

Book of abstracts

29th annual ENIRDELM digital conference from
Norway

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Topic:

Democracy and Educational Leadership



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

Welcome

Welcome to the first digital conference in the ENIRDELM network. The times of Covid 19 have forced us to find new ways of doing network. I am really sorry for not welcoming you in real life in Norway. We had everything prepared. That is just how it is. I am grateful for those of you who have made the effort to send in abstract to the conference and preparing presentations. Even if we have a great key note speaker this year, the conference would have been nothing without the valuable contribution you have done. So thank you every one of you.

In this book of abstracts, you will find the accepted abstracts for the conference. Here you can read more about what is behind the headlines in the program. Hopefully this book will help you to find out which session you would like to join to listen to and discuss different sides of Democracy and Educational Leadership. I wish you all good luck with your presentations and a great conference regardless the digital frame. I wish you all good luck with developing thoughts, actions, policy and models for more democracy and educational leadership.

Yours sincerely,
Kjersti Lien Holte

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Et Alors !? An essay on Thoughtlessness.

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More and more the importance of citizenship is stressed as a crucial social value - in this we refer to the obvious case of the corona-epidemic, first half year 2020 - and therefore also as an educational goal. This is a response to a general feeling that our democratic society in many ways is in decline in terms of its social and cultural cohesion, and of prosocial behavior.

Usually education concerning citizenship is described in terms of knowledge: knowledge of the structures of the state, its democratic institutions, the role of the police and the judiciary, general legislation and so on. It looks very much like an integration course for immigrants.

But those involved in educating children and young people often experience that education is needed primarily in the right values, social norms, perspective taking and socially acceptable behaviour. The presumed 'blurring of traditional norms and values', causing a decline in the ethical sensitivity of youngsters as well as adults and referred to by Arendt as 'banality'

(described in this article as a combination of mental emptiness, short-sightedness and indifference), would follow among others from the decline of the 'big stories' in our post-modern societies, the growing importance of neo-liberal (social-Darwinist) thinking and the increase of an attitude of 'consumismo'. Ethics teaches that the learning process in question should not be a process about external norms and rules, let alone social institutions, but about autonomously reflecting on socially acceptable and responsible (ethical) actions and attitudes.

The competence of empathy turns out to be crucial for emotional intelligence, self-regulation and prosocial and responsible behavior. Accordingly (self-)critical reflection, an open, argumentative and non-violent dialogue and the courage to speak up or even 'blow the whistle' seem to be important competences to counter mental emptiness, short-sightedness and indifference and its effects, being the attitude of bystander and ethical disengagement.

Thus, all this needs to be taken into account when educating young people to become responsible adults (citizens, workers' leaders, employees etc.). This article takes Arendt's notion of 'thoughtlessness' as its starting point, from which notions as mental emptiness, short-sightedness and indifference, and the phenomena of bystander, ethical (moral) disengagement, cognitive discrepancy and affective dissonance, empathy and emotional intelligence, (self-)critical reflection, dialogue, whistle-blowing and mental flexibility are studied. All of this being related to acting responsibly. The analysis of and reflection on the phenomenon of mental emptiness herewith leads us to two domains which are dear to us:

ethics and education. This shows how much education - again - is an important key to solving a disastrously problematic situation in our Western European societies.

Democratic School Leadership and Democratic School Culture

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Proposed research will explore the relationship between democratic school leadership and democratic school culture in elementary schools. It is based on the present knowledge that principals have significant role in the process of school change. The purpose of the research was to determine in what extent is perception of elementary school teachers about presence of characteristics of democratic school leadership connected to their perception of presence of characteristics of democratic school culture. There were 651 elementary school teachers from Zagreb and Zagrebačka Region involved in the research. The research was conducted by fulfilling questionnaires with two instruments: Instrument for measurement of characteristics of democratic school leadership (Pažur, 2020) and Instrument for measurement of characteristics of democratic school culture (taken over by Spajić-Vrkaš, 2016). According to the teachers' perception, principals in Town Zagreb and Zagrebačka Region are implementing moderate to many characteristics of democratic school leadership. While talking about school culture characteristics, the perception of teachers is that, there is a moderate level of democratic characteristics. Finally, the research has determined statistically significant high positive correlation between teachers' perception of presence of characteristic of democratic school leadership and presence of characteristics of democratic school culture. Key words: democratic school leadership, democratic school culture, authoritarian school culture, principal, teachers' perception.

Bilingual Teachers' Professional Capital

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Keywords: Minority language students, professional capital, professional community, bilingual teachers

The purpose of this paper is to examine and discuss bilingual teachers' professional capital. Drawing on a case study from a large municipality in southern Norway, we discuss teacher professionalism in relation to 'travelling teachers' who only have a few brief weekly encounters with students and colleagues. According to many scholars being a professional teacher is closely linked to being part of a professional community. They state that colleagues are the main source of innovation. By applying a triangulation design, bilingual teachers in our study were given a voice through personal interviews, combined with selected data from observations of the teachers during their working hours at the different schools. Our findings support previous research on bilingual teachers' participation in professional learning communities and suggest that bilingual teachers in some areas lack professional capital. Based on how BTs themselves experience their place within the professional community and on observations from their work in different schools, we ask: How can we understand BTs' professional capital? However, we find that the bilingual teachers in this study are in possession of essential and valuable competence not accounted for by the concept; consequently, we argue that the concept of professional capital has shortcomings in terms of providing a comprehensive and complete understanding of teacher professionalism. Moreover, this study - in alignment with earlier studies we have conducted - suggests that school-leaders' knowledge of and involvement in bilingual teaching and teachers are essential for ensuring democracy and equity in multicultural schools. Literature Hargreaves, Andy, and Michael Fullan. 2015. Professional Capital: Transforming Teaching in Every School. Teachers College Press. Spernes, K., & Fjeld, H. S. (2017). Vilje, men manglende handlingskraft-skolelederes forståelse av tospråklige faglæreres plass i skolens læringsfellesskap.

The efficiency of scientific congresses and their meaning for academics

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Purpose: The aim of the research is to determine the variety of activities in congresses, to reveal the reasons for the academicians in education faculties to attend scientific congresses, the meaning attributed to the concept of congress, the factors affecting the efficiency of congresses, and the advantages and disadvantages of online congresses compared to face-to-

face congresses. Method: The case design, one of the qualitative research models, was used in the study. ... participants from the education faculties of different universities were accessed using easy accessibility and snowball sampling technique. The data of the research are examined in the ICCA (2019) report, which are the top 5 countries in the ranking according to the number of congresses, the USA, Germany, France, Spain, the United Kingdom and Turkey, between 2019 and 2020, in the study of the programs of the congresses in different disciplines in accessible format and the open-ended interview technique developed within the scope of the structured interview technique. Other data were collected through the interview form. Content analysis was used in the analysis of the data obtained. Findings: The following activities stand out in the congresses: Parallel presentation sessions, posters, workshops, panels, invited speakers, thematic meetings, research trainings, special sessions conducted with subgroups such as graduate students, teachers, administrators and supervisors, field trips (school visits, meeting at the same table with the authorities at meals, bringing practitioners and researchers together in the rooms / tables in the specified subject areas and making them come up with ideas. Live access portals, interactive posters and interactive discussion platforms in online congresses were added to these. Majority of the participants stated that academicians should attend congresses, congresses have an important place in terms of following the studies in their fields, creating professional networks and transforming this into social capital, making themselves visible in the academic community and evaluating their studies. On the other hand, it has been stated that there has been a decrease in the number of qualified congresses in recent years and many congresses cannot meet these objectives. Among the reasons for choosing the participants for the congress are the quality of the papers in the congress, the expertise of the invited speakers, bringing together relevant disciplines in a thematic field, offering the opportunity to be published in qualified journals, the participation is economical and the place where it is organized allows for multiple interactions. In metaphors, the themes of professional development, socialization and developing professional relations and an application that went beyond its purpose came to the fore. Keywords: Congress events, congress preference, congress efficiency

What model of justice education is based on Rawls' concept of justice?

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This paper is based on the ideas of John Rawls, a 20th-century American philosopher, more precisely, on the »theory of justice as fairness«, which has been attached great importance by

the professional public. We will mainly consider the reformulation of his theory (originally published as *A Theory of Justice*, 1971), which was published in 2001 as *Justice as Fairness, a Restatement*. We will try to determine whether or not his thoughts reveal what model of justice education is based on his concept of justice. If the school system (and the society) want to fill young people with optimism and hope for a bright future, where they will be able to fulfil their goals, the school must be an environment in which young people learn to perceive each other as free and equal individuals. The school must help pupils expand their living space and develop their potential. The question about when pupils can perceive each other as equal may stem from Rawl's original position. We assume that pupils are—with differences in terminology in mind—equal to one another. If certain circumstances make them unequal and these principles are taken seriously, the school should make sure that equality is ensured at least in their original position (for example, children of immigrants do not speak the language of instruction—speaking such a language is a minimal requirement, without which good education cannot be provided). As the school system does not involve only pupils, the discussion on fair conditions of cooperation should also include teachers as well as parents of younger pupils. Under fair conditions, pupils, teachers, and parents appropriately suggest certain rules of justice and reject others, while considering Rawls' distinction between the rational and the reasonable. They have to compile a list of principles, and their original position is the »selection device«. If anyone claims that the list lacks certain principles, they have to be added, and the participants must reach an agreement.

Teachers' Views on Democratic School Culture

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Individuals are taught the skills they need to live in a free society in educational institutions. As a result, teachers and school principals must follow democratic principles and become role models for democratic attitudes and behaviors. According to studies, it is extremely difficult for school principals, teachers, and students to recognize and reconcile with one another when a democratic culture is not developed. However, achieving the school organization's objectives is feasible if all participants maintain a commitment to contribute to the school. The involvement of members of the school community in the management decision-making

process will help to maintain the willingness of members of the school community to contribute to the school's goals. The research's main goal is to find out what teachers think about democratic school culture and to provide useful and improvable suggestions. In this research, the phenomenology design from among the qualitative research patterns was used. The population involves the teachers who work in informal secondary education schools in Bornova/İzmir. The study group in the research includes 30 people chosen by using the purposeful sampling method. The data was collected by the semi-structured interview technique. Descriptive analysis and content analysis were used for the analysis of the data. Teachers often discussed the theme of "Individual Benefits" on the advantages of democratic school culture, according to the study's findings. The theme of "Objective Attitude" was emphasized as the role of school principals during the introduction of democratic school culture. The "Barriers Related to Teachers" theme emerged as the most common impediment to democratic school culture. Key Words: Democracy, School Culture, Democratic School Culture, school boards

School Principals' Views on the School Process in the COVID-19 Pandemic

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The COVID-19 pandemic, which started in Wuhan China, and spread worldwide after the first diagnosis on December 31, 2019, has been one of the most extensive crises. It spread rapidly with the help of human mobility and was declared as a pandemic (global epidemic) by the World Health Organization on March 11, 2020. Since education is a field that affects a significant portion of the population in all countries, and it is not an organization that plays an active role in economic development, many countries have agreed to close schools, colleges, and universities to stop the virus from spreading. For the school, this has resulted in a crisis. In this sense, a crisis in education has emerged as a result of the pandemic, and the school's function and existence have once again been called into question. Therefore, in this study, the views of school principals regarding the changes in the school process as a result of the COVID 19 pandemic were explored. The research design is the phenomenology pattern, which is one of the qualitative research techniques. The study group of the research consists of school principals. The data of the study were collected using the semi-structured interview technique. Content analysis was used in analyzing the data. The results were assessed in terms of school-related issues during COVID 19 crisis, opportunities for schools as a result of the

COVID 19 crisis, and problems with school adjustment during the post-pandemic process.

Keywords: COVID-19, crisis, challenges of the pandemic, opportunities.

Democratic contents or contents about democracy

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The purpose, of this paper, is to explore the teachers experiences of contents on and about democracy. The last curriculum reform in Norway has been criticized, as a further development away from knowledge content in direction of a skills and competence goals (Telhaug 2005). We ask what position content has in the teachers' practice providing the pupil with experience of a democratic way of life? The paper is based on interview with 7 different teachers. Their reflections on and about democratic content will be discussed considering John Dewey's reform pedagogic and Wolfgang Klafki's critical-communicative didactic. In the democracy perspective, the teachers focus on skills as argumentation, ability to express one's own meaning and listen to others meaning. The pupils are encouraged to bring forth political or personal topics to discuss in class, but these topics should not offend or challenge others in class. The main goal is to create a student-centered classroom where everybody is integrated and are able to raise their voice. Both, Dewey and Klafki stress the didactical activities. As part of this activity, they argue that the teachers have to confront pupils with historical and current social problems. The teachers need to analyses the prior discussion reflected in the content (Klafki 1995, p. 17) or to master the subject matter in advance (Dewey 1933, p. 275). This is not about canonizing a specific content, but the teacher's ability to know and whole-hearted engage in the historical and rational discussion on the content. This knowing could help the teachers to encourage more social or political openness and criticism in the classroom. A democratic attitude is not only about tolerance, openness and universal or mutual recognition. A democratic attitude is an everlasting confrontation of own and others logical, ethical and aesthetical communicated experiences.

DAWN research and development project in Finland – Development plan as the tool for developing educational leadership

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The Institute of Educational Leadership, University of Jyväskylä, and the Professional Teacher Education Department, Jyväskylä University of Applied Sciences, are conducting the DAWN research and development project (2018–2021) aiming at enhancing educational leadership and its development in Finland. The project is financed by the Ministry of Education and Culture. The project aims at establishing a multiform and coherent holistic solution for education in educational leadership. Currently, the collected research data is being analyzed and the personal development plans are being designed as part of the development entity. The project ends in December 2021, when the development entity will be published for enactment.

The research questions in DAWN are as follows:

1. What kind of leadership is there in the field of education in Finland?
2. What kind of leadership is needed in the field of education in Finland?
3. The DAWN development question is: Through what kind of multiform nationally coherent development entity should leadership in the field of education be developed?

The following initial findings concern the data consisting of individual interviews of educational leaders (n=188). In the interviews, the focus was on what the participants considered as their strengths and challenges in leadership.

The participants in these interviews were principals and other educational leaders. The initial findings of the research on leadership in the field of education indicate that principals found their leadership skills and competences strong in the areas of human resource leadership and daily management. The other educational leaders, too, perceived their leadership skills and competences strong in human resource leadership. The participants considered themselves competent also in entity management and substance-related knowledge. Additionally, the participants highlighted the importance of creative leadership and the management of well-being at work.

On the other hand, the participants concurrently found leading people challenging to them. Pedagogical leadership emerged as the area of strength but, on the other hand, it was considered challenging because of the decrease in time resources directed to the work related to pedagogical leadership. The other challenges mentioned most often by the participants were the wide job descriptions of educational leaders and factors related to change. The participants estimated that leadership related to education and training, and support from their own superiors would help them most in their work. The participants also highlighted the

importance of peer support. For example, it would be good to approach challenging situations through team discussions.

IS THERE A NEED FOR A DEVELOPMENT PLAN AND IF SO, WHAT KIND?

According to our research:

- Few have experience of an own plan that genuinely looks at development
- The common view is that a leadership development tool such as a development plan is needed
- Organizations have similar activities and they need to be utilized and developed to better serve the development of leadership skills
- The participants did not want uniformity but examples of good practice for benchmarking
- The participants did not want detailed list of competencies, but it is necessary to identify and describe key areas of leadership competencies

HOW DO WE MAKE THE DEVELOPMENT PLAN TO WORK IN REAL LIFE?

- One must be able to communicate the development plan in a way that conveys its significance
- Development plan type thinking is more important than the form of the development plan
- Contextuality and connection to existing structures must be taken into account
- The development plan cannot be forced but having one must be seen as one's right
- Management structures need to be developed so that development plans can be integrated into everyday work
- Training is needed for conducting development plan work
- The development plan must be compiled by discussing together

Complicating effects of Mergers in Higher Education: A study investigating the impact ongoing mergers in higher education from the perspective of the teacher educators in Norway

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This study aims at investigating the impact of some of the ongoing mergers in higher education from the perspective of the teacher educators, looking at their involvement and engagement in processes related to the mergers. Higher education organisations in Norway are currently going through major structural changes merging smaller organisations into larger, multi-campus colleges and universities. The current study is based on a hermeneutic phenomenological interpretation of ten semi-structured interviews with teacher educators in

three different university colleges and universities currently undergoing mergers in different parts of Norway. The teacher educators represent different subjects and disciplines in teacher education, and also represent assistant professors, associate professors and full professors. The study has looked at how teacher educators have experienced the merger processes how the merger has affected the academic staff and their working environment. Their responses reveal that the academic staff have found the situation distressing and that the processes related to the mergers created a “high degree of uncertainty” among the staff relating to the establishment of a new management and a new organisation model. The stress imposed on the organisation seems to have taken a great toll on the staff, who find themselves in an unstable organisation with unsettled power structures and high external pressure. The findings suggest that teacher educators find themselves in an unsatisfactory working situation which has led many of them to prefer not to get engaged in the merger processes, but rather withdraw into “their own bubble” – like silent resistance to the changes at hand. Keywords: mergers; teacher education; engagement; motivation; organization development

Democracy in educational systems – does it is more than playing a role-game?

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We discuss the necessity on one hand and the possibility on the other hand to realize democratic thinking and handling. Our explanations are practically based on the German (especially Saxonian) educational system and theoretically on the theory of social systems. The Saxonian Educational Act justify an extensive participation of teachers, parents, students and local governance in schools. On the other hand, school is a part of a hierarchical administrative system with strictly configured lines of decision making and top-down instructions. The border line between the culture of an administrative system and the culture of a teaching/learning system runs through each school and induces some more or less important disruptions. Especially we discuss: - What kind of democratic structures and practical handlings are successful in school? - Does democratic leadership is really practicable or does it is a kind of subversion inside the hierarchy? - Leading from formal Co-determination and active Co-Creation - Does administration serve democracy in schools or does democracy in schools serve to fulfill administrative requirements? - What must be changed to strengthen democratic leadership and handling in schools? The session will be held as a online ppt lecture.

Educational Leadership in the School of Foreign Languages

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Educational leaders are the fundamentals of a school and instructional leaders, who specifically focus on the improvement of instruction, are important for a school to be successful. This study aims at investigating the views of lecturers on the instructional leadership roles of administrators in the school of foreign languages in Turkey. In this context, the phenomenology pattern is used to reveal the events that lecturers experienced related to the instructional leadership roles of educational administrators and the meaning they attribute to them. The study uses the criterion sampling method, one of the purposive sampling methods in qualitative methods. The criterion is that the lecturers are required to have worked with the same educational leader for at least 1 year and 13 lecturers working at the school of foreign languages of various universities in Turkey have acted as the participants in this study. The qualitative data has been collected using semi-structured interview technique, which is then analyzed using the method of content analysis. The findings from the analysis show that participatory approach, one of the basic elements of democracy, is considered important for instructional leadership and successful leaders encourage stakeholders to involve in educational processes and to take responsibility. In addition, it is concluded that instructional leaders prioritize teaching quality and creating a learning environment that emphasizes collaboration and respect.

Keywords: Instructional leadership, leadership, higher education, school of foreign languages, Turkey

HOW TO AVOID EDUCATING IDIOTS: LEADING SCHOOLS AS ARENAS FOR REDFINING DEMOCRACY

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Democracy is regarded as something solely positive and as the best basis for human governance and societal life. But is democracy an unchangeable constant or should it be

renewed in keeping with the requirements of each stage of human social development? At least three fundamental features of present-day Western style democracy can be identified as highly dangerous in terms of societal development and human flourishing. Our current party-political mode of democracy is based on a conflictual view of human interests and their orchestrations. We live in a de facto global society, whereas all our democratic institutions are founded on the sovereignty of nation states. In ancient Athens, the cradle of Western democracy, it was a matter of honor for free man to engage in the betterment of the life of the city state and those exceptional individuals that were, instead, preoccupied with personal concerns were referred to as “idiots”, self-centered persons. Today’s Western democracies foster individualism and focus on rights, neglecting responsibilities. As human society in general, democracy has arrived at a turning point, a bifurcation point, where transformative changes are required. How do we need to transform democracy, both as a way of societal life and as a system of human governance? This question and others like it should occupy the center stage in the daily lives and activities of schools. This paper seeks to explore ways in which schools can be developed into arenas for imagining a transformed form of democracy and learning to practice it. While essentially philosophical and theoretical in nature, it will discuss methodological issues with regard to educational leadership in the context of developing schools into socially transformative sites and will offer empirical examples of how this can be done.

Teachers' Readiness for Change: A Mixed Method Study

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This is a descriptive study which aims to reveal the perceptions of teachers about their readiness for change. This study uses the convergent mixed method design, which is one of the mixed method research designs in which qualitative and quantitative methods are used together. In the qualitative dimension, the study examines teachers' readiness for change using the phenomenology design. In the quantitative dimension, the study examines the data using the relational survey model. For the quantitative dimension of the study, participants were

selected by the random cluster sampling method from the primary, secondary and high schools in Sivas. Primary, secondary, and high schools were considered as separate clusters, and four schools were randomly selected from each cluster. A total of 390 teachers works in these 12 schools, and all teachers were asked to answer a scale of readiness for change. Readiness for change scale developed by Kondakçı, Zayim and Çalışkan (2010) was used as the data collection tool. Parametric tests were used to analyze these quantitative data. To reveal the opinions of the participants about their readiness for change, the research questions were prepared by reviewing the relevant literature. A semi-structured interview form was used to collect the qualitative data. The results have revealed that teachers' levels of readiness for change is very high. There is no significant difference among teachers' perceptions in terms of their gender while a significant difference is found in the variable of graduation institution. The qualitative findings of the research are arranged in four sub-problems and examined under these headings: the meaning of change, to accept the change as a phenomenon, institutional and individual reflections of the contributions to the changes made by the Ministry of National Education, and the effects of the changes. The meaning of change has been defined as catching up to date, thinking outside the box, ever evolving, and learning to learn. In the theme of readiness for change, four sub-themes emerged as espousing, risk taking, renewal and adaptation. The sub-theme of accept involves seeking the better, willingness, intention, and belief; the sub-theme of risk taking involves not being static, constantly trying, and not being afraid of change; the sub-theme of renewal involves openness; and the sub-theme of adaptation involves keeping up and synthesizing. The results of the study indicate that participating teachers have emphasized the institutional expectations such as vision building, teacher training, parent training, curriculum improvement and training in technology usage in terms of their possible contributions to change policies.

Student support system of the Adam Mickiewicz University in Poznań, Poland: analysis of multidimensional forms of help during the Covid-19 pandemic.

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The aim of the article is to analyze the forms of assistance offered by Adam Mickiewicz University in Poznań, Poland to students during the COVID-19 pandemic and factors shaping the demand for support. Both these factors influence the participation of students in the

process of distance and residential education and shape the level of student efficacy and success.

The research was conducted during the distance education in academic year 2020/2021 among students studying remotely in full-time and part-time studies at all AMU faculties, both in the form of a questionnaire and in the form of in-depth interviews. The research also covered people who provide support in various forms at AMU University. To sum up, on the one hand, the needs and experienced difficulties of students were diagnosed, and on the other hand, in-depth interviews were conducted with people actively supporting students in the area of psychological and psychiatric support, support of the study process, support for people with disabilities also material and financial support.

The COVID-19 pandemic has exacerbated the already existing psychological, educational, social and digital difficulties as well as accessibility problems - it showed the problems of the student community in the lens. The conducted research clearly indicated in which areas AMU University should modify the scope and quality of support and in which it is worth working on more efficient accessibility.

On the basis of the research results, appropriate recommendations were created, highlighting good practices already developed by the University or in particular Faculties. Engagement and involvement of students is one of the essential pillars of student participation in creating a new face of the University as a research unit and as a learning organization.

CONSULTANT'S AND COUNSELOR'S ROLE SUPPORTING DEMOCRACY IN SCHOOL SECTOR

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In Finland there is a strong tradition in democracy. Women got the right to vote and to be a parliament member in 1906 as the first country in Europe. Two wars against Soviet Union 1939-1940 and 1941-1944 integrated social classes. On the home front women took care of many "men's jobs". After the war they continued to work outside homes due to the Finnish school system. It had been built to cover the whole country starting in 1866 first in towns and then also in the countryside. From 1921 on school was obligatory. All this made people to think and behave in a strongly democratic way. Finland has also been one of the most homogeneous nations until the end of last century.

Although the role of teachers and principals was very authoritarian through many decades,

evolution in school sector started turning more democratic in the end of 1970's. I will describe the complex question of democracy in the Finnish school system and in educational leadership relating to my long experience as a principal, principal's trainer, guidance counselor and consultant. The following are the theoretical background in my presentation.

1. Edgar Schein identifies three distinct levels in organizational cultures: 1 Artifacts and behaviors, 2 Espoused values and 3 Assumptions. These levels refer to the degree to which the different cultural phenomena are visible to the observers – if only they are able to see those phenomena.

2. In his Cultural Dimensions Theory, Gerdt Hofstede classifies Finland as one of the most democratic nations. The theory describes the effects of a society's culture on the values of its members.

In his study Hofstede examines various nations through five dimensions: PDI = Power distance index, IDV = Individualism, MAS = Masculinity vs. Femininity, UAI = Uncertainty avoidance index and LTO = Long term orientation.

In Finland i.e. the PDI is low: "being independent, equal rights, superiors accessible, coaching leaders... power decentralized, managers count on the experience of their team members, employees expect to be consulted, control is disliked, attitude towards managers are informal, communication is direct and participative".

Also MAS is low in Finland: "A low score (feminine) on the dimension means that the dominant values in society are caring for others and quality of life. ...managers strive for consensus, people value equality, solidarity and quality in their working lives."

3. Denise Rousseau's Psychological Contract Theory. PCT recognized the existence of cognitive schema or mental models that employees and employers use in their interaction. The employees may accept unconscious expectations towards the employer. This creates an invisible system of beliefs that may lead them to think that they have more rights than ever has been agreed upon.

Psychological contracts are stable and enduring mental models. Rousseau has some key questions: How do people come to think similarly or differently about the kinds of contracts they are party to? How do contracts change when people or their work settings change? How are employment contracts and business strategy bound? How can a contract be changed without violating it? And what happens when a contract can't be kept? What will happen when we lose reliance?

In Finland administrators use counselors and consultants for several purposes because they do

not have time to solve all the problems that come up in schools. There may be lack of distance or proper education.

Disorders among the staff or unsolved questions between staff and administration weaken democracy in educational leadership at all levels.

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The qualitative findings of the research are arranged in four sub-problems and examined under these headings: the meaning of change, to accept the change as a phenomenon, institutional and individual reflections of the contributions to the changes made by the Ministry of National Education, and the effects of the changes.

The meaning of change has been defined as catching up to date, thinking outside the box, ever evolving, and learning to learn. In the theme of readiness for change, four sub-themes

emerged as espousing, risk taking, renewal and adaptation. The sub-theme of accept involves seeking the better, willingness, intention, and belief; the sub-theme of risk taking involves not being static, constantly trying, and not being afraid of change; the sub-theme of renewal involves openness; and the sub-theme of adaptation involves keeping up and synthesizing. The results of the study indicate that participating teachers have emphasized the institutional expectations such as vision building, teacher training, parent training, curriculum improvement and training in technology usage in terms of their possible contributions to change policies.