



Integrating Educational Policy, Research, Development and Practice as a Development Process for Educational Leaders and Their Organisations

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In this webinar

- An overview of the pedagogical development model of the Institute of Educational Leadership:
 - This model integrates educational policy, research, development and practice as a developmental process for educational leaders and their organisations.
 - The webinar will entail a discussion with participants on the pedagogy and the process based on the model.
- The following step in the process is to reflect participants' ideas and development processes in their own leadership and in their organisations:
 - According to the model that has been presented, participants are invited to share and compare their own development processes.
 - The webinar will conclude with a discussion based on the models and their implementations.



**10.00 AIM AND
TIMETABLE**



**10.10 PRESENTING THE
PEDAGOGY AND THE
PROCESS**



**10.40 DISCUSSING AND
SHARING THE
PEDAGOGY AND THE
PROCESS**



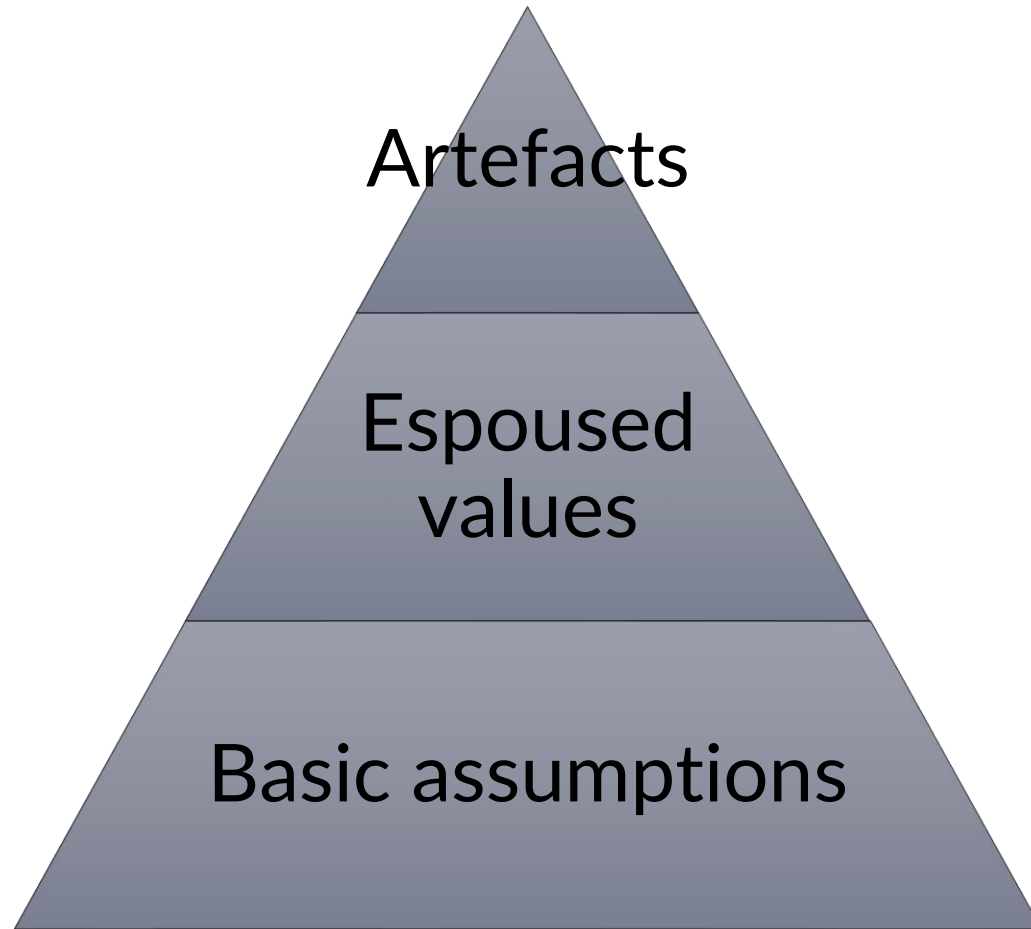
11.10 CONCLUSIONS



**11.30 END OF THE
WEBINAR**

Presenting the pedagogy and the process

Organizational culture and pedagogical leadership



- The characteristics of the organization which can be easily viewed, heard and felt
- Things that the organisation says about its culture and way of operating – mission and vision (curriculum?)
- Certain beliefs and facts which stay hidden but do affect the culture of the organization

Schein, E. 1989. Organizational culture and leadership. A dynamic view

THE CULTURAL ICEBERG



SURFACE CULTURE

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

DEEP CULTURE

Communications Styles and Rules:

Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:

Courtesy and Manners
Friendship Leadership
Cleanliness Modesty
Beauty

Concepts of:

Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

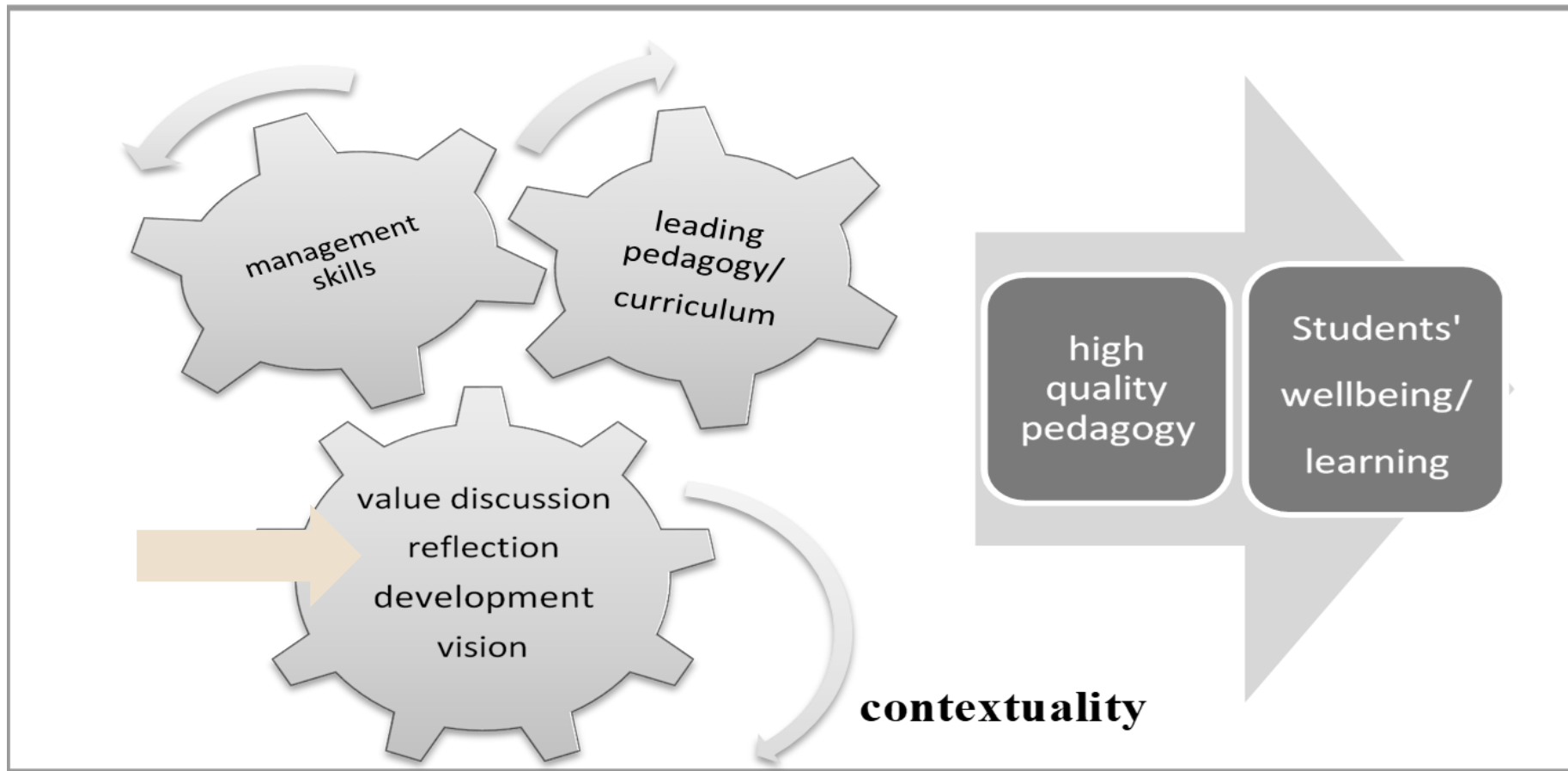
Attitudes toward:

Elders Adolescents Dependents
Rule Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

Approaches to:

Religion Courtship Marriage
Raising Children Decision-Making
Problem Solving

Power of pedagogical leadership (Fonsén, 2014)



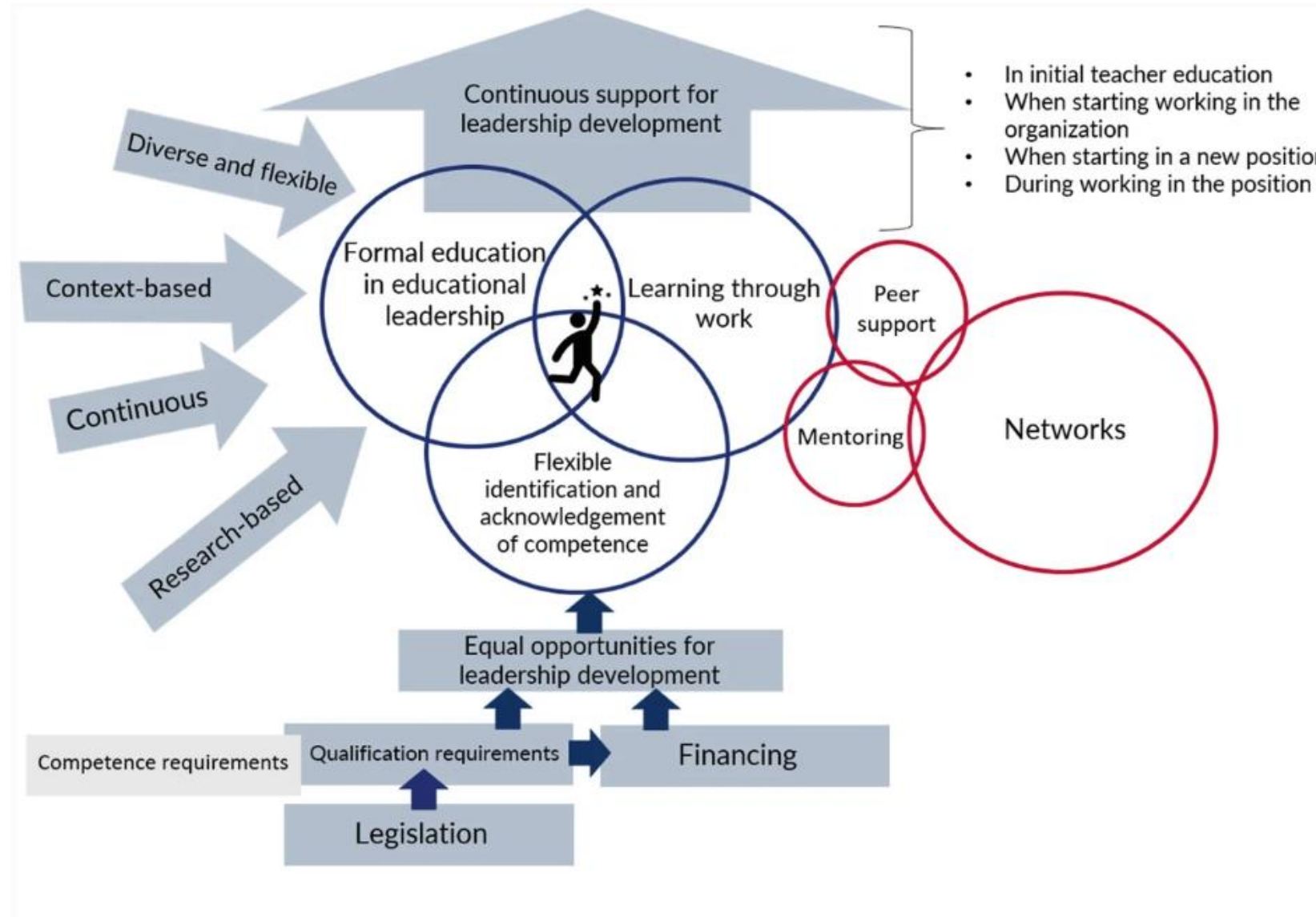
Educational leadership and educational leaders



- **Views of MPEL educational leadership students 2007-2018 (Ballo, 2020)**
 - **Every member of an educational organisation is an educational leader**
 - Work extends beyond one's daycare centre /school/organizations/ learning communities
 - Teacher leadership and school leadership
 - **One can be an educational leader in several ways**
 - Position may be formal and/or informal
 - Role varies from supporting to influencing
 - Task ranges from caring for one's own group to compiling education policy
 - **Educational leader's work is diverse**
 - Tasks vary from delegating tasks and balancing needs to motivating and facilitating
 - Responsibility extends from general development, leading learning, and societal well-being to caring for a single person's wellbeing and development

Professional development in educational leadership

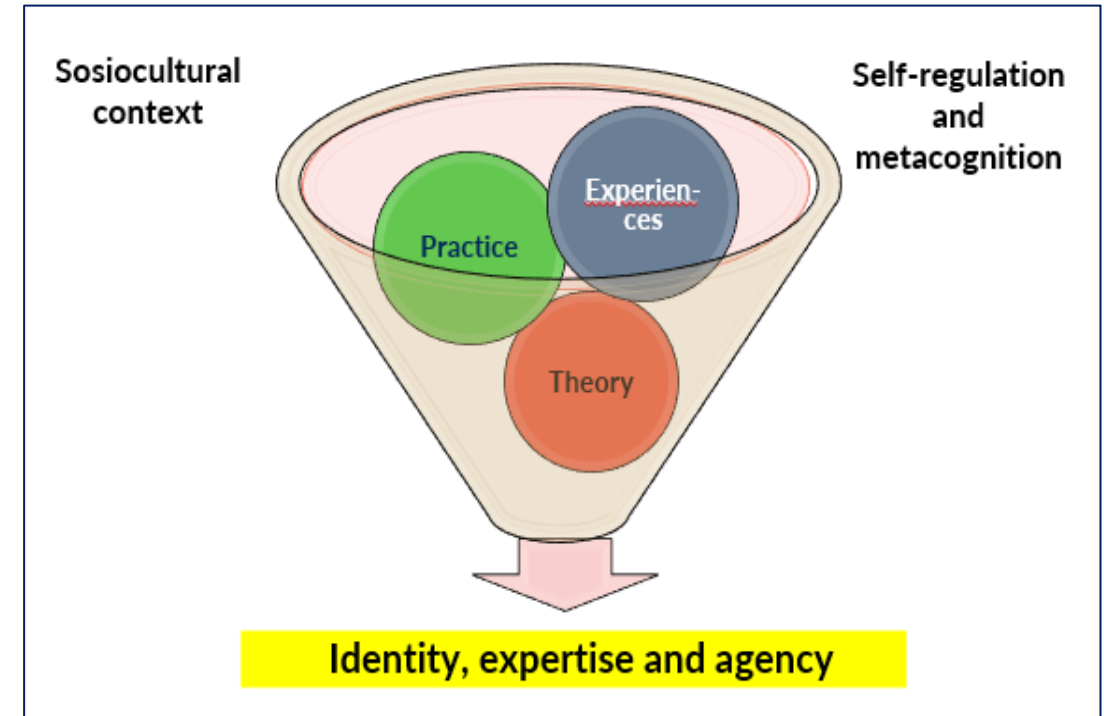
(Hanhimäki et al., 2024)



Integrative pedagogy and concepts of identity, agency and expertise in leadership training



- Integrative pedagogy and related working methods, including a development plan and guiding students to examine their own professional development
- At the core of the professional development is professional identity, expertise and agency, based on which each student compiles their own development plan during their studies
- 1) The emphasis at the beginning of the training is on examining professional identity: *Who am I and where am I coming from?*
- 2) In the middle-phase of the training, the emphasis is placed on the consideration of professional expertise: *What do I do as a leader?*
- 3) The final phase of the training focuses on supporting professional agency and compiling a development plan for further steps: *What is my goal and how do I get there?*

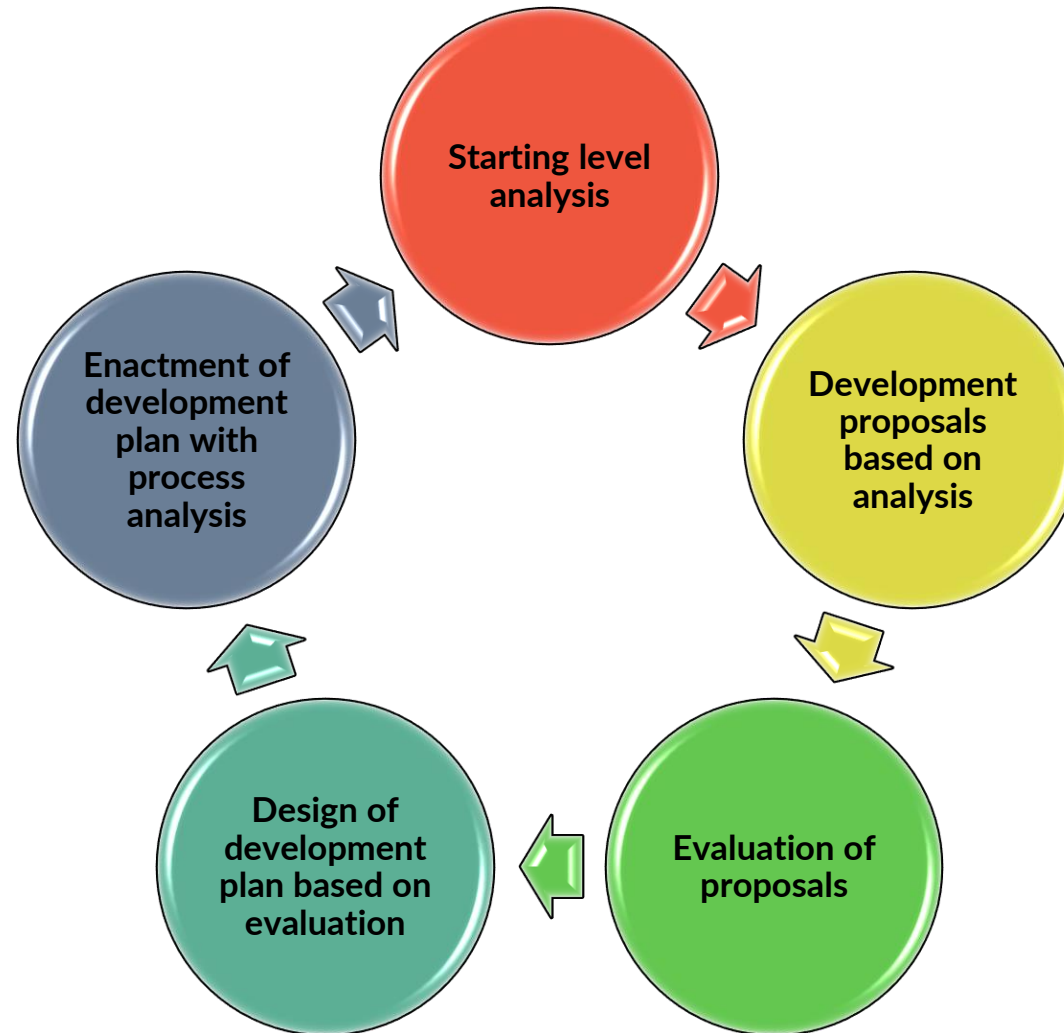


Integrative pedagogy approach based on e.g. Päivi Tynjälä's (2007; 2008) research

Enquiry method



- Developing one's community through conducting research on it
- The basic enquiry cycle comprises the following phases



(Risku, 2024)



Enquiry method as a professional development project

An example:

7.3.2025

28.3.2025

25.4.2025

16.4.2025

6.6.2025

Or:

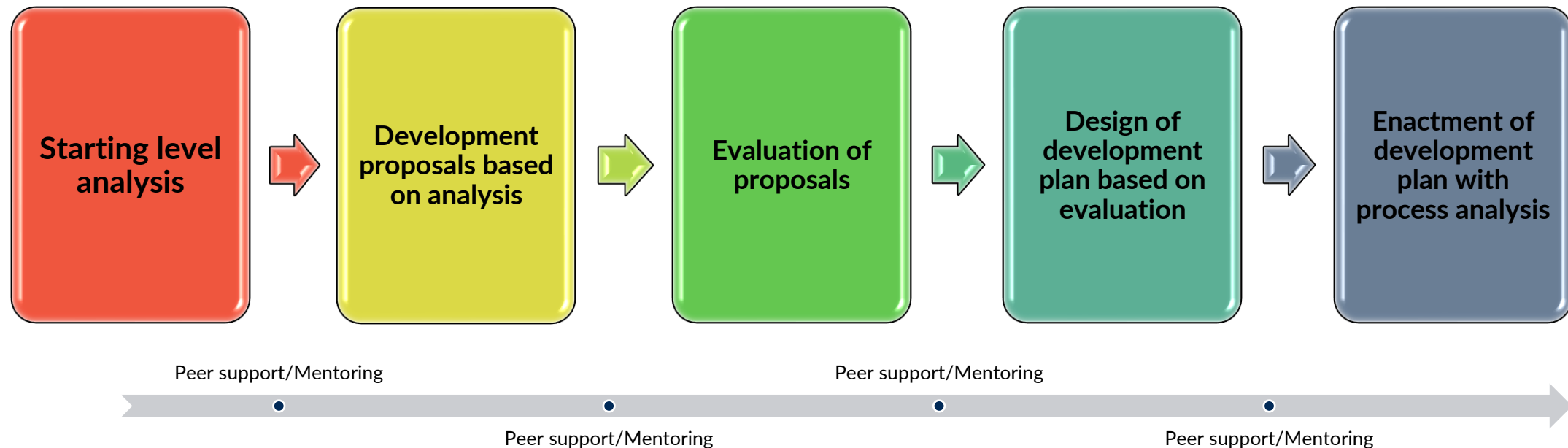
7.-8.3.2025

23.-24.5.2025

12.-13.9.2025

28.-29.11.2025

6.-7.3.2026



**Discussing the pedagogy
and the process:
(in breakout rooms 30 min)**

Reflection

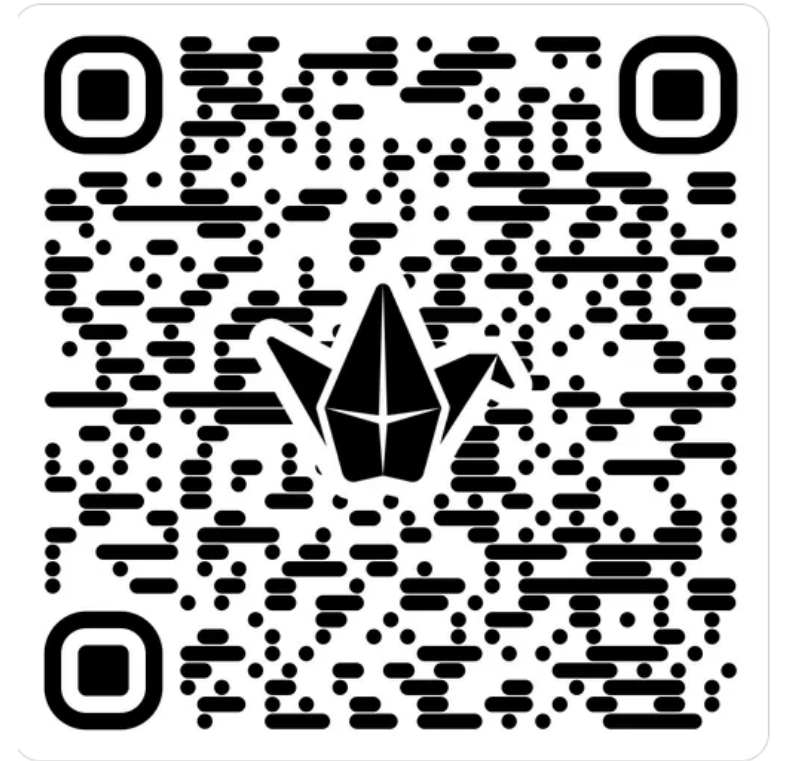


Based on our presentation, please share, compare and reflect the experiences and examples of your own pedagogical models of developing educational leadership.

What kind of similarities or differences do you find?

What kind of other remarks do you notice?

Please discuss in your group and write your group synthesis in Padlet <https://padlet.com/JYULead/EEM>



Conclusions (30 min)