Dialogue and Mentoring

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Change of world paradigm

- Newtonian paradigm is transforming into quantum paradigm.

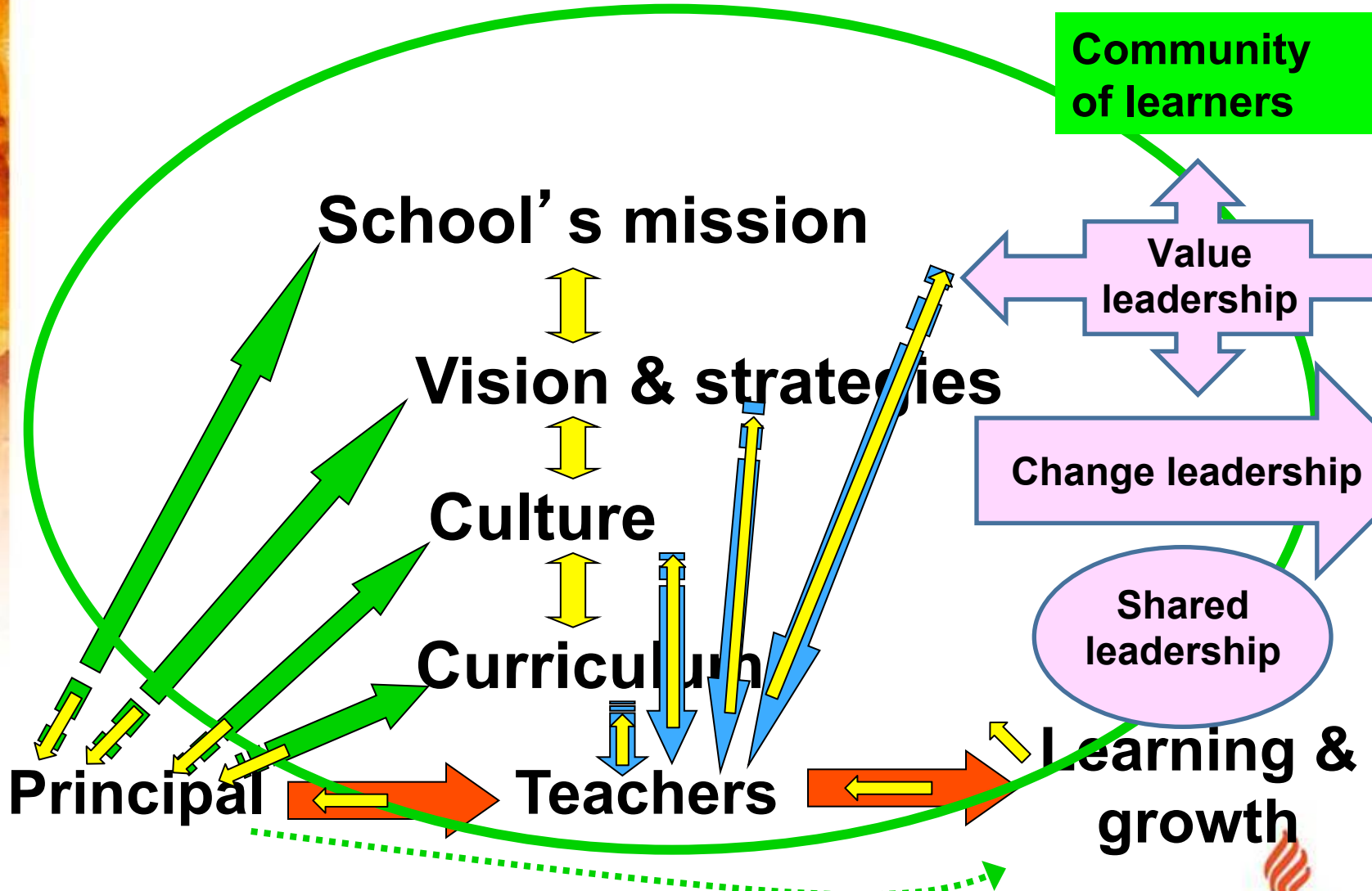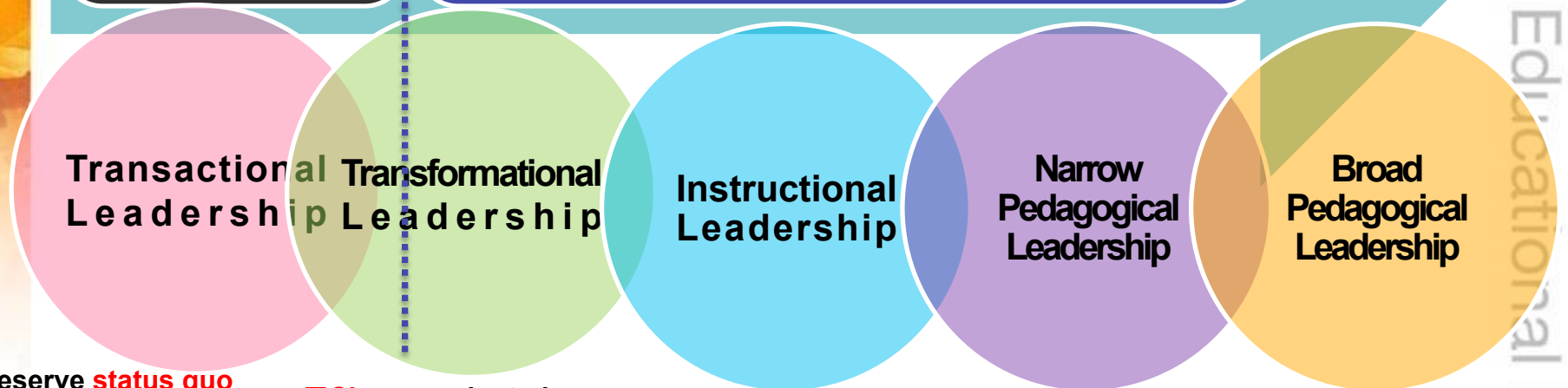| SIMPLE LAW- ABIDING CONTROLLABLE	COMPLEX CHAOTIC UNCERTAIN
CERTAINTY PREDICTABILITY HIERARCHY ATOMISM TOP DOWN PASSIVE WORKERS ONE BEST METHOD COMPETITION UNYELDING BUREAUCRACY EFFECTIVITY REACTIVITY	UNCERTAINTY INPREDICTABILITY NO HIERARCHY, NETWORKS HOLISM SEVERAL POWER CENTRES PARTNERS MANY BEST METHODS COLLABORATION FELIXBLE TRUST APPROPRIATENESS PROACTIVITY

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(Zohar 1997)

Broad Pedagogical Leadership

Community of learners

School's mission

Vision & strategies

Value leadership

Culture

Change leadership

Curriculum

Shared leadership

Principal

Teachers

Learning & growth

(Alava 2008; Andrews, Basom & Basom 1991; Hallinger & Heck 1998; Helakorpi 2001; Kleine & Kracht 1993; Lee & Dimmock; Mäkelä 2007; Raasumaa 2010; Risku 2012; Southworth; Stevenson 2000)

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A Synthesis of Leadership Concepts

Newtonian Paradigm

Quantum Paradigm

Transactional Leadership

Transformational Leadership

Instructional Leadership

Narrow Pedagogical Leadership

Broad Pedagogical Leadership

☐ Preserve **status quo**
☐ Based on **exchange**
☐ Followers as **tools**
☐ Leadership= **managment**

☐ **Change**-oriented
☐ Based on **power**
☐ **Charismatic** leader
☐ Creating a **vision**

☐ **Principal**-centered
☐ Focus on **teaching**
☐ **Direct** leadership

☐ **Learner**-centered
☐ Focus on **learning**
☐ **Direct** leadership

☐ **Learner**-centered
☐ Focus on **learning**
☐ **Direct** leadership+ **indirect + interactive** leadership
☐ Leadership as **resource**
☐ Organization need to **learn**

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Leadership as Resource: 3 Phases

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(Spillane, 2001; Tian & Risku, 2012)

Equality & Dialogue and mentoring

- **Dialogue**
  - creating shared understanding in equality
- **Mentoring**
  - transfer of tacit knowledge in equality
- **Dialogue and mentoring are central approaches of leadership in the quantum paradigm**
- **Equalities vary**
  - Existentially everybody is equal
  - Epistemically equality varies according to knowledge and skills
    - →Variation enables/requires dialogue and mentoring
  - Juridical remits and rights vary
    - →Superiors have final responsibility

(Alava, Halttunen & Risku 2012, Hannu L.T. Heikkinen 2012, Pierre Bordeau)

Conducting Dialogue

- Start the process and make it flow
- Listen to and respect others
- Have patience not to interfere too quickly
- Ask questions that support the speaker's thoughts
- Do not talk too much
- Confine the discussion
- Reflect and process further
- From time to time make summaries/conclusions

(Kinnula, 2012)

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Some misunderstandings lead you to astray

It becomes a popularity contest. → Communicator vs. Flatterer

It creates destructive competition. → Issue vs. "Winner"

It preserves a dysfunctional harmony. → Mediocrity vs. Excellence

It stops at lip service. → Practitioner vs. Boaster

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Dialogue in tension-intensive situations
A good leader is not a yes-man, nor a bully.

Take conflicts and tension as resource.

Clearly reveal the problem without threatening and blaming.

Ensure your team with all the support they need.

Avoid hostile body language.

Build collective accountability.

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Mentoring

An exercise connecting to Assignment 2…
Sample questions (Design your own questions if needed):

1. What do you want to achieve as a pedagogical leader?
2. What strengths propel you toward your goal?
3. What weaknesses hinder you?
4. What do you want to learn the most in this Master's degree program?

Mentor: Give 1 piece of advice.

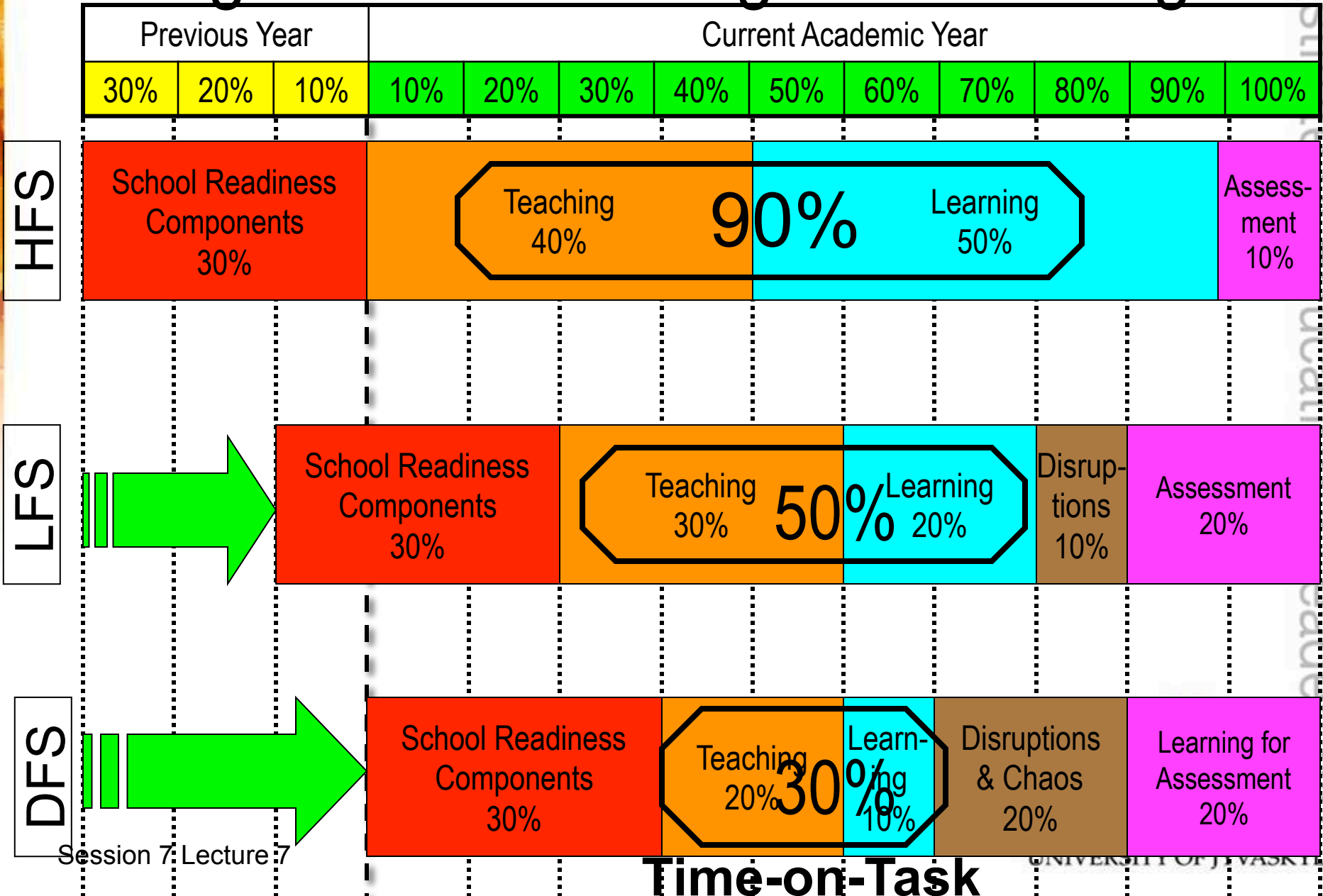People open their hearts to people who understand their hearts
---- Dan Rockwell

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QUESTIONS ON ASSIGNMENT 2

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JYVÄSKYLÄN YLIOPISTO

Logistics of Teaching and Learning

	Previous Year			Current Academic Year									
	30%	20%	10%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

HFS

School Readiness Components 30%	Teaching 40%	**90%** Learning 50%	Assess-ment 10%

LFS

School Readiness Components 30%	Teaching 30% **50%** Learning 20%	Disrup-tions 10%	Assessment 20%

DFS

School Readiness Components 30%	Teaching 20% **30%** Learn-ing 10%	Disruptions & Chaos 20%	Learning for Assessment 20%

Time-on-Task

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ASSIGNMENT 2 (EDLS340)

Title: My Pedagogical Leadership
Deadline: Nov. 27
Length: 6-8 pages (IEL assignment template + APA style)
Grade: 0-5
Evaluation: (70% of the final grade)
1. Combine theories and practice.
2. A theoretical analysis on broad pedagogical leadership.

    (4 main themes of EDLS340)
3. Your personal development plan.

    (your role+national context+short/long-term goals+concrete actions)
4. Use the template and APA referencing style.
5. Submit the assignment onto e-learning platform in time.

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ASSIGNMENT 2 STRUCTURE

My pedagogical leadership

Part 1: Theoretical analysis of pedagogical leadership in connection with

- education as leadership and the paradigm shift
- leadership theories emphasizing curriculum, teaching and learning
- leadership as resource (distributed leadership)
- curriculum as a leadership tool

Part 2: Personal development plan as a pedagogical leader using broad pedagogical theory.

- Describe Your role in a concrete way
- Policy maker/superintendent/principal/teacher/consultant etc.
- Define Your national, local and personal context briefly containing

  goals, challenges, system, opportunities and obstacles

Make Your own development plan as a pedagogical leader including

- long and short term goals
- action plan to achieve the goals

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ASSIGNMENT 2 Q & A

Q: Do we need to examine theory and explain it in my words?
A: Yes, we want you to have a narrative description on broad pedagogical leadership theory in your own words.

Q: What follows from the perception?
A: It means you need to make a concrete feasible action plan for your role. What so you want to apply in practice? What is the function of educational leadership in your country? E.g. to preserve the status quo or to change the society in a certain direction?

Q: How I can apply this in my context as a researcher?
A: Firstly, you need to have a thorough understanding on your expertise as a researcher/principal/teacher/administrator, etc.. Secondly, describe and analyze what kind of influence you can have on others in the network. Please remember the direct/indirect/interactive impact in the broad pedagogical leadership framework. Also, please examine your context and see if there are any special expectations on your role.

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ASSIGNMENT 2 Q & A

Q: In part1, should I include the theoretical analysis related to my chosen role or to my previous background?

A: In part 1, we want you to have a theory analysis on broad pedagogical leadership in your own words. In part 2, you are to apply the theory into practice which is based on the dream role you want to achieve.

Q: Should I include goals and challenges in the role I have chosen or can I reflect on my background?

A: This assignment is designed for your future development. Therefore, we expect you to set the goals for your dream role. Your previous experience is crucial because it helps you to analyze the opportunities, challenges, confusions you might encounter.

Q: What is the difference between long/short-term goals and an action plan?

A: We expect you to set both long-term goals and short-term goals. Long-term goals are vision-anchored, while short-term goals are practice-oriented.
An action plan is about how you achieve these goals step by step.

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A learning path

- A leadership role you selected
- Your national/local contexts

Assignment 2
My pedagogical leadership

Your own context

EDLS430
Practicum

Assignment 1
School visit report

EDLS340
Theories

- Education as leadership, paradigm shift
- leadership theories (curriculum, teaching and learning)
- Leadership as resource (distributed leadership)
- Curriculum as a leadership tool

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