoretical study on professional learning networks and various factors facilitating them as a form of collaboration in schools. Also, attention is paid to the role of headteachers in the creation of and support for learning networks. The following part is a summary of results of qualitative research carried out by means of interviews focusing on certain aspects of networking in selected schools in partner countries. Part Three describes data obtained from a questionnaire survey about headteachers' needs and experience in management of learning networks.

The publication is intended for school leaders, teachers, students, politicians active in education and other stakeholders involved in cooperation and networking in schools. Link to the electronic version:

<https://munispace.muni.cz/library/catalog/book/1631>



Reference:

Lazarová, B., Pol, M., Lelieur, R., Schelfhout, W., Vanhoof, J., Vanlommel, K., Brejc, M., Erculj, J., Hortlund, T., Malmberg, K., Devlin, L., Morgan-Guthrie, R., Walis, T., Cebrián, D., & Cebrián, M.

(2020). Leading Learning Networks in Education: A Theoretical Framework and School Leaders' Perspectives across Europe. Brno: MUNIPress. ISBN 978-80-210-9589-2

Studia Paedagogica – updates

Special issue: The Changing Status of the Teaching Profession

Studia Paedagogica, a Scopus-databased journal (www.studiapaedagogica.cz), publishes four issues a year, two in English, two in Czech. The most recent English-language special issue (2/2020) is themed 'The Changing Status of the Teaching Profession'. It contains nine articles whose authors deal with the theme from a wide range

of perspectives, including governance of the teaching profession, role of teacher unions in the context of new professionalism, erosion of trust in teacher professionalism, and biases in teachers work. Full articles are downloadable at

<https://www.phil.muni.cz/journals/index.php/studia-paedagogica/issue/view/192>

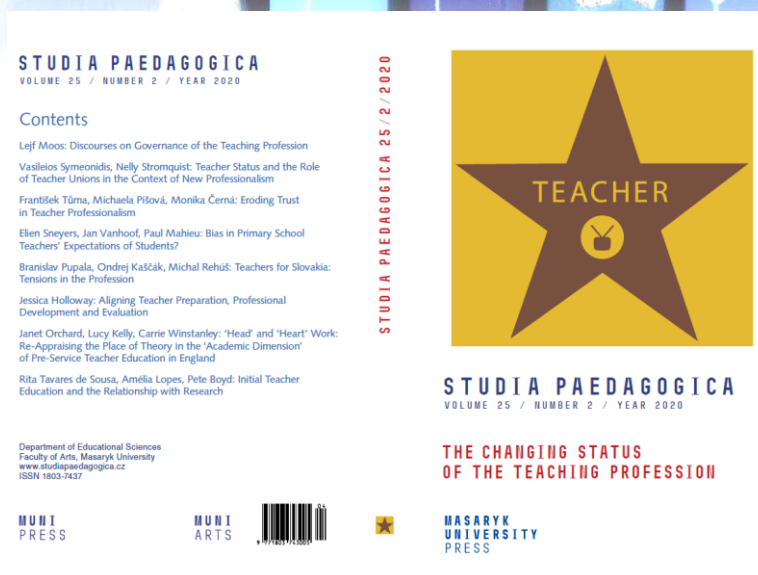
New special issue in preparation: Professional Decision-making in Education

The journal is planning a new special issue (2/2022) that will be co-edited by two ENIRDELM members, Kristin Vanlommel and Milan Pol. The theme is 'Professional Decision-making in Education'. The complete call for papers is available at

<https://www.phil.muni.cz/journals/index.php/studia-paedagogica/announcement#decision>.

ENIRDELM members are most welcome to consider submission of an article. We would welcome your sharing this information among your colleagues and professional networks.

Milan Pol



Looking for cooperation partners

Sandra Rone

Dear friends!

Thank you for interest what we are doing.

I am currently working in the Humanitarian Institute for a researcher and writing part of a book on Young people forgotten humanism in their Citizenship development together with academics and researchers from 8 countries for Routledge publishing. I conducted a serious study on citizenship, democracy issues in Latvian universities - a total of 422 respondents.



Sandra Rone

I have been working for 1.5 years in the Jurmala City Council unit and have been leading the Centre for the Development of Inclusive Education. I am looking for cooperation partners in European Inclusive centres. Inclusive education is linked to the inclusion of pupils from special education programs in general education programs, which is innovative in Latvia. As of September 1, this year, education policy demands a change in the attitudes of teachers towards the inclusion of pupils. Consequently, there is an increasing need for awareness and knowledge that such children should be adopted in general education schools. I am looking for cooperation partners on these issues so that one of the ideas can be implemented within the framework of the projects.

I'll be grateful for your recommendations.

Keep in touch!

From lockdown to Leadership for learning



Peter Van Iseghem

Leadership development Catholic Education Flanders project leader Prof (professionalization of novice school leaders)



Peter Van Iseghem

Just before the lockdown (in March 2019) we organised a dialogue day for our training for novice school leaders (ProfS). All those involved in the training came together to think about: our vision on the training, the themes we work with and the goals we are trying to achieve.

From now on, our training will focus even more specifically on the objectives we organize in each session. At the beginning of each session in each training year, we want to explain why we bring the content, what the intention is and how it fits into the curriculum of the training and what meaning it can have in our own school practice.

Shortly afterwards, Covid-19 struck and we cancelled most of the sessions. In June, we brought all participants of each training year together online (to validate and encourage them). In September of the current school year we started again but since October we switched to online session (blended



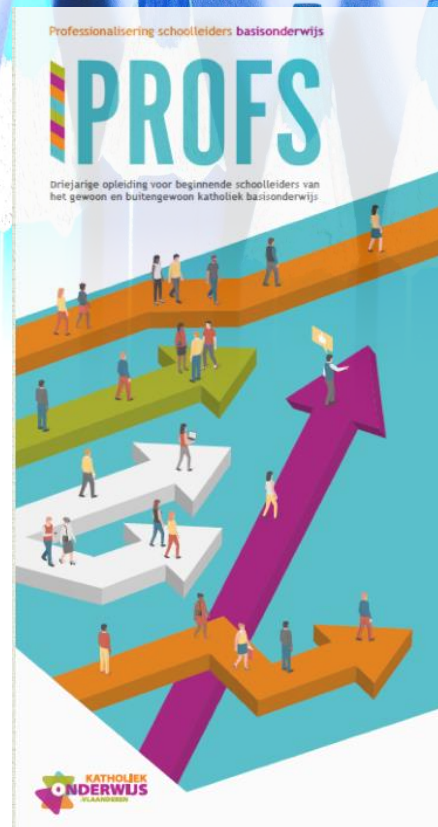
Starting school leaders during a personal leadership session - September 2020 Ghent - Flanders

learning). In the meantime, we have also managed to bring the reflection groups together online in a qualitative way

In the lockdown period we continued to work on our leadership development. From the Erasmus+ project we continue to work on the concept of leadership for learning. (Ellen Daniels et. al.)Based on scientific evidence, we clustered five themes that provide direction for this concept. Tools were developed for each concept. In all cooperating countries these tools are now being tested and we are collecting feedback. In addition, we are also working on a platform on which we will present these

tools. At the end of 2021 we will finalize this concept with some European courses.

The contents of this concept will also be further used within our organization in the vision development on leadership development



A snapshot of some interesting spaces developing in Flanders

by Herman SIEBENS, PhD

Recently, the importance of citizenship as a social value and educational goal has been increasingly emphasised in education, also in Flanders (Belgium). This may follow from the decline of the 'big stories' in our Western European societies. Usually this is described in terms of knowledge: knowledge of the structures of the state, of the democratic institutions, of the role of police and justice, of general



legislation, of the 'cultural canon', of the cultural values considered central. But those who are involved in educating children and young people experience that they must first and foremost be trained to behave in a socially acceptable way. The 'blurring of norms', referred to by Arendt as 'thoughtlessness' (a combination of thoughtlessness, short-sightedness and indifference), demands that our young people learn to think critically, in line with the tradition of Enlightenment thinking.

Ethics teaches us that this learning process should not only be a process of learning external norms and rules, but should be a process of intrinsic understanding and acceptance of socially acceptable and responsible - ethical - actions and attitudes. The importance of autonomous reflection can hardly be overestimated here. In our new book 'Et alors?' we clarify how empathic capacity, participation and social consultation, and considered assertiveness play a crucial role in an attitude that fights thoughtlessness.

An analysis of and reflection on thoughtlessness leads us in this book to two domains that are close to our hearts: ethics and education. We conclude our reflection with a chapter in which we reflect on how education at all levels can contribute to minimising thoughtlessness in the next generation.”

Currently, I’m developing a partnership with the newly established Hannah Arendt Institute (Mechelen, Belgium), which, with the necessary academic support from various Flemish universities, focuses on understanding and combating the problems of diversity, racism, exclusion, polarisation, social disconnection, learning networks, the role of the police, and so on. Training and education will also play an important role in this. This book is expected to be published jointly by the Institute in 2021.

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Empowering Multiculturalism and Peacebuilding in Schools'

by Dr. Soner Polat and Gizem Günçavdı Akdağ



With modern globalization and technological improvements, people from different cultural backgrounds have more opportunity to interact. These differences can be seen across various communities, from familial to organizational, so peacekeeping strategies become essential when navigating global communities. Since these various cultures collect in schools, teaching students to become peacemakers by encouraging skills that include intercultural communication, intercultural sensitivity, and intercultural competence are essential for structuring a peaceful and harmonious society.

Empowering Multiculturalism and Peacebuilding in Schools



is an essential research publication that provides comprehensive research on peacebuilding and multiculturalism in terms of educational organizations as well as the skills that need to be taught to students in order to promote peaceful interaction and inclusivity.

Sixteen authors from three different countries and many different universities have discussed a wide range of topics such as cyberbullying, restorative instruction, and intercultural education. Thus, it is clear that this book is ideal for teachers, academicians, administrators, principals, professional development experts, curriculum designers, researchers, managers, and students.

The many academic areas covered in this publication include, but are not limited to:

- Cyberbullying
- Discrimination
- Educational Environment
- Higher Education
- Intercultural Education
- Peace Building Leadership
- Peace Education

- Prejudice
- Restorative Instruction
- School Conflict.

The editors and authors are expecting this book contribute to world peace and peaceful days.

May the peace and love be with us!"

<https://www.igi-global.com/book/empowering-multiculturalism-peacebuilding-schools/238471>

Ars. Gor. Gizem Günçavdı Alabay / Res. Assist.
Gizem Guncavdi Alabay
Bursa Uludağ Üniversitesi/ Bursa Uludag University
Eğitim Fakültesi/ Faculty of Education



Memories from Ljubljana 2019



Hugo Winnelinckx and Kjersti Lien Holte is sharing experience



Some of the participants are taking part in a questioning after a lecture

So this is Christmas...

Roger Sträng

So this is Christmas... the late John Lennon once expressed to the world in one of his most famous songs. He continued saying that another year was over and a new one just begun. Right now, I am sure we all hope for the new year of 2021 to begin and eventually free us from the coronavirus pandemic. When I was young, I spent time in the Middle East as a UN-soldier. I was stationed in Lebanon, where there was a civil war going on



for years. Society however functioned rather normally. Over time, people had become accustomed to the situation. Everything was possible, but most things were of course not available – because of the situation!

This may sounds a little odd, but apart from the tragic consequences of challenging disasters there may also be new opportunities for development and learning of a kind that otherwise most probably would not have happened. In my case, despite increased expectations and demands for digitalisation, as a lecturer I proceeded in a traditional way with teaching and group assignments. As a researcher, I networked with colleagues, both close up and far away. I participated in seminars and conferences in various places. Sometimes it was a lot of traveling. One of the highlights of the year was the annual ENIRDELM conference, which in 2020 was scheduled for Norway. Due to the situation, it did not happen.

On the other hand, just a few months ago, I was both ignorant and sceptical of using digital possibilities in my daily work. I did not see the benefit, nor did I want to change my routines. Now I spend my working days mostly on digital platforms and constantly discover new ways of usefulness. This does not mean that I do not long to meet my students again in a lecture hall - but I must confess that I feel a little euphoric when I press the Zoom button! I teach coaching and mentoring. Before I had a preconceived idea that it could not work digitally. But it does! I promise! When the students and I meet on our computers, there is a feeling that we in a way actually are in the same room. We have learned to handle the situation!

When you read this, you may think that these notes are not worth paying attention to. Today we live our lives more or less behind our screens. Yes, of course, we do - but collective learning and knowledge sharing still require a deeper awareness of what technology can provide us with. I think we are just on the threshold of a new era. I don't think and I don't wish that everything will go back

to zero after the pandemic. Maybe the next ENIRDELM conference could be innovative in this way. It is an excellent opportunity.

I am writing these lines to you from my kitchen table. The home office is a natural place for most people around the world. I live in Sweden and work in neighbouring Norway. Traveling across the border in this time means, to say the least, difficulties. In any case it's just another consequence of the situation! Wishing you all a Very Merry Christmas!



Halden, a little town in Norway – close to the Swedish border, but here is one of the campus for the University College, Østfold



The fortress in Halden, Fredriksten, was built to guard Norway from the Swedish!

We are very happy about our Swedish friends today, - as a brotherhood of Scandinavian people.

Here is a view from the fortress

What's been happening in Riga, Latvia

by Signe Neimane



The year 2020 will always stay in my mind, it is such a strange year. We started very well with our Erasmus+ project,)“Coaching for staff professional development” (CoDe)) learning visit to Sheffield to explore how coaching works both in schools and business organisations. Milan and Mirka from Masaryk University are also partners in this project. The main goal of our project is to develop a resource book (including techniques, methodologies, instruments, case studies etc) for school leadership on how to use coaching in staff professional development.

March 13 was the day when everything stopped in Latvia. All schools went for remote learning, teachers and school leadership needed active help how to manage this situation. Short workshops for teachers on how to use Microsoft Teams and Zoom were developed and school leadership teams were activated to share their experience on management and leadership issues. We survived and summer came with new hope.

Our schools started a new school year on September 1, with some restrictions, but face to face. Unfortunately, it wasn't for too long – forms 7 – 12 are on remote learning again since middle of October.

Lessons learnt from this situation:

Everybody can learn and get knowledge and competencies in a very short time of period if it is needed (practical use of ICT)

Normal curriculum doesn't work if teachers have to run lessons both remotely and face to face

Remote learning asks more time for preparing the lessons, but in many cases the quality is less than face to face lessons

Meetings organised by school leadership to teachers or local School Board to school leadership are now remote, saving both time and money

ENIRDEM Newsletter contribution 2020

by Dr Danuta Elsner

In October, regardless of the pandemic, our publishing company Wolters Kluwer Poland (specialising in, among other things, educational publications) successfully organised our annual congress. It was an on line gathering. Alongside the conference, we organised a competition for the title of ‘Super School Director 2020.’ May be this is a solution for the next ENIRDELM conference!



The conference attracted several hundred people in front of computer who could not only listen to the speaker’s statement but also discuss it with them in a real-time chat and after congress. The dominant theme was school online work.

On the other hand, the competition attracted several dozen application from all over Poland. The title of Super School Director 2020 was awarded to a women, a head of a primary school located in the village of Upper Silesia Region (south part of Poland). The jury of the competition was impressed with the achievement of students, teachers and school community. This means that the location of a school does not matter if the head has a great vision and an excellent team.

Dr Danuta Elsner,

member of an editorial board of professional journal “The School Director” (Wolters Kluwer Poland)



*The coast of
Fredrikstad is
an area for
recreation
and happy
days*

NEWS FROM FINLAND

by Jukka Ahonen

Hello dear ENIRDELMERS,

What a pity that we could not meet each other in September in Norway. Hopefully, there will be a conference next autumn in Fredrikstad.

This year has been extra strange in every country - also in Finland. As I wrote in the last Newsletter our pupils and students worked in Teams and Zoom almost the whole spring period. That meant a lot of extra work not only to students but also for our teachers and principals. Only children in nurseries and pupils in grades 1-3 went normally to school and kindergarten. The Covid-19 situation was quite good during the summer and in August we were able to continue the work in schools normally. Until now schools have been open normally. Just last week our authorities determined that all adults and students over 15 year should wear masks during schooldays. We have to wear masks also in shopping centers, theaters, concerts etc. The organizers are allowed fill only 40-50% of the seats in theatres and concert halls. Authorities beg each citizen to take responsibility for her/his behaviour by disinfecting hands, using masks and not organizing private get-togethers over 20 people.

Practically all principals' training has been changed to distance learning in Finland. For instance, University of Helsinki (our ENIRDELM Friend Tapio Lahtero) and University of Jyväskylä (E-friends Mika Risku and his colleagues) have offered very good courses. Training programs of School Leadership and Management have been so popular that the above-mentioned universities were not able to accept all the eager principals and teachers to attend.

Universities and Finnish National Agency for Education Services have carried out research on the effects of Covid-19 in schools. I have chosen some quotations from the research.





Researchers investigate the impact of the Covid-19 exceptional circumstances on schooling and student well-being in Finland

Launched in May as a collaboration between the University of Helsinki and Tampere University, the study examines how schooling, teaching and well-being have been affected by the exceptional circumstances that were introduced in Finland due to the COVID-19 pandemic. Data was collected through surveys that were distributed to basic education schoolteachers and other staff, students and their parents or guardians.

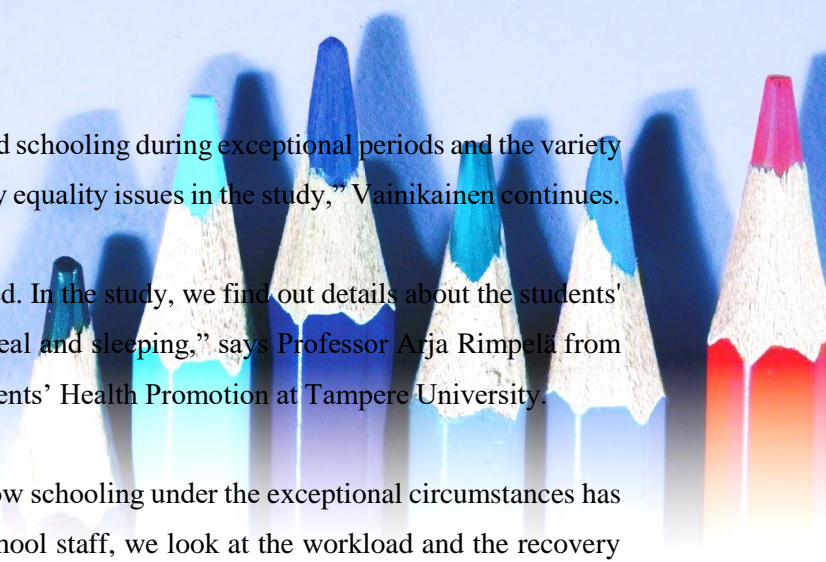
As a result of the exceptional situation caused by the Coronavirus, Finnish basic education schools quickly switched to distance education. Now, researchers aim to find out how teaching has been organised under the exceptional circumstances in order to support the development of the practices of education organizers and schools.

An overall picture of the effects of exceptional circumstances on education

The nationwide study examines how the COVID-19 situation has affected children's education, the work of all those involved in school-related activities and the well-being of families. The aims of the study are to provide an overall picture of the impact of exceptional circumstances on school attendance and to collect information in preparation for the next school year.

“From the perspective of teachers' work, we are looking at the collective practices in schools: how teachers' work was supported by principals and other teachers. Further, we are interested in knowing what kind of lessons for the future can be learned from this exceptional spring semester,” explain Professor Risto Hotulainen and Postdoctoral Researcher Raisa Ahtiainen from the Centre for Educational Assessment at the University of Helsinki.

“The Finnish school system is strongly based on the principle of equality in education. However, achieving equality in education during exceptional circumstances has not been self-evident. For example, teaching arrangements and availability of digital devices used for learning (e.g. personal laptops) have varied from school to school, so some arrangements have required more work and financial resources from families,” states Mari-Pauliina Vainikainen, Associate Professor, leader of the Research Group for Education, Assessment and Learning at Tampere University.



“The implementation of support for learning and schooling during exceptional periods and the variety of assessment practices are also examined as key equality issues in the study,” Vainikainen continues.

“Well-being and learning are inextricably linked. In the study, we find out details about the students' distance school days, such as eating a warm meal and sleeping,” says Professor Arja Rimpelä from the Research Group on Children's and Adolescents' Health Promotion at Tampere University.

“With regards to parents, we want to find out how schooling under the exceptional circumstances has burdened them. From the perspective of the school staff, we look at the workload and the recovery from that work during the COVID-19 situation,” Rimpelä continues.

Survey for staff, students and parents

Data was collected in May through electronic surveys that were distributed to the rectors of all Finnish basic education schools, teachers, members of student welfare services and other people working with students in the schools, 4th to 10th grade students and parents or guardians of the 1st to 10th grade students. The school situation will continue to be monitored during the 2020–2021 school year.

The study is carried out in collaboration with the Research Group for Education, Assessment and Learning (REAL, Tampere University), the Research Group on Children's and Adolescents' Health Promotion (NEDIS, Tampere University) and the Centre for Educational Assessment (CEA, University of Helsinki). The research is funded by the Ministry of Education and Culture.

Contact

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Students experienced distance learning in different ways

The first results of the study showed that distance learning divided students. Some students reported that distance learning had suited them well and they felt that learning at home had been more effective than at school. However, nearly half of 7th to 9th grade students and a third of elementary school students reported that they had learned less than usually during distance learning.

“Despite the fast transition period, distance learning went technically surprisingly well, so if distance learning is realized again, the focus should be on the content of learning and supporting students



individually,” say Sanna Oinas, PhD student at the University of Helsinki, and Professor Risto Hotulainen.

In terms of students’ daily life, responses focused on internet usage. As many as a quarter of 7th to 9th grade students and one in ten elementary school students reported having stayed online too late every day or almost every day. The majority of those who studied at home had eaten a hot meal daily, but only about three-quarters of 7th to 9th grade students had gone out daily or almost daily and two-thirds had exercised for at least half an hour.

Differences in practices between schools were large

The initial results of the study tentatively confirmed the researchers' suspicions that equality in education was not achieved as well during the exceptional period as under normal circumstances.

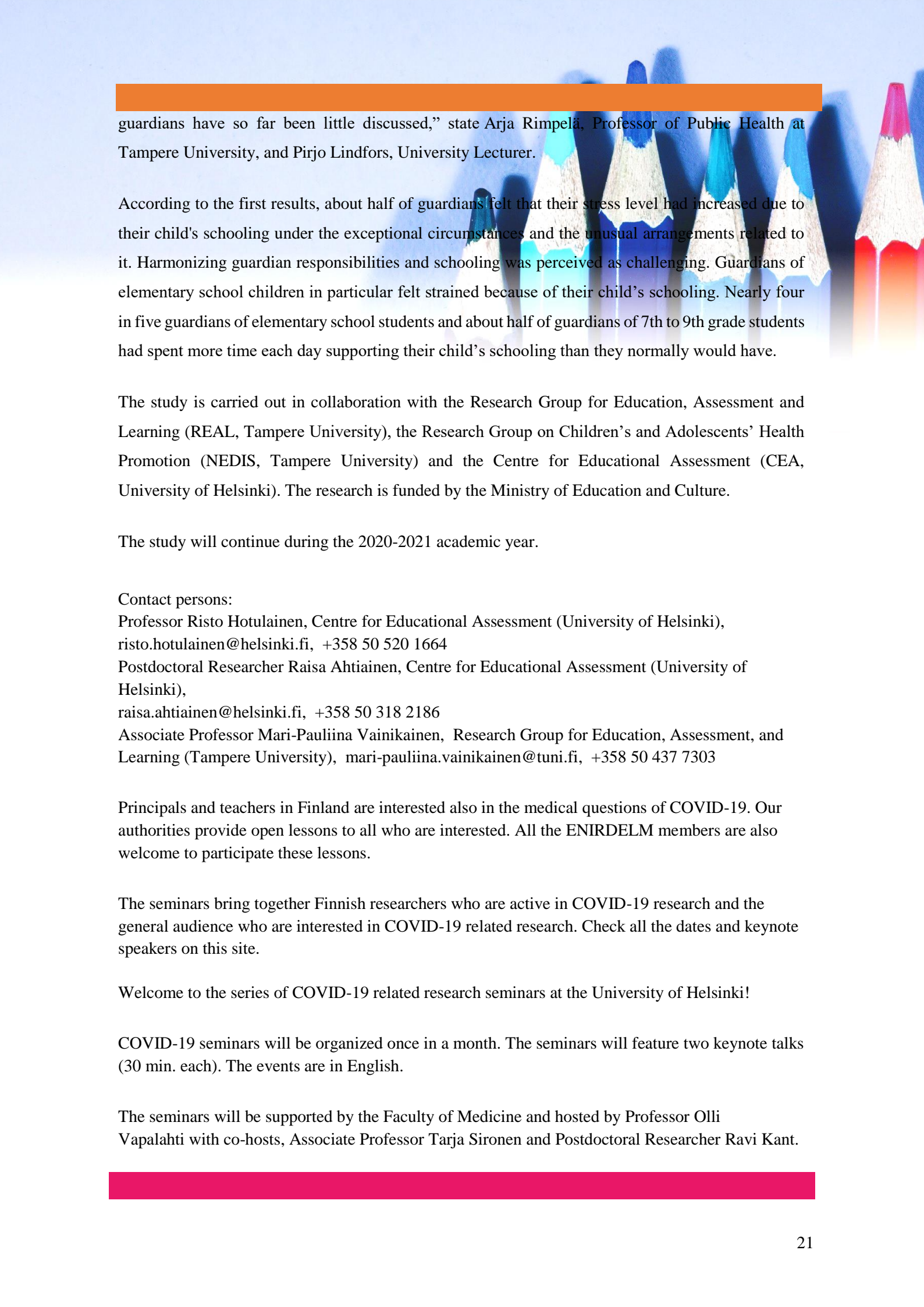
“About a quarter of teachers and principals said that the school had jointly decided on looser assessment practices or that student grades should not be lowered, while more than half of the schools did not have such guidelines in place. In every fifth school, assessment practices were not agreed upon at all,” says Mari-Pauliina Vainikainen, Associate Professor at Tampere University.

In most schools, the aim was to arrange teaching according to the school timetable as much as possible, meaning that the teacher was to be regularly available to students. However, as many as one-fifth of 7th to 9th grade students said that video-based teaching had not been provided at all in their mother tongue, mathematics and A1-language courses. There were also big differences between schools with respect to how schools had been able to provide their students with the digital equipment they needed to study. About a third of parents said family members had taken turns using the equipment.

“It is also worrying from the point of view of achieving equality in education that, according to principals, teachers and parents, support for learning and schooling was provided less than normal,” state Meri Lintuvuori and Ninja Hienonen, who work as researchers at both the Tampere and Helsinki universities. “In particular, there was considerable variation in parents' responses to the exceptional period, although parents who responded to the survey were normally moderately satisfied with the support their child received.”

Schooling under the exceptional circumstances strained guardians

“During the corona spring, guardians have had to take more responsibility for their children’s schooling than usual. However, the effects of the exceptional circumstances on the activities of



guardians have so far been little discussed,” state Arja Rimpelä, Professor of Public Health at Tampere University, and Pirjo Lindfors, University Lecturer.

According to the first results, about half of guardians felt that their stress level had increased due to their child's schooling under the exceptional circumstances and the unusual arrangements related to it. Harmonizing guardian responsibilities and schooling was perceived as challenging. Guardians of elementary school children in particular felt strained because of their child's schooling. Nearly four in five guardians of elementary school students and about half of guardians of 7th to 9th grade students had spent more time each day supporting their child's schooling than they normally would have.

The study is carried out in collaboration with the Research Group for Education, Assessment and Learning (REAL, Tampere University), the Research Group on Children's and Adolescents' Health Promotion (NEDIS, Tampere University) and the Centre for Educational Assessment (CEA, University of Helsinki). The research is funded by the Ministry of Education and Culture.

The study will continue during the 2020-2021 academic year.

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Principals and teachers in Finland are interested also in the medical questions of COVID-19. Our authorities provide open lessons to all who are interested. All the ENIRDELM members are also welcome to participate these lessons.

The seminars bring together Finnish researchers who are active in COVID-19 research and the general audience who are interested in COVID-19 related research. Check all the dates and keynote speakers on this site.

Welcome to the series of COVID-19 related research seminars at the University of Helsinki!

COVID-19 seminars will be organized once in a month. The seminars will feature two keynote talks (30 min. each). The events are in English.

The seminars will be supported by the Faculty of Medicine and hosted by Professor Olli Vapalahti with co-hosts, Associate Professor Tarja Sironen and Postdoctoral Researcher Ravi Kant.



Due to the current ongoing pandemic and recommendations by University of Helsinki, the seminars will be held in remote mode via Zoom.

Zoom-link for seminars:

<https://helsinki.zoom.us/j/65882013425?pwd=a2dBY1V5YjkrTVdUTQwL3JFQ1pDZz09>

Meeting ID: 658 8201 3425

Passcode: 123456

Upcoming seminars: 8.12.2020 at 12–13:

Adenovectored COVID-19 vaccine

Kalle Saksela, Professor, University of Helsinki

The Department of Virology

Hijacking the host cell molecular highways

Markku Varjosalo, Research Director, University of Helsinki

Research group: Molecular Systems Biology

19.1.2021 at 12–13: COVID-19 immunity

Ilkka Julkunen, Professor, Institute of Biomedicine, University of Turku

Wastewater-based surveillance of SARS-CoV-2

Tarja Pitkänen, Associate Professor (environmental health), University of Helsinki, Chief Specialist, Finnish Institute for Health and Welfare

16.2.2021 at 12–13: The COVID-19 host genetics initiative: a global effort to identify genetic factors of COVID-19 susceptibility, severity, and outcomes across > 200 studies worldwide

Andrea Ganna, EMBL-group leader at FIMM, University of Helsinki

Coagulation and inflammation - implications in COVID-19

Riitta Lassila, Professor in Coagulation Medicine, University of Helsinki

Finally, I would like to send my warm regards to every ENIRDELM member. I hope we can take good care of our health and work responsibly during this unusual time. Especially I wish all the energy to our FINE BOARD and Newsletter EDITORS! Next year in Norway!

Jukka Ahonen, Finland, ENIRDELMER from 1994

Snapshot of what is currently happening in England and Wales

by Gerald Dunning (University of South Wales)

The Covid-19 virus made 2020 a year of considerable disruption and uncertainty for school leaders in England and Wales. Schools in both countries closed in the final week of March for all students other than those whose parents were key workers and those deemed at-risk, with learning subsequently being delivered on-line. English schools remained closed until September while schools in Wales opened for three weeks in July with reduced attendance, not for normal lessons but in order that pupils could at least receive three days of face-to-face feedback on their work from teachers. Provision of on-line learning has significantly exacerbated inequalities between learners within the school system. Some students don't have access to adequate IT equipment or have to share resources also in demand by other siblings or parents working from home and in some rural parts of England and Wales broadband reception is very poor. Also, students whose parents are not actively supportive of their children's education may have learned little if anything for almost six months. In addition, an increasing number of outbreaks of Covid-19 since September have resulted in partial closures of schools or pupil and teacher absences due to illness or compulsory isolation with further interruption to learning. Many teachers continue to be concerned that they are inadequately protected from infection by lack of appropriate equipment or the physical layout of classrooms.



National examinations for 16 and 18 year olds, normally scheduled for May-June, were cancelled and student grades were, instead, to be based on teacher assessments. However, governments then determined that these were to be adjusted by an algorithm. The amended outcomes, particularly as they applied to 18 year-olds' 'A Level' exams in England generated considerable hostile criticism from students, parents and teachers since many students received grades which were not just one but often two or more levels below teacher assessments made earlier in the year. Because universities offer students provisional places which are dependent on actual A Level results, the algorithmically-amended grades meant that many students lost hoped-for places and were left to scramble for alternative options in competition with thousands of other candidates in a short window of opportunity. The subsequent decision of education ministers to overturn the algorithm grades in favour of the original teacher assessments then created further confusion and anger. National

examinations for 16 and 18 year-olds in 2021 have now been cancelled in Wales in favour of a moderated system of teacher assessment (without algorithms!) but, to the frustration of many heads and teachers, no decision about their future has yet been made in England.

Research commissioned and published very recently by one of the largest school leader professional associations indicates that the demands of managing the Covid-19 pandemic has had significant adverse effect on headteachers' morale. 47% of heads interviewed said they were seriously thinking of quitting their roles once the pandemic was under control, citing greatly increased work pressures due to additional management responsibilities, teacher absences, lack of clear or adequate guidance from government and resulting stress and exhaustion. 70% reported that they were much less satisfied in their roles than this time last year. An effective vaccination cannot come soon enough!

As I write, this will be my last contribution as a legal EU citizen since the UK leaves the community in six weeks time, though I remain intellectually, spiritually and morally a committed European first and foremost. Interestingly, a recent poll suggests that British attitudes in the light of the abysmally poor management of Brexit by the UK government may be shifting with 54% of people canvassed saying they thought remaining in the EU would be a good thing. Sometimes the cavalry comes riding over the hill just too late! Until happier times.

We hope we can welcome you to Norway in 2021!



A flash from Fredrikstad, Norway, for the next ENIRDELM session.

From our Swedish friend

Kamran Nandar

Dear Friends,

It was sad not to be able to meet you and other members of the ENIRDELM family at an annual conference. Fortunately, however, it has been possible to do some collaboration with a new friend I made at the 2019 Conference in Ljubljana. Knut Ove Asoy from Oslo Metropolitan University, Norway and I have had a number of very interesting and fruitful online conversations. These resulted in us starting to write an article together on the theme of “Corona and civic wisdom – a conversation with the transcendence”. This led to a Danish journal, “Studies in Philosophy of Education”, deciding to dedicate a special issue to the topic of “Post-colonial education: What lessons can we learn from the pandemic?”. As a next step, Knut Ove and I are looking to co-editing an anthology on an integrative approach to life and education based on the coming together of rational, existential, ethical, and aesthetical perspectives. We can see that the pandemic has forced us to look at developmental needs, pertaining to our deepest humanity, both in terms of our individual inner lives and in relation to a global social order. It is now clearer than ever before that we have, as humankind, arrived at a historical turning point. For human civilization to develop beyond this point, we need to transcend in many senses, and break away from the past. The call is for transformation, not more of the same, not even in more refined forms. One of the founding members of ENIRDELM and its long-time Secretary, David Oldroyd, did his all to introduce such considerations into the ENIRDELM agenda. We hope that new generations of the ENIRDELM family will carry on the work.



Wishing you joy in your important work and looking forward to meeting again in 2021

Kamran Namdar

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Challenges for Polish School Leaders

by Dorota Ekiert-Oldroyd

The recently appointed Minister of Education, a right-wing member of the ruling party, has a very traditional view of the role of women. This is at a time when protests led by women are continuing all over Poland against the extreme anti-abortion legislation just approved by the Constitutional Court. The Court is already stacked with ruling party appointed loyalists – a point of contention with the EU. The Minister requires School Leaders to report any teachers who appear to support the protestors or take part themselves in the protests. This requirement has been largely ignored and has further inflamed anti-government sentiment.

The same Minister, an outspoken homophobe, has officially proclaimed that LGBT people should not have the same rights as the rest of society because their sexual orientation is an ideology not a natural occurrence. He has announced that the school curriculum must be changed to increase the focus on Catholic values including the reading of the works of Pope John Paul II. In addition, these changes are going to be applied in higher education, including teacher training, where the Minister believes that too much left-wing propaganda is evident. Many see the new Minister as more dangerous than Covid-19!



Fredrikstad were we hope the next ENIRDEM will take place, is a city of sun and sea and riverand people!

Updates on Kristin's new role

Kristin Vanlommel

Dear Enirdelm-friends,

I hope you are all doing well in these challenging times.

I was asked to tell you a little more about my new job as Professor of Education at the University of Applied Sciences in Utrecht (the Netherlands). I am leading a newly started research group for Driving Educational Change. Our research focuses on educational change processes and the competences teachers need to drive

change. We pursue evidence-informed and goal-oriented development, implementation and evaluation of changes, to strengthen the sustainability of educational change and ultimately to improve learning.



Our main research strand aims at developing a strong theoretical foundation for educational changes, while building on empirical research. What can we learn from various change processes in varying contexts? When do we consider change to be long lasting and what role should teacher and school leaders play? Our goal is to steer educational change in an evidence-informed way. We look at various types of changes, such as those aiming at internal development versus external accountability, within various themes and in relationship to different educational sectors.

At this moment, Milan and I are also editing a special issue around Professional Decision-Making in Education for *Studia Paedagogica*.

Stay safe!

Kristin Vanlommel

Supporting tools in the field of students' working tools

Izabela Cytlak PhD, izabela.cytalak@amu.edu.pl

Joanna Jarmużek, PhD jarmuzek@amu.edu.pl

Department of Educational Policy and Civic Education, Faculty of Educational Studies, Adam Mickiewicz University in Poznań

Since 2018, at the Adam Mickiewicz University in Poznań, Poland, at the Faculty of Pedagogical Studies, in the Department of Educational Policy and Civic Education, we are running the project "Support for local government units in education management in the Greater Poland voivodeship, aimed at the development of schools and students' competences" under task 2.10 High quality of the education system, POWER. The project manager is Izabela Cytlak. The main goal of the project is to raise the competences of

local government representatives from the Greater Poland Voivodeship in the field of education by implementing training and advisory and methodological programs, as well as improving the quality of education and supporting tools in the field of students' working tools. We assume that one of the results of the project is the increase of readiness of the participants to support the comprehensive educational point of view and the improvement of skills in management of education at different levels: planning, modifying and creating conditions for implementing corrections in the local educational policy and monitoring strategic plans, as well as analysing and assessing the implementation of educational tasks. It is especially important in the event of the Covid-19 pandemic threat.

During the project, the representatives of strategic groups were involved in the project in the selected local government in Greater Poland:

- persons responsible for making management decisions in local government units in the field of education (presidents, mayors, starosts, village heads, deputies and their management staff in the local units),
- operational employees performing tasks in the field of education in local government units (directors / heads of education departments, education inspectors, treasurers, employees dealing with financial



planning and budget analyzes, employees of economic and administrative teams of schools, councilors from education committees). students and parents (taking part in the educational debates).

As part of the project, we have implemented the following activities:



- trainings on creating a local plan for improving the quality of educational services and supporting schools (kindergartens) in the development of key competences (105 hours),
- consultancy in the process of creating a local plan for improving the quality of educational services and supporting schools (kindergartens) in the development of key competences of students (32 hours),
- implementation of a local quality improvement plan in schools, kindergartens or institutions for which the LGU participating in the project is the leading body and covering the process of supporting these schools,
- 6 collaborative networks using the platform were launched.

The result of the participation of local government units in the project is:

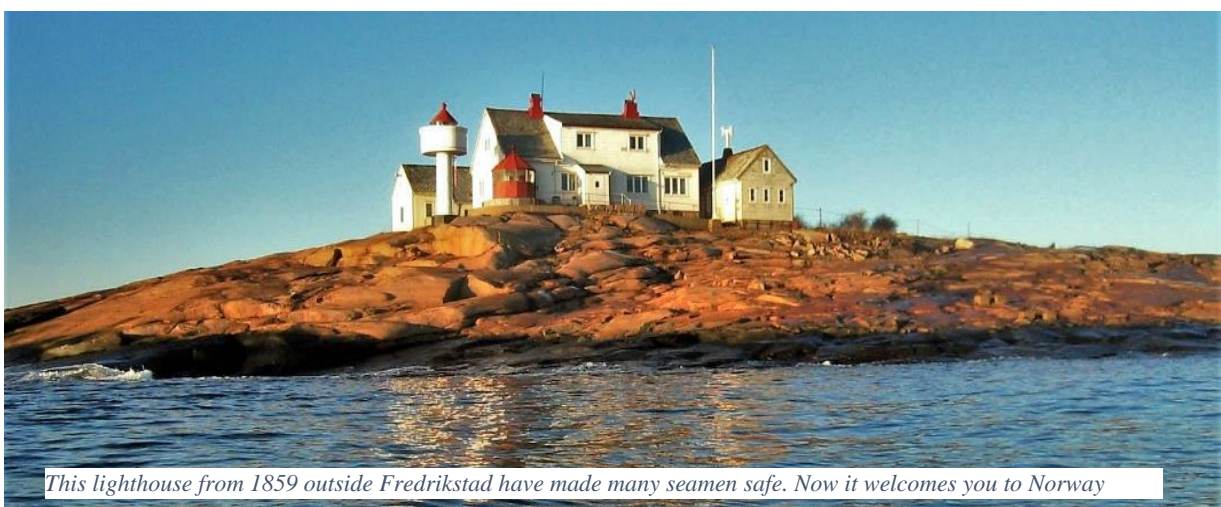
- a developed local plan for improving the quality of educational services and supporting schools in the development of key competences,
- implementation of a quality improvement plan in selected schools, kindergartens and institutions,
- the process of increasing the quality of educational services in the development of students' key competences,
- the process of increasing the competence of the staff in improving the quality of educational services.

Currently, until September 2021, the project effects are being evaluated.

Another area we deal with is the preparation of teachers to perform leadership roles in education and empowering them to act as directors of schools and educational institutions¹ in Postgraduate Studies in Educational Management, managed for the last almost twenty years in the Department of Educational Policy and Civic Education, at the Faculty of Pedagogical Studies at the Adam Mickiewicz University in Poznań. The head of the Postgraduate Studies in Educational Management is Izabela Cytla. The task of the Postgraduate Studies in Educational Management is to prepare highly qualified management staff in the field of managing all kinds of educational institutions. Graduates of our studies gain knowledge, competences, but also tools for supporting management and educational leadership. All of the participants have the opportunity to prepare a portfolio with materials and tools useful for managerial work. After graduation, we provide our graduates with expert support (consultations, diagnosis, training) in their professional path. Additionally, for those interested in postgraduate studies, we offer a program of managerial internships/hospitals in various types of schools and educational institutions.



¹ Polish law requires qualifications to perform director functions in education



This lighthouse from 1859 outside Fredrikstad have made many seamen safe. Now it welcomes you to Norway

