



**BLENDED** \_\_\_\_\_  
\_\_\_\_\_ **INTENSIVE**  
**PROGRAMME**

**CURRENT DEVELOPMENT  
AND TRENDS  
IN EDUCATIONAL LEADERSHIP**



# TOPICS COVERED

- Edupreneurial Leadership
- Transformational Leadership in Education
- Practical Leadership Learning
- School Relations and Management
- Systemic Thinking and Solving Problems
- Educational Governance and Leadership
- Educational Leadership and Inclusion
- Educational Leadership and Digital Competence
- Adaptive Leadership and Technological Disruptions
- Educational Innovation
- School Leadership and External Evaluation
- Various Aspects in Educational Leadership

# CURRENT DEVELOPMENT AND TRENDS IN EDUCATIONAL LEADERSHIP

The specific Erasmus+ Blended Intensive Programme (BIP) seeks to present the contemporary development and trends that concern the scientific subject of educational leadership (with reference to school leadership), covering a wide spectrum of topics and references. In particular, the BIP aims to provide an overview of current developments and trends within the field of educational leadership, with a particular focus on school leadership, by encompassing a diverse range of topics and scholarly references. Based on the specific Programme, participating instructional personnel from all around Europe (Cyprus, Spain, Slovenia, Portugal, Sweden, Lithuania, Poland, Croatia, and Austria) will deliver presentations on current developmental trends and emerging topics within the field of educational leadership.

# CONSORTIUM



**Open University of Cyprus**

Ανοικτό Πανεπιστήμιο Κύπρου

**COORDINATOR**

OUC (Cyprus)



University of Primorska

**University of Primorska**

Univerza na Primorskem

UP (Slovenia)



UNIVERSIDAD  
COMPLUTENSE  
MADRID

**Complutense University of Madrid**

Universidad Complutense de Madrid

UCM (Spain)



Stockholm  
University

**Stockholm University**

Stockholms Universitet

SU (Sweden)

• U



C •

**University of Coimbra**

Universidade de Coimbra

UC (Portugal)



VYTAUTAS MAGNUS  
UNIVERSITY  
M C M X X I I

**Vytautas Magnus University**

Vytauto Didžiojo Universitetas

VMU (Lithuania)



**University of Humanities  
and Economics in Łódź**

Akademia Humanistyczna  
- Ekonomiczna w Łodzi

AHE (Poland)

UNIRI



**University of Rijeka**

Sveučilište u Rijeci

UNIRI (Croatia)

# LEARNING OUTCOMES

## The main learning outcomes of this Programme include the following:

- Highlighting and understanding the current development and trends in the context of educational leadership (with reference to school leadership) in the modern era.
- Presentation and practices for dealing with contemporary and future development in the context of educational leadership (with reference to school leadership).
- Communication and exchange of views with instructors and students from different contexts on developments and trends in educational leadership (with reference to school leadership).
- Discussion and reflection on the future research framework of the scientific subject of educational leadership (with reference to school leadership) in relation to the current and future developments and trends.

## STUDENTS' PROFILE / TARGET AUDIENCE

Graduate students in educational administration,  
leadership and general education graduate programmes

### Expected number of students

15-25

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## TEACHING LANGUAGE

English

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## ECTS

3

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## LEARNING AND TEACHING METHODS

Students will attend lectures from international academic  
and researchers, and engage in workshops and group work.

# TEACHING STAFF

**Laura Camas,**

Assistant Professor, Faculty of Education, Complutense University of Madrid (UCM)

**Juan Luis Fuentes,**

Associate Professor of Education, Complutense University of Madrid; Member of the Research Group "Civic Culture and Education Policy" and Vice-Dean for International Relations

**Ana Maria Seixas,**

Assistant Professor, Faculty of Psychology and Education Sciences, University of Coimbra (UC)

**Carlos Francisco de Sousa Reis,**

Assistant Professor, Faculty of Psychology and Education Sciences, University of Coimbra

**Piedade Vaz Rebelo,**

Assistant Professor, Faculty of Psychology and Education Sciences, Science Education, University of Coimbra

**Lina Kaminskienė,**

Professor, Chancellor of the Education Academy, Vytautas Magnus University (VMU); Vice-President of The Lithuanian Educational Research Association (LETA)

**Rasa Nedzinskaitė-Mačiūnienė,**

Associate Professor, Department of Education Management and Policy, Vytautas Magnus University; Member of the European Network for Improving Educational Leadership and Management (ENIRDELM)

**Ilona Tandzegolskienė-Bielaglovė,**

Associate Professor and Vice-Chancellor of the Education Academy, Vytautas Magnus University; Member of the Researchers' Excellence Network (RENET), ISCI International Supervision and Coaching Institute, EARLI scientific network

**Anna Bojanowska-Sosnowska,**

Deputy Dean of the Management Faculty, and Dean of the Economics Faculty at the University of Humanities and Economics in Łódź (AHE)

**Pia Skott,**

Associate Professor, Department of Education, Stockholm University (SU); Director of the National Training Program for Principals

**Michalis Constantinides,**

Assistant Professor in Educational Leadership and Management, School of Education, University of Glasgow

**Anita Trnavčević,**

Professor, Management in Education, Faculty of Management, University of Primorska (UP)

**Antonios Kafa,**

Assistant Professor, Educational Leadership and Policy, Faculty of Economics and Management, Open University of Cyprus (OUC)

**Petros Pashiardis,**

Professor of Edupreneurial Leadership, Faculty of Economics and Management; Rector, Open University of Cyprus

**Vesna Kovač,**

Professor, School of Humanities and Social Sciences, Department for Education, University of Rijeka (UNIRI)

**Maria Eliophotou-Menon,**

Professor, Department of Education, University of Cyprus

**Stefan Brauckmann-Sajkiewicz,**

Head of the Department of Instructional and School Development, Alpen-Adria-Universität Klagenfurt

## DURATION

### Virtual mobility of the BIP

One (1) Virtual component before,  
and one (1) Virtual component after the BIP

### Physical mobility of the BIP

17 – 21 June 2024, 5 working days

## LOCATION

Open University of Cyprus, Nicosia, Cyprus  
33 Yiannou Kranidioti Avenue, 2220 Latsia, Nicosia

### GOOGLE MAPS

<https://www.google.com/maps?cid=14622289240309995833>

## ERASMUS+ FUNDING

Participants need to be nominated by their Universities, and secure Erasmus+ BIP funding for short-term Student Mobility for Studies (SMS).

The Erasmus+ Programme provides funding for physical mobility only.

### The financial contribution consists of:

Mobility grant of **70-79 EUR (€)** per day up to the 14th day of activity  
(calculated based on the actual days spent at the Open University of Cyprus, i.e. 5 working days)

Students are granted two additional days for travelling.  
No further supplements or refunds for travel costs are provided.

### APPLICATION FORM

<https://forms.office.com/e/bCn7Vh5raT>





## ACCOMMODATION

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### Accommodation options available to students:

**Dormitory rooms at the University of Cyprus,**  
which is close to the  
Open University of Cyprus - **20 EUR (€)**

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Single and/or double rooms at the **Allegra Hotel**  
close to the Open University of Cyprus

**Single room: 45 EUR (€), incl. breakfast**

**Double room: 70 EUR (€), incl. breakfast**

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## CONTACT US

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**Open University of Cyprus**  
**Mobility Office**  
**Ms Erato Ioanna Sarri**



[erasmus@ouc.ac.cy](mailto:erasmus@ouc.ac.cy) / [sarri@ouc.ac.cy](mailto:sarri@ouc.ac.cy)



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**PROGRAMME** —————  
————— **17-21 JUNE**  
**2024**

09

# PROGRAMME

**VIRTUAL COMPONENT**  
/ Online meeting  
Tuesday 04/6



**Dr. Antonios Kafa**,  
Academic Coordinator,  
MA "Educational Leadership and Policy"  
**Erato Ioanna Sarri**,  
International Relations  
Coordinator  
**Open University of Cyprus**

- Welcoming
- Information about the Erasmus+ BIP
- Technical information

## Monday 17/6

9:00-9:05	<b>Dr. Antonios Kafa</b> <b>Prof. Petros Pashiardis</b> Open University of Cyprus – CYPRUS	Welcoming
9:05-10:15	<b>Prof. Petros Pashiardis</b> Open University of Cyprus – CYPRUS <b>Prof. Stefan Brauckmann-Sajkiewicz</b> Alpen-Adria-Universität Klagenfurt – AUSTRIA	Edupreneurial Leadership: In Search of a New Leadership Hybrid
10:15-10:30	Coffee Break	
10:30-12:00	<b>Prof. Maria Eliophotou-Menon</b> University of Cyprus – CYPRUS	Transformational Leadership in Education: Looking for a way forward
12:00-13:30	<b>Dr. Carlos Francisco de Sousa Reis</b> University of Coimbra – PORTUGAL	Models of School Leadership and Inclusion
13:30-14:00	Coffee Break & Light Bites	
14:00-15:00	<b>Prof. Vesna Kovač</b> University of Rijeka – CROATIA	Instructional School Leadership
19:30	Dinner @ Nicosia city center	

## Tuesday 18/6

9:00-10:30	<b>Associate Prof. Pia Skott</b> Stockholm University – SWEDEN	Leading Assessment Practices (Principals' Assessment Literacy)
10:30-12:00	<b>Associate Prof. Ilona Tandzegolskienė-Bielaglovė</b> Vytautas Magnus University – LITHUANIA	Systemic Thinking Processes in Solving Complex Problems: Examples from Organization Supervision
12:00-12:15	Coffee Break	
12:15-13:30	<b>Dr. Ana Maria Seixas</b> University of Coimbra – PORTUGAL	New Forms of School Governance and Leadership in Portugal
13:30-14:45	<b>Prof. Anita Trnavčević</b> University of Primorska – SLOVENIA	Managing School Relations with Key Stakeholders: Not Too Easy, Not Too Hard
14:45	Light Lunch	


**Wednesday 19/6**

9:00-10:30	<b>Dr. Anna Bojanowska Sosnowska</b> University of Humanities and Economics in Łódź - POLAND	Practical Leadership Learning for Student Involvement
10:30-10:45	<b>Prof. Stefan Brauckmann-Sajkiewicz</b> Alpen-Adria-Universität Klagenfurt - AUSTRIA <b>Prof. Petros Pashiardis</b> Open University of Cyprus - CYPRUS	Evaluation of Principals: Contexts, Combinations, Continuity
11:45-12:00	Coffee Break	
12:00-13:30	<b>Associate Prof. Juan Luis Fuentes</b> Complutense University of Madrid - SPAIN	Digital Competence and Educational Leadership in Schools: A European Perspective
13:30-14:30	<b>Dr. Michalis Constantinides</b> University of Glasgow - UNITED KINGDOM	Planning, Implementing, and Strengthening Collaborative, Continuous Improvement
14:30	Light Lunch	

**Thursday 20/6**

9:00-10:30	<b>Dr. Laura Camas</b> Complutense University of Madrid - SPAIN	Exploring Aspects in Educational Leadership
10:30-12:00	<b>Prof. Lina Kaminskienė</b> Vytautas Magnus University - LITHUANIA	Educational Innovations and How they are Scaled in Organizations
12:00-12:15	Coffee Break	
12:15-13:30	<b>Associate Prof. Rasa Nedzinskaitė-Mačiūnienė</b> Vytautas Magnus University - LITHUANIA	Adaptive Leadership Strategies for Navigating Technological Disruptions in Education
13:30-14:30	<b>Prof. Anita Trnavčević</b> University of Primorska - SLOVENIA	'The More Things Change the More They Stay the Same?' School Culture in a Marketized Context
14:30	Light Lunch	

**Friday 21/6**

9:00-10:30	<b>Dr. Piedade Vaz-Rebello</b> University of Coimbra - PORTUGAL	Education Leadership and External Evaluation of Schools (EES) in Portugal
10:30-11:30	<b>Prof. Vesna Kovač</b> University of Rijeka - CROATIA	Educational Leadership in Crisis
11:30-12:00	Coffee Break	
12:00-13:00	<b>Associate Prof. Juan Luis Fuentes</b> Complutense University of Madrid - SPAIN	Modelling in Educational Leadership: A Controversial Issue
13:00-13:30	<b>Dr. Antonios Kafa</b> Open University of Cyprus - CYPRUS	Closing / Wrap up

**VIRTUAL COMPONENT**  
/ Online meeting  
Monday 08/7



**Dr. Antonios Kafa,**  
Academic Coordinator,  
MA "Educational Leadership and Policy"  
**Erato Ioanna Sarri,**  
International Relations  
Coordinator  
**Open University of Cyprus**

- Discussion / Reflection
- Outcomes / Feedback

**SHORT BIO** \_\_\_\_\_  
**OF INVITED LECTURERS / INSTRUCTOR**

\_\_\_\_\_ **ABSTRACTS**  
**OF LECTURES / WORKSHOPS**

12

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS****Prof. Petros Pashiardis**  
**Open University of Cyprus**  
**- CYPRUS****Short Bio**

Dr. Petros Pashiardis is a Professor of Educational Leadership, and the Rector of the Open University of Cyprus. He is currently the Chair of the Board of the Foundation for the Management of European Lifelong Learning Programmes. He worked as Visiting Professor in a number of universities in USA (University of Texas), Europe (i.e. Lincoln University, University of Thessaly, University of Münster), and Africa (i.e. University of Stellenbosch, University of Pretoria). During 2013-2014 he was a Visiting Professor at the Center of Development of Education Leaders at Umeå University, Sweden. Dr. Pashiardis is a member of the editorial boards and reviewer of numerous scientific journals, i.e. Educational Management, Administration and Leadership, International Studies in Educational Administration, Leadership and Policy in Schools and International Journal of Educational Management. He is an external evaluator of PhD thesis of students in the UK, Australia, India and South Africa.

**Prof. Stefan Brauckmann**  
**-Sajkiewicz Alpen-Adria**  
**-Universität Klagenfurt**  
**- AUSTRIA****Short bio**

Stefan Brauckmann-Sajkiewicz is Professor for Quality Development and Quality Assurance in Education at the Institute for Teaching and School Development (IUS) at the Alpen-Adria-Universität Klagenfurt, Austria. In addition to working at the Max Planck Institute for Human Development (MPIB), he worked for over ten years as a Researcher in the Department of Educational Governance at the Leibniz Institute for Research and Information in Education (DIPF). He has made a name for himself in school leadership research in the context of project coordination, research and teaching activities, scientific consulting for transnational organizations and expert activities both nationally and internationally. He has been a visiting scholar at UC Berkeley, Umeå University and the Open University of Cyprus, among others. Prof. Brauckmann-Sajkiewicz has also been on the jury of the prestigious German School Award for five years now and is a member of the newly founded Austrian Quality Council "National Education Reporting 2024".

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**Edupreneurial**  
**Leadership: In Search of**  
**a New Leadership Hybrid****Abstract**

In this presentation we will explore the dynamic framework of a European research study known as LISA (Leadership Improvement for Student Achievement), whose overall purpose is to examine how school leadership, directly or indirectly, affects student achievement through the Pashiardis-Brauckmann Holistic Leadership Framework (Pashiardis & Brauckmann, 2008). As a result, participants will be involved in a process of thinking, exchange of ideas and reflection around the specific actions and behaviors which school leaders exhibit as part of their leadership mix/hybrid. The result is the examination of a proposed Leadership Cocktail Mix amongst the Instructional, the Structuring, the Entrepreneurial, the Participative and the Personnel Development Leadership Styles, which we came to call, "Edupreneurial Leadership".

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Prof. Maria Eliophotou-Menon**  
**University of Cyprus**  
**- CYPRUS**

**Short Bio**

Maria Eliophotou is a Professor of Educational Administration at the Department of Education, University of Cyprus, where she teaches courses relevant to educational administration and policy. She is a member of the Educational Administration and Evaluation research team of the University of Cyprus. Her research and publications focus on topics which include leadership and job satisfaction in education; higher education; economics of education; topics relevant to educational policy and governance. She has participated in a large number of national and international research projects. She is an academic fellow of the Economics Research Centre of the University of Cyprus and leads research projects on the economics of education.

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**Transformational  
Leadership in Education:  
Looking for a Way  
Forward**

**Abstract**

Transformational leadership is a leadership style closely linked to a process of change, transformation, motivation and innovation in individuals and organisations. It is characterised by an explicit focus on the role of the leaders in the development of followers. Since its emergence, transformational leadership has been investigated in fields such as psychology, business administration, sociology and education. However, in recent decades, transformational leadership theory has been criticised on several grounds. The presentation aims at providing an overview of the current state of theory and research in relation to transformational leadership and drawing implications for future directions and relevant research. In this context, the theoretical basis for transformational leadership is discussed, with reference to different approaches in the conceptualisation of transformational perspectives in the literature and to the main limitations of transformational leadership theory. Research findings from different countries on the link between transformational leadership and educational outcomes are presented. The overview of evidence on the effects of transformational leadership is used as the basis for conclusions and recommendations in relation to future research. These conclusions include the need for improvement in the operationalisation and measurement of transformational leadership as well as the need for the exploration of the link between transformational leadership and other leadership models. Moreover, emphasis is placed on the need to investigate the impact of transformational leadership on specific educational outcomes.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Dr Carlos Francisco de Sousa Reis**  
**University of Coimbra**  
**– PORTUGAL**

**Short Bio**

Dr. Carlos Francisco de Sousa Reis is an Assistant Professor at the Faculty of Psychology and Educational Sciences at the University of Coimbra. He has a Ph.D. in Educational Sciences in the specialty of Philosophy of Education by the same University.

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**Models of School  
Leadership and Inclusion**

**Abstract**

The lecture discusses leadership models, according to Bush and Clover (2014) with the developments introduced by Costa and Castanheira (2015). The scope is to show how polyhedral leadership may correspond better to a volatile, uncertain, complex and ambiguous dynamic challenging education and formation managers. The aim is to establish a linkage with the issue of organizational culture and climate (Hoy & Miskel, 2008) to bring forth how one may empower educational institutions as receptive to effective inclusion (Banks, 2010; Reis, 2011).

**Recommended reading**

- Banks, J. A. (2010). *Multicultural education: Characteristics and goals*. In J. A. Banks & C.H. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 3-32). Wiley.
- Bush, T. & Glover, D. (2014). *School leadership models: What do we know?*. *School Leadership & Management*, 34(5), 553-571.
- Costa, J. A. & Castanheira, P. (2015). *A liderança na gestão das escolas: contributos de análise organizacional*. *Revista Brasileira de Política e Administração da Educação*, 31(1) 13-44. <https://doi.org/10.21573/vol31n12015.58912>
- Hoy, W. K. & Miskel, C. G. (2008). *Educational administration. Theory, research, and practice*. McGraw-Hill.
- Reis, C. F. S. (2011). *Contribution for multiculturalism: Through the recognition of difference*. In A. Ishman & C. Reis, *International Conference New Horizons on Education*.



**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Prof. Vesna Kovač**  
**University of Rijeka**  
**- CROATIA**

**Short Bio**

Vesna Kovač is a Professor at the Department of Education, Faculty of Humanities and Social Sciences, at the University of Rijeka. She has received her PhD in the field of educational policy and management in 2004, defending the theses titled "Conceptions of governance of higher education institutions as an assumption for the introduction of a quality assurance system". Her main research interest has been firstly focused in the field of management and leadership within higher education institutions and system, while the recent research focus has been also focused in the field of the management and leadership in the pre-tertiary education.

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**Instructional School Leadership****Abstract**

Instructional School Leadership (ISL) can be briefly described through a set of roles and tasks of school principals and other stakeholders involved in school leadership focused on enhancing the processes of learning and teaching by directing, supporting, and ensuring resources for teachers and students in these processes. Instructional leadership involves thoughtful investment in the development of students' social and academic capacities, as well as the professional and intellectual capital of teachers. During the presentation, various examples and scenarios of instructional school leadership will be introduced and discussed. Two main categories of ISL activities (preventive-corrective and developmental-competitive) will be explained. Key factors influencing the successful practice of ISL will be presented.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Associate Prof. Pia Skott  
Stockholm University  
- SWEDEN**

**Short Bio**

Pia Skott is an Associate Professor at the Department of Education at Stockholm University, with an interest in the complexity of the governing and leadership of schools. This includes principals in different local context. The last five years she has worked in several projects trying to understand the principals' role in leading health promoting schools. Together with researchers within the field of assessment she has also developed knowledge about the role of the principal, related to this part of the teaching core. She is the Director of the National Training Program for Principals in Sweden.

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**Leading Assessment Practices  
(Principals' Assessment Literacy)**

**Abstract**

Research has shown that a main task of principals is to be an instructional leader, that is a leadership which can improve the teaching and hence the learning of students. But what do principals then need to know and do to be able to improve the teaching? In this session we will focus on the fact that although assessment is a central aspect of teaching, very little research has been focusing on the principal's role in developing the assessment practices in schools. However, some of the research that has been done (Zin et al, 2023) has pointed to the importance of taking more holistic perspectives on assessment. From such a perspective the principals need to develop assessment literacy. The session will focus on why it can be important that principals engage in and develop a broader knowledge about assessment. It will identify the character of this literacy and how this relates to the literacy of the teachers. Finally, it will also pay specific attention to what the challenges are in developing multiple assessment practices.

**Reference**

Zin, O., C., Alonzo, D., Asoh, R., Pelobillo, G., Lim, R., Mo Hline San, N. & O'Neill, S. (2023). *Implementing school-based assessment reforms to enhance student learning: a systematic review*. In Educational Assessment, Evaluation and Accountability. <https://doi.org/10.1007/s11092023094207>

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Associate Prof. Ilona  
Tandzegolskienė-Bielaglovė  
Vytautas Magnus University  
- LITHUANIA**

**Short Bio**

Dr. Ilona Tandzegolskienė-Bielaglovė is an Associate Professor and a Vice-chancellor at the Education Academy of Vytautas Magnus University. She is member of the Researchers' Excellence Network (RENET), ISCI International Supervision and Coaching Institute, EARLI scientific network. She is involved in students' teaching at BA, MA and PhD levels, management of BA programme in Primary school education and research in the field of education. Her research interests include social-emotional skills, phenomenon-based learning, problem-based learning, well-being, e-diary writing in the pedagogy studies.

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**Systemic Thinking Processes  
in Solving Complex Problems:  
Examples from  
Organization Supervision**

**Abstract**

In everyday life, we are often faced with non-usual or complicated problems. Complicated problems are problems that involve many variables in the system and the relationships that emerge within its variables. Because it includes many variables in a system, there are infinite number of possible solutions and strategies that can be solved for the system itself. To be able to solve non-usual problems or complex problems, systemic thinking skills are needed. Epistemologically, systemic thinking is a combination of analytical thinking and synthetic thinking. Analytical thinking is the base of critical thinking and synthetic thinking is the base of creative thinking. The methods and examples used during supervision can help solve complex problems and make decisions appropriate to the situation. The variety of methods and problem-solving strategies during supervision helps to analyze situations more broadly and at the same time to look at problems from a different perspective. Also, during supervision, reflection is encouraged, which is directly related to systemic thinking.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Dr. Ana Maria Seixas**  
**University of Coimbra**  
**– PORTUGAL**

**Short Bio**

Ana Maria Seixas holds a PhD in Education Sciences, specialization area on Sociology of Education, by the University of Coimbra. She is an Assistant Professor at the Faculty of Psychology and Education Sciences of the University of Coimbra, where she teaches since 1987. She is also researcher at the Centre for Social Studies, member of the thematic line Democracy, Justice and Human Rights, and co-coordinator of the Observatory for Education and Training Policies. Her research interests and teaching activity focus on sociology of education, education policies, higher education, and education administration and management. She is Coordinator of the master's degree in Educational Administration and member of the Coordination Committee of the Doctoral Programme Education Sciences at the Faculty of Psychology and Education Sciences of the University of Coimbra.

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**New Forms of School Governance  
and Leadership in Portugal**

**Abstract**

The lecture focuses on the following topics:

- Tensions, challenges and contemporary dilemmas in school management and leadership.
- The democratic mandate and the promotion of equality and inclusion and the managerial and performativity logics.

It is the lecture's purpose to critically analyze recent changes in public policies regarding school management in Portugal, highlighting the different rationalities and agendas in educational administration and management, and the reconfiguration of the school head teacher's role.

## SHORT BIO OF INVITED LECTURERS / INSTRUCTOR & ABSTRACTS OF LECTURES / WORKSHOPS

**Prof. Anita Trnavčević**  
**University of Primorska**  
**- SLOVENIA**

### Short Bio

Prof. Anita Trnavčević, former Dean of the Faculty of Management at the University of Primorska in the period 2010-2014, is Full Professor of Management in Education and Associate Professor of Research Methodology in Social Sciences. Her main research interests are qualitative methodology, educational policies and management. She has been involved in numerous national and international research projects as a lecturer and researcher. She is an advocate for sustainable growth and sustainable development, quality, responsible public education and quality research.

### Managing School Relations with Key Stakeholders: Not Too Easy, Not Too Hard

### Abstract

Educational leadership and management are theoretically complex and practically demanding constructs. Schools and school leaders operate in a dynamic, fast-changing, and technology-enabled environment. Managing external relations, i.e. different stakeholders, and parents, requires scholarly attention and practical wisdom. The aim of the proposed workshop is to equip students with competencies (awareness, understanding and skills & tools) for effective communication with parents and stakeholders. In a marketized school environment, school leaders need to adopt different strategies and tools for effective communication, some of which can be borrowed from current marketing literature on effective communication with customers. Although there is much scepticism among educational leadership and management scholars about why and how school leaders need/could/should use tools and methods from marketing, there are some arguments and practices that support this idea. From schools' promotional materials and websites to parent-teacher meetings, we can observe barriers, misunderstandings and even frustrations in communication that lead to parental complaints about schools, teachers, and education systems. Managing external relations, especially with parents and authorities, is crucial for the inclusion of migrant, disadvantaged and low socio-economic students.

#### Workshop's focus:

- Concepts: 'stakeholders' and 'environment'
- Challenges of managing external relations with parents and stakeholders of modern educational institutions

#### Methods:

- Different promotional materials will be analysed, discussed and possible improvements and changes will be suggested.
- Role play will be used to raise awareness and understanding of parents' needs and expectations.
- A short theoretical wrap-up will conclude the workshop.

### Recommended reading:

- Bordalba, M. M., & Bochaca, J. G. (2019). *Digital media for family-school communication? Parents' and teachers' beliefs*. Computers & Education, 132, 44-62. <https://doi.org/10.1016/j.compedu.2019.01.006>
- Kraft, M.A. & Todd, R. (2015). *The underutilized potential of teacher-to-parent communication: Evidence from a field experiment*. Economics of Education Review, 47(49-63). <https://doi.org/10.1016/j.econedurev.2015.04.001>
- Odhiambo, G. & Hii, A. (2012). *Key Stakeholders' Perceptions of Effective School Leadership*. Educational Management Administration & Leadership, 40(2), 232-247. DOI: 10.1177/1741143211432412
- Young, H-P. & Robson, J. (2012). "A Conceptual Framework for Classifying and Understanding Relationship Marketing Within Schools". Oplatka, I. and Hemsley-Brown, J. (Eds.) *The Management and Leadership of Educational Marketing: Research, Practice and Applications (Advances in Educational Administration, Vol. 15)*, Emerald Group Publishing Limited, Bingley, pp. 185-205. [https://doi.org/10.1108/S1479-3660\(2012\)0000015010](https://doi.org/10.1108/S1479-3660(2012)0000015010)

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Dr. Anna Bojanowska Sosnowska**  
**University of Humanities**  
**and Economics in Łódź**  
**- POLAND**

**Short Bio**

Dr. Anna Bojanowska Sosnowska is the Deputy Dean of the Management Faculty, and the Dean of the Economics Faculty at the University of Humanities and Economics in Łódź. What she values most in her academic work is contact with people and the opportunity for personal development. She has participated in many national and international projects. In addition to her work at the university, she cooperates with non-governmental organisations and the media on topics focused on social policy and labour issues in a general context.

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**Practical Leadership Learning for**  
**Student Involvement**

**Abstract**

The lecture focuses on student involvement in non-academic activities as an opportunity for practical leadership learning. A presentation of how non-academic activities will be used to empower students' career paths using the example of University of Humanities and Economics in Łódź (AHE) students.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Prof. Stefan Brauckmann**  
**-Sajkiewicz Alpen-Adria**  
**-Universität Klagenfurt**  
**- AUSTRIA**

**Short Bio**

Stefan Brauckmann-Sajkiewicz is Professor for Quality Development and Quality Assurance in Education at the Institute for Teaching and School Development (IUS) at the Alpen-Adria-Universität Klagenfurt, Austria. In addition to working at the Max Planck Institute for Human Development (MPIB), he worked for over ten years as a Researcher in the Department of Educational Governance at the Leibniz Institute for Research and Information in Education (DIPF). He has made a name for himself in school leadership research in the context of project coordination, research and teaching activities, scientific consulting for transnational organizations and expert activities both nationally and internationally. He has been a visiting scholar at UC Berkeley, Umeå University and the Open University of Cyprus, among others. Prof. Brauckmann-Sajkiewicz has also been on the jury of the prestigious German School Award for five years now and is a member of the newly founded Austrian Quality Council "National Education Reporting 2024".

**Prof. Petros Pashiardis**  
**Open University of Cyprus**  
**- CYPRUS**

**Short Bio**

Dr. Petros Pashiardis is a Professor of Educational Leadership, and the Rector of the Open University of Cyprus. He is currently the Chair of the Board of the Foundation for the Management of European Lifelong Learning Programmes. He worked as Visiting Professor in a number of universities in USA (University of Texas), Europe (i.e. Lincoln University, University of Thessaly, University of Münster), and Africa (i.e. University of Stellenbosch, University of Pretoria). During 2013-2014 he was a Visiting Professor at the Center of Development of Education Leaders at Umeå University, Sweden. Dr. Pashiardis is a member of the editorial boards and reviewer of numerous scientific journals, i.e. Educational Management, Administration and Leadership, International Studies in Educational Administration, Leadership and Policy in Schools and International Journal of Educational Management. He is an external evaluator of PhD thesis of students in the UK, Australia, India and South Africa.

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**Evaluation of Principals:  
Contexts, Combinations,  
Continuity**

**Abstract**

We now know that what principals do in their role at the top of a school is relevant to how teachers teach and students learn in a school. For example, if the principal is particularly adept at keeping the motivation of their teachers high, they will be more willing to try new things in their teaching, which will ultimately benefit the students. In our presentation we will highlight the characteristics and strategies that characterize successful school leaders. But how do we know who is considered particularly successful? We will therefore look at those evaluation processes that address both individual development opportunities and external accountability. We will then discuss six areas for productive evaluation of school leaders. At the end of the presentation, we will leave you with something tangible: an evidence-based checklist for high-quality school leadership evaluation.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS****Associate Prof. Juan Luis Fuentes  
Complutense University of Madrid  
- SPAIN****Short Bio**

Associate Prof. Juan Luis Fuentes has a PhD in Education (Complutense University of Madrid - Extraordinary Award), and has graduated in Pedagogy (National and Extraordinary Award). He is an Associate Professor at the Faculty of Education – Teacher Training Center at the Complutense University of Madrid, a member of the Research Group “Civic Culture and Education Policy” and Vice-Dean for International Relations. He is a Visiting Researcher and Scholar at the Eastern Washington University (USA), the Roehampton University (UK), and the University of Birmingham (UK). He has been awarded with the “Antonio Millán-Puelles Prize” for his research and the “Youth Researcher Prize” of the National Conference on Pedagogy. He has been director of the master’s degree in “Advances Studies in Social Education” and the Research Group “Educación”, and professor of two master's degree in educational leadership. Since 2017, referee of the Network 16 - ICT in Education and Training (European Conference on Educational Research – ECER).

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**Digital Competence and  
Educational Leadership in  
Schools:  
A European Perspective****Abstract**

In this workshop, we will analyze and engage in dialogue about some of the main challenges that digital competence implies for the exercise of educational leadership in schools nowadays. Building on current European frameworks -as the European Framework for the Digital Competence of Educators (DigCompEdu) and the European Framework for Digitally Competent Educational Organisations (DigCompOrg)-, we will study real cases and some paths of practical development that help us to answer questions such as: what role do schools directors play in promoting digital transformation? what are the most effective strategies that are currently being carried out in Europe? what should directors and other educational leaders do to promote a real impact in their centers? how can we generate dynamics that enable a conception of teaching digital competence, which goes beyond the instrumental simple dimension and reaches others of a didactic, communicative, civic and ethical nature?



**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS****Dr Michalis Constantinides** **Short Bio**

Dr Michalis Constantinides is Lecturer (Assistant Professor) in Educational Leadership and Management and the programme leader for the MEd Educational Leadership at the School of Education, University of Glasgow. He received his PhD in Educational Leadership from University College London, Institute of Education. His research, teaching, and outreach focus on the organisation and management of education systems and educational change with a particular focus on network-based continuous improvement. Dr Michalis has been working across the education and policy sectors and especially with schools and communities of schools at cross-national levels (England, Scotland, New Zealand) promoting school-university partnerships and collaborations within a framework of shared values and aspirations. He has a track record of delivering high quality research outputs in high-ranking refereed academic journals/publishers.

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**Planning, Implementing,  
and Strengthening Collaborative,  
Continuous Improvement****Abstract**

There is a growing demand in education research, policy, and practice circles to build authentic and trusted partnerships that co-develop innovative ways of actively engaging together to advance access, quality and equity in students' educational opportunities, experiences, and outcomes. This presentation introduces learners to the core principles of collaborative, continuous improvement in which they have agency as an innovator. It will focus on four core principles: grounding the work on local contexts; using disciplined inquiry; working in inclusive structures; and animating the work with values of access, quality, and equity. These four core principles will be used as a framework to support school leaders in anchoring them in their own, local improvement communities.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Dr. Laura Camas**  
**Complutense University of Madrid**  
**- SPAIN**

**Short Bio**

Dr. Laura Camas is an Assistant Professor in the Faculty of Education at the Complutense University of Madrid. She holds a B.A. in Primary Education and a M.A. in Educational Psychology from the University of Seville and a M.A. in Educational Research and Ph.D. in Education from the Complutense University. She completed part of her doctoral thesis in Queen's University (Canada) and the Teachers College of Columbia University. Her academic interests include philosophy of education and intellectual history. She is passionate about the relationship between pragmatism, democracy, children's play, and technology.

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**Exploring Aspects  
in Educational Leadership**

**Abstract**

The objective of this workshop is to delve into the principles and practices of ethical leadership in education, fostering a deep understanding of the role ethics plays in effective leadership. Content: a) Defining ethical leadership; b) Neither hero nor villain, towards an everyday ethics of the leader; c) The nature of the educational relationship and the ethical challenges of educational leadership; d) Ethical models, deontological and utilitarian ethics; e) Core principles of ethical leadership; f) Building a culture of ethical leadership in educational setting. The workshop will encourage a participatory and interactive learning environment. Group discussions, case studies, and activities will be designed to engage participants actively and provide practical insights into the application of ethical leadership principles in educational situations.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Prof. Lina Kaminskienė**  
**Vytautas Magnus University**  
**- LITHUANIA**

**Short Bio**

Lina Kaminskienė is a Professor at Vytautas Magnus University, Education Academy. She is currently involved in several national and international expert groups related to teacher education and curriculum reform. In 2023 Lina took the position of a Vice-President of The Lithuanian Educational Research Association (LETA). Her research and teaching topics are related to the development and implementation of educational innovations, self-regulated, personalized learning, teacher education and their professional development, teacher professional vision. She implemented and coordinated more than 20 national and international projects, contributing to the development of educational systems and organizations. Prof. Kaminskienė is the author of more than 80 scientific articles and 5 monographs. Member of the editorial board of scientific journals Pedagogy, International Journal of Educational Technology in Higher Education, Sodobna Pedagogija, Frontiers in Education.

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**Educational Innovations  
and How they are Scaled  
in Organizations**

**Abstract**

Educational innovations play an important role in society. Innovations in education are of particular importance because education plays a crucial role in creating a sustainable future. Fulfilling educational innovation requires understanding the meaning of innovation. Educational institutions are encouraged to develop and sustain dynamic capabilities in order for them to respond to the changes taking place in the modern world. In the field of application of educational innovations, the problems and challenges that educational institutions face in the implementation, use, or development of innovative technologies are a routine phenomenon. In search of solutions to these problematic situations, it is necessary to study the experience of educational institutions in the development, implementation, and application of innovations. However, the application of innovative ideas can be useless and even harmful if there is no clarity on the purpose or rationale for implementing those innovative ideas. For the education system, it is important that innovations are scaled. One of the limitations of the scale is related to insufficient understanding of the nature of the innovation process as a phenomenon and too few insights into how innovations are created, implemented, and disseminated in an organization. This course would bring students into debate about educational innovations and how innovation theories shape our understanding about innovations in educational organizations.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Associate Prof. Rasa  
Nedzinskaitė-Mačiūnienė  
Vytautas Magnus University  
- LITHUANIA**

**Short Bio**

Rasa Nedzinskaitė-Mačiūnienė is an Associate Professor at Vytautas Magnus University, Education Academy. She is member of the European Network for Improving Educational Leadership and Management (ENIRDELM). She is involved in teaching at BA, MA, PhD levels in the field of education management and leadership. Dr. Nedzinskaitė-Mačiūnienė works with school teachers, principals and teacher educators at national and international professional development courses. Her research and teaching topics are related to the teacher education and their professional development, educational leadership and management.

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**Adaptive Leadership Strategies  
for Navigating Technological  
Disruptions in Education**

**Abstract**

This lecture explores the dynamic intersection of educational leadership and technological disruptions, equipping participants with adaptive strategies to effectively steer institutions through rapid technological changes. Topics include assessing emerging technologies, fostering a culture of innovation, and developing leadership approaches that embrace change. Participants will gain practical knowledge of adaptive leadership strategies and how to use it while navigating potential disruptions. Through case studies and collaborative discussions, this course aims to empower educational leaders to proactively lead their institutions in the face of evolving technological landscapes.

## SHORT BIO OF INVITED LECTURERS / INSTRUCTOR & ABSTRACTS OF LECTURES / WORKSHOPS

**Prof. Anita Trnavčević**  
**University of Primorska**  
**- SLOVENIA**

### Short Bio

Prof. Anita Trnavčević, former Dean of the Faculty of Management at the University of Primorska in the period 2010-2014, is Full Professor of Management in Education and Associate Professor of Research Methodology in Social Sciences. Her main research interests are qualitative methodology, educational policies and management. She has been involved in numerous national and international research projects as a lecturer and researcher. She is an advocate for sustainable growth and sustainable development, quality, responsible public education and quality research.

### Abstract

Marketization of public education has been a long, partly hidden process of changing the nature of education, professionalism, financing schools, the relationship between public and private and much more. In this context, schools need to have a shared vision, values, norms, and behaviours in order to 'navigate' the waters of marketization processes. There is a lot of professional and academic discussion about changing school culture, but it is worth considering 'innovation of school culture' as a concept.

The aim of the proposed workshop is to equip students with competencies (awareness, understanding and skills & tools) to a) raise awareness about the importance of school culture and b) introduce a tool adapted from the business world. The tool is called Business Model Innovation Canvas and was developed by Osterwalder and Pigneur (2010). It is a systematic visualised strategy of the current and desired state. The emphasis is on process and employee involvement. Schools will increasingly need to rethink and innovate their culture due to many changes in the environment.

#### Focus of the workshop:

- Concepts: 'school culture dimensions', 'school culture innovation', and 'school culture canvas'
- The challenges of school culture innovation using the canvas as a tool

#### Methods:

- Key concepts will be presented and discussed.
- Students will use the 'school culture canvas' tool to identify AS and TO be school culture.
- A short theoretical wrap-up will conclude the workshop.

### Recommended reading

- Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). *Schools as professional learning communities: what can schools do to support professional development of their teachers?*. *Professional development in education*, 47(4), 684-698.
- Atasoy, R. (2020). *The Relationship Between School Principals' Leadership Styles, School Culture and Organizational Change*. *International Journal of Progressive Education*, 16(5), 256-274.
- Hinde, E. R. (2004). *School culture and change: An examination of the effects of school culture on the process of change*. *Essays in Education*, 12(3), 1-12.
- Visual Paradigm online.  
<https://online.visual-paradigm.com/diagrams/templates/business-model-canvas/>

**'The More Things Change  
the More They Stay the Same?'**  
**School Culture in a Marketized  
Context**

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Dr. Piedade Vaz-Rebello**  
**University of Coimbra**  
**– PORTUGAL**

**Short Bio**

Piedade Vaz Rebello is an Assistant Professor at the University of Coimbra with expertise on Educational Psychology, Teacher Education, Science Education. She is responsible for curricular units at the "Educational Sciences" Bachelor, Master and PhD Courses and at the "Teacher Education" Master Courses, supervising theses and researches on those scientific areas. She has been participating in national and international research and educational projects, and she collaborates as an expert with the Education Inspectorate in the process of External Evaluation of Schools.

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**Education Leadership and  
External Evaluation of Schools  
(EES) in Portugal**

**Abstract:**

The lecture focuses on the following topics:

- Legal framework and objectives of External Evaluation of Schools (EES) cycles and evolution of the reference framework and methodology .
- Evolution of the reference framework: How is leadership conceptualized and what are its roles? Conceptualization and the role of leadership.
- Leadership dynamics and the evolution of school performance.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS**

**Prof. Vesna Kovač**  
**University of Rijeka**  
**- CROATIA**

**Short Bio**

Vesna Kovač is a Professor at the Department of Education, Faculty of Humanities and Social Sciences, at the University of Rijeka. She has received her PhD in the field of educational policy and management in 2004, defending the theses titled "Conceptions of governance of higher education institutions as an assumption for the introduction of a quality assurance system". Her main research interest has been firstly focused in the field of management and leadership within higher education institutions and system, while the recent research focus has been also focused in the field of the management and leadership in the pre-tertiary education.

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**Educational Leadership in Crisis****Abstract**

A crisis is defined as unexpected, fundamental disruptions in the functioning of a school with potentially high consequences for the school organization, its stakeholders and its goals. The role of school leadership in such situations is extremely important and involves finding and implementing strategies and activities that will help the school and its members to deal successfully with the crisis, return to normality after the crisis, and prepare for possible new crises. The general aim of crisis educational leadership is to strengthen the resilience of the organization, employees and students before, during and after the crisis. However, the lecture will highlight key phases and activities of crisis leadership (such as effective communication and interpretation of the crisis event), describe the key challenges of school leadership (logistical, pedagogical and organizational), crisis leadership factors (dispositional, situational and relational). It will describe key strategies for connecting the school and the community during a crisis (bridging, bonding and linking), with a special focus on the importance of developing school social capital. Experiences of school principals in dealing with the COVID-19 pandemic and earthquakes will be presented as practical examples of crisis educational leadership.

**SHORT BIO OF INVITED LECTURERS / INSTRUCTOR  
& ABSTRACTS OF LECTURES / WORKSHOPS****Associate Prof. Juan Luis Fuentes  
Complutense University of Madrid  
- SPAIN****Short Bio**

Associate Prof. Juan Luis Fuentes has a PhD in Education (Complutense University of Madrid - Extraordinary Award), and has graduated in Pedagogy (National and Extraordinary Award). He is an Associate Professor at the Faculty of Education – Teacher Training Center at the Complutense University of Madrid, a member of the Research Group “Civic Culture and Education Policy” and Vice-Dean for International Relations. He is a Visiting Researcher and Scholar at the Eastern Washington University (USA), the Roehampton University (UK), and the University of Birmingham (UK). He has been awarded with the “Antonio Millán-Puelles Prize” for his research and the “Youth Researcher Prize” of the National Conference on Pedagogy. He has been director of the master's degree in “Advances Studies in Social Education” and the Research Group “Educación”, and professor of two master's degree in educational leadership. Since 2017, referee of the Network 16 – ICT in Education and Training (European Conference on Educational Research – ECER).

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**Modelling in Educational  
Leadership:  
A Controversial Issue****Abstract**

It is usually accepted that modelling or learning from exemplars is one of the most common and effective sources of education, in which educators constitute references and authority figures whose way of being and acting is susceptible to arousing admiration and, consequently, desires for imitation in students and colleagues. In recent years, there has been renewed interest in this issue that focuses both on its relevance and its functioning at a personal and organizational level, as well as on controversial issues, such as the lack of perfect models, the ethical challenges that it raises, the difficulties in evaluating certain capacities, etc. In this session, some of the contributions and critical points of modelling in relation to educational leadership will be presented, and some practical cases will be analysed and discussed in groups.