



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

ESHA Conference

SURE FIRE claims principals are Finland's most important leaders

**May 21, 2022
Limassol, Cyprus**

**Mika Risku, Head
Institute of Educational Leadership
University of Jyväskylä**



Topics

Two SURE FIRE mottos

- Principals are Finland's most important leaders
- A principal's best friend is another principal

Educational leadership

Changing operational environment

Mission of education

Education system and governance

Education organisations

Educational leaders





Educational leadership





Educational + leadership



(Risku, 2022)

- Educational leadership studies leadership as a phenomenon in the field of education.

- What is education?
 - What does it do, why, how, where, when, with and by whom?
 - Education policy, system and governance
 - Education sociology (critical pedagogy)

- What is leadership?
 - What does it do, why, how, where, when, with and by whom?
 - Organisation
 - Leadership

(Risku, 2018-2019)



Leadership/management as a discipline in Finnish universities



(Risku, 2022)

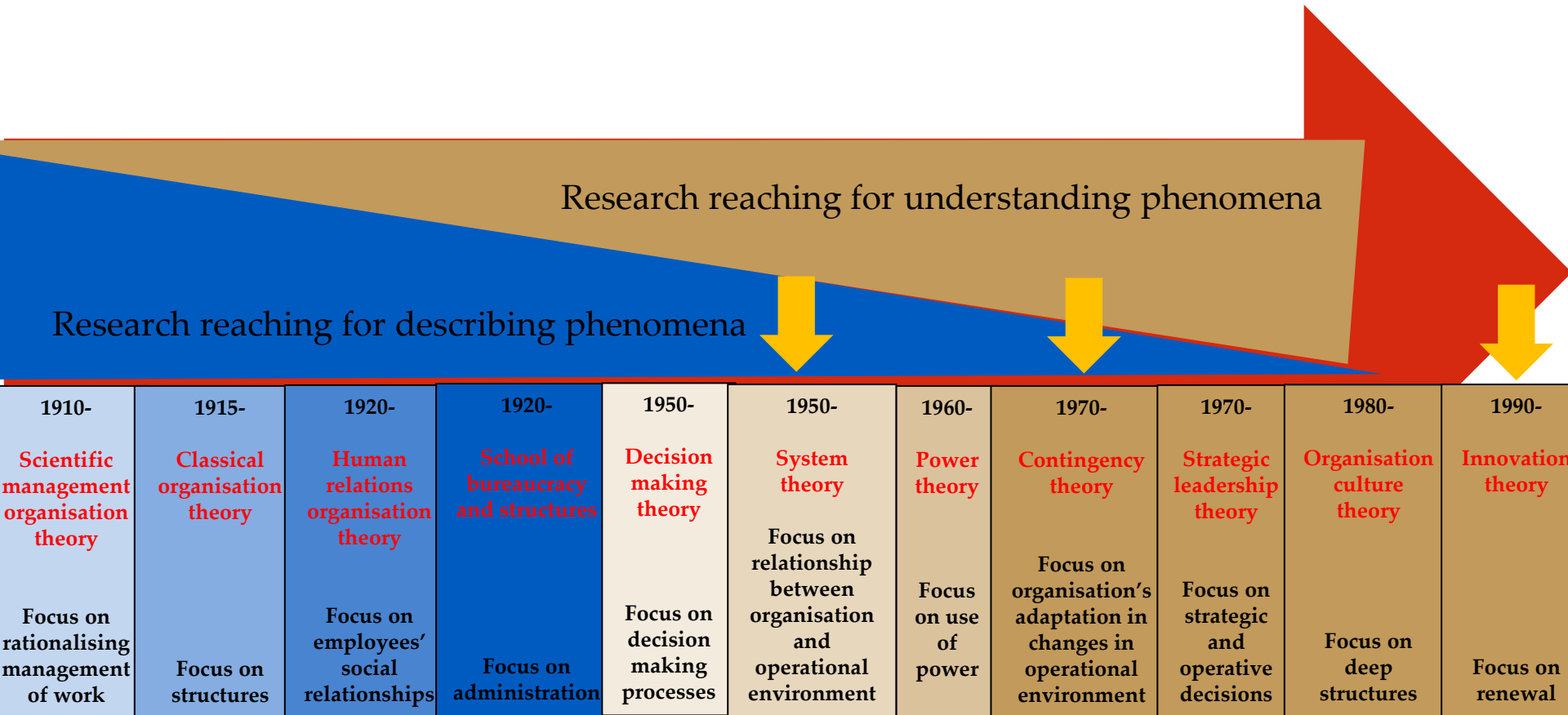


(Risku, 2018)

Central organisation theories and their evolvement



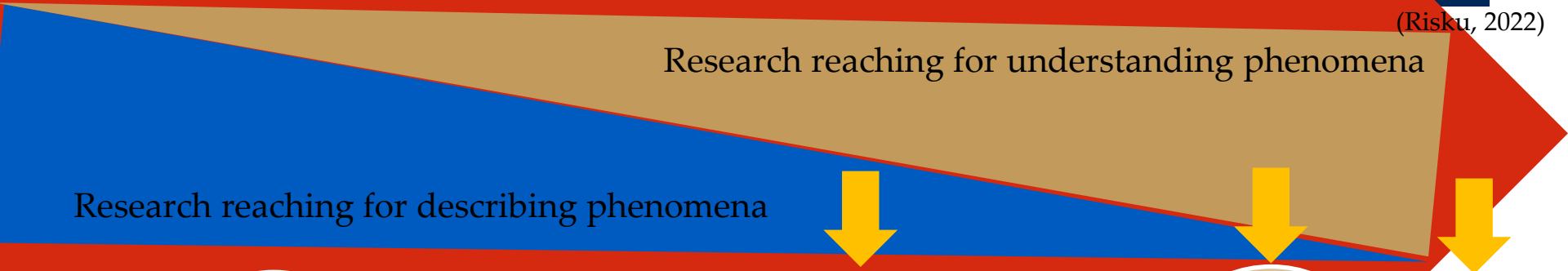
(Risku, 2022)



(Harisalo, 2006; Figure Risku, 2018)



(Risku, 2022)



1900-1950	1950-1970	1970-1980	1980-1990	1970-1990	1970-2000	1980-2000	1990-
Qualities affect leadership	Leadership styles affect leadership	Situations affect leadership	Qualities, leadership styles and situations affect leadership	Leadership process in relation to subordinates	Leadership in relation to matters and groups	Culture affects leadership	Discourse Affects leadership
What qualities do successful leaders have?	What leadership styles do successful leaders have?	What leadership styles do successful leaders use in different situations	What kind of combinations do successful leaders have?	Transactional and transformational leadership	Leading people and managing matters	How can we understand leadership from the perspective of artefacts, symbols and culture?	How can we understand leadership from the perspective of discourse?

(Juuti, 2006; Figure Risku, 2018)



Changing
operational
environment



Change of operational environment is paradigm scale



(Risku, 2022)

- Newtonian setting/paradigm is transforming into a quantum one.



SIMPLE
LAW- ABIDING
CONTROLLABLE

COMPLEX
CHAOTIC
UNCERTAIN

CERTAINTY
PREDICTABILITY
HIERARCHY
ATOMISM
TOP DOWN
PASSIVE WORKERS
ONE BEST METHOD
COMPETITION
UNYELDING BUREAUCRACY
EFFECTIVITY
REACTIVITY

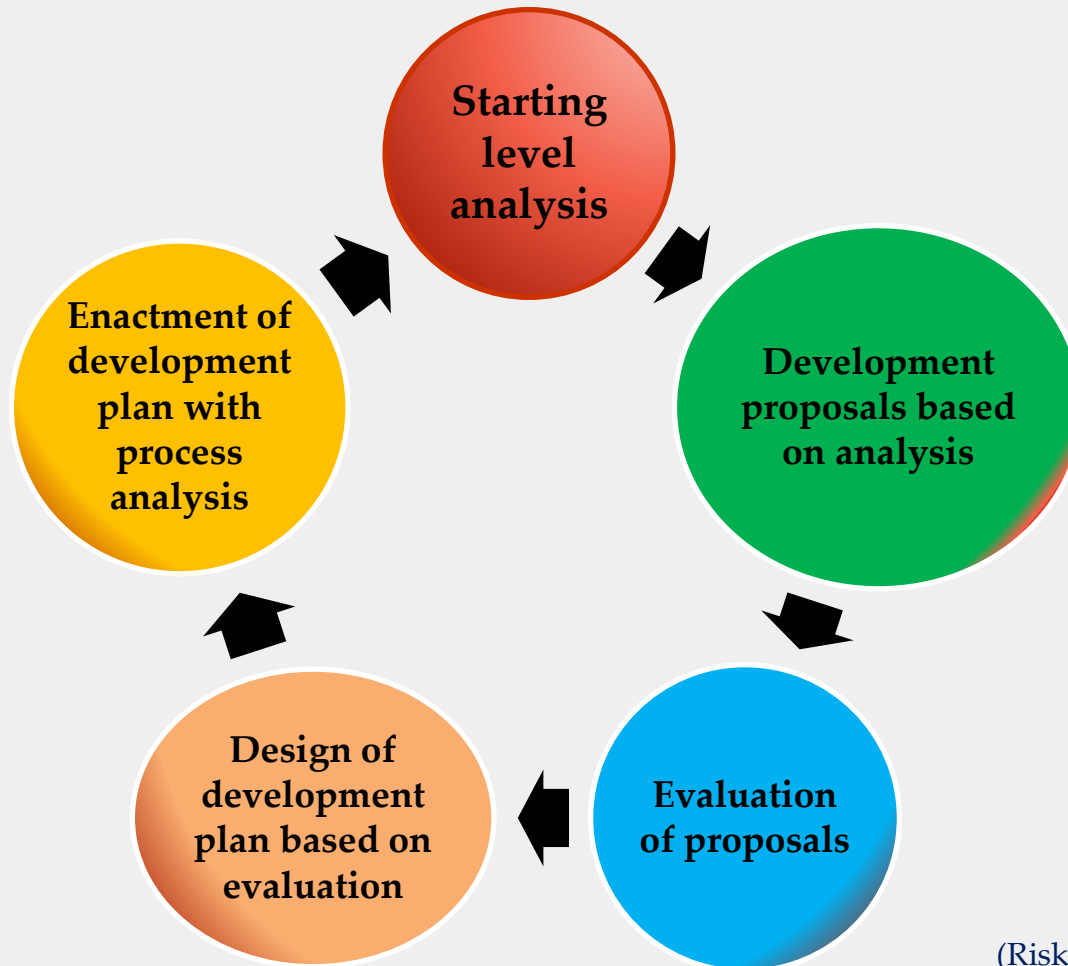
UNCERTAINTY
INPREDICTABILITY
NO HIERARCHY, NETWORKS
HOLISM
SEVERAL POWER CENTRES
PARTNERS
MANY BEST METHODS
COLLABORATION
FLEXIBLE TRUST
APPROPRIATENESS
PROACTIVITY

(Risku, 2002 on Zohar, 1997)

Enquiry method



- Developing one's community through conducting research on it (Risku, 2022)
- The basic enquiry cycle comprises the following phases



(Risku, 2016; <http://www.ec4slt.com/>)

Support to Support Providers Project Fair



(Risku, 2022)

- A year-long professional development project to develop local schools for the next decade
- Funded by the National Agency for Education and conducted by Institute of Educational Leadership, University of Jyväskylä, in collaboration with Government Valteri School, Centre for Learning and Consulting
- Municipality-level educational leadership teams from 83 municipalities from all over Finland
- National conference to show and audit processes on Nov 2 2018, Nov 1 2019, Oct 29 2020 and Nov 5 2021.



(Risku, 2018)



Mission of
education



Educational policy



- **Educational policy refers to the educational will society expresses for education.** (Risku, 2022)
 - Education refers to how society conceives the formal way to organise learning.
 - Policy is public activity organised by political actors and public authorities.
 - The mission of policy is to share common good, and it is based on desires and combats in public arenas.
- **Educational policy is linked with social decision-making and one way to enact social policy** (Lehtisalo & Raivola, 1999).
- **The meaning of educational policy and the factors affecting it in social decision-making vary as the operational environment changes.** (Hellström, 2008).
- **Education comprises of formal, non-formal and informal learning.**
 - Education is a formal way to organise learning: formal learning is intentional, organised by an educational organisation, structured, and leads into a certificate.
 - Teaching is a method for formal learning.
 - Non-formal learning is intentional and structured but not organised by an educational organisation and does not lead into a certificate.
 - Informal learning is the result everyday activities. It may be or not be intentional. It is not structured, nor organised by an educational organisation and does not lead into a certificate. (Lehtisalo & Raivola, 1999)



Education policy is an essential social policy tool



(Risku, 2022)

1925

Curriculum is an agreement on all that has to be done to meet the goals determined for education.

(Hellström, 2008; see also Hirsjärvi, 1983)

1952

1970

1985

1994

2004

2014/2016

The Finnish curriculum reforms explicitly reflect the general societal development with foci for future creation.

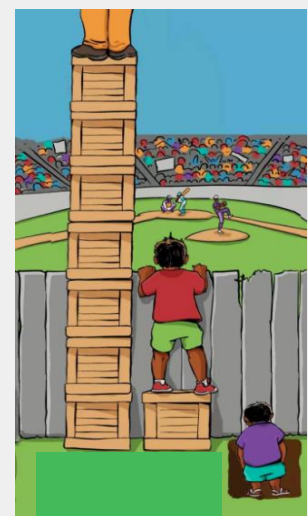
(Tian & Risku, 2018)

(Tian & Risku, 2018)

Equity and equality



(Risku, 2022)



1. Different starting points



2. Same starting points



3. Same goals



4. Same general and additional individual goals



5. Same accessibility

Conservative view on equality

- It is natural that people are different and that the education system has different educational channels for different people (picture 1)

Liberal view on equality

- Success is based on individuals themselves and everyone must have the same opportunity to obtain education (picture 2)

Radical view on equality

- People are different and need different kind of support to reach the same goals (picture 3)

(Kalalahti & Varjo, 2012)



(Risku, 2022)

The health and social services reform will significantly change the tasks of municipalities, in which **early childhood education and care as well as pre-primary and basic education will be emphasised after the reform**. Early childhood education and care as well as pre-primary and basic education are covered by the system of central government transfers to local government for basic public services, and these functions will account for the greatest part of the central government transfers system in the future. In addition to education services, **the other tasks in the field of education and culture – culture, physical activity and youth services – and cooperation between them will also be emphasised following the health and social services reform**.

(Finnish Government, 2021)



Education system and governance



Education system in Finland



(Risku, 2022)

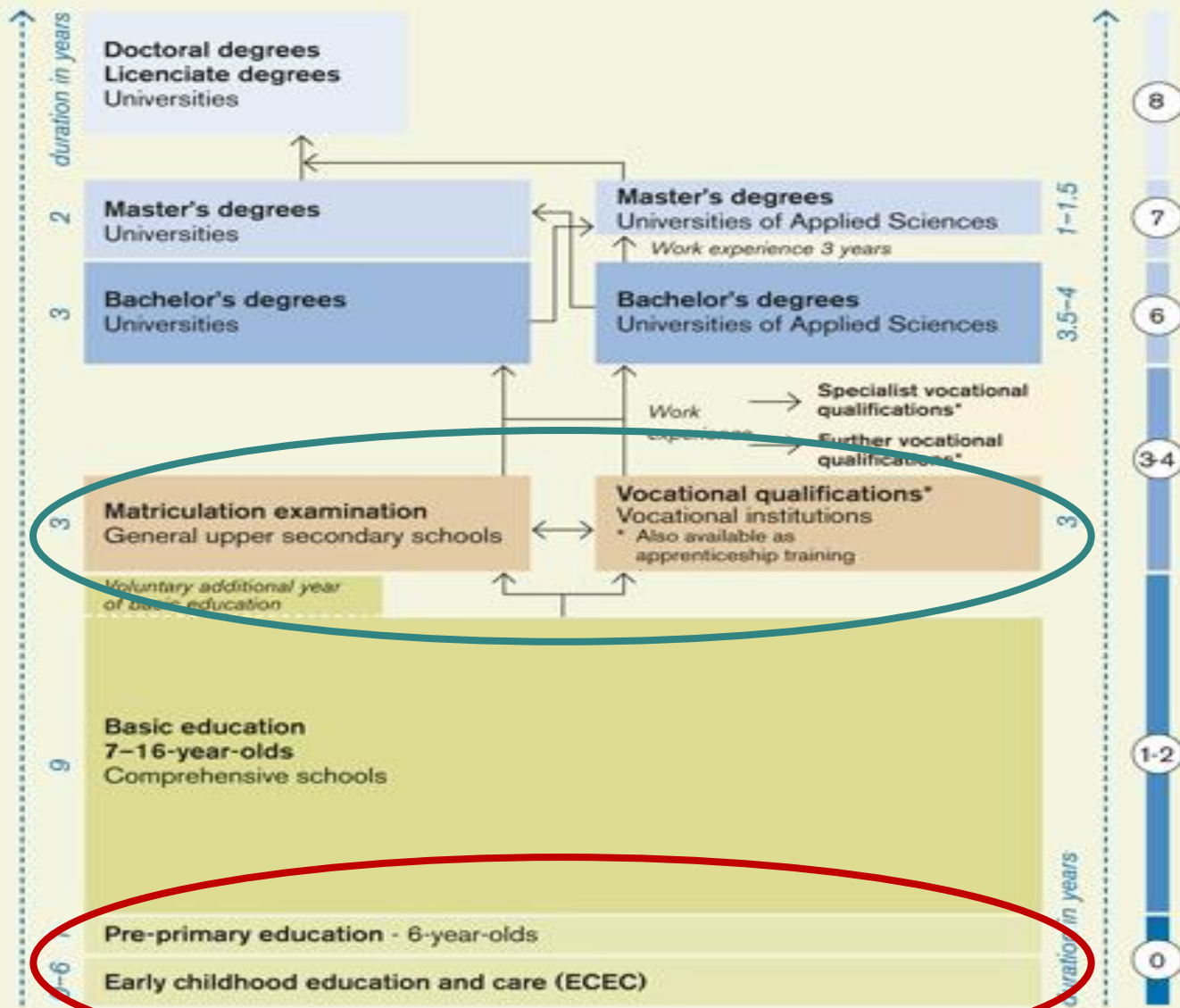
14 universities and 25 universities of applied sciences in 2019.

383 general (103 410 students) and 181 vocational upper secondary schools (244 350 students) in 2018.

2396 comprehensive schools (554 746 students) in 2018.

51 000 pre-school students in day care centres and 10 000 in schools in 2016.

358 400 children of whom 51,8% in municipal ECEC (3167 posts), 31,9% in family day care, 9,6% 756 private day care centres and 6,5% at home in 2018.

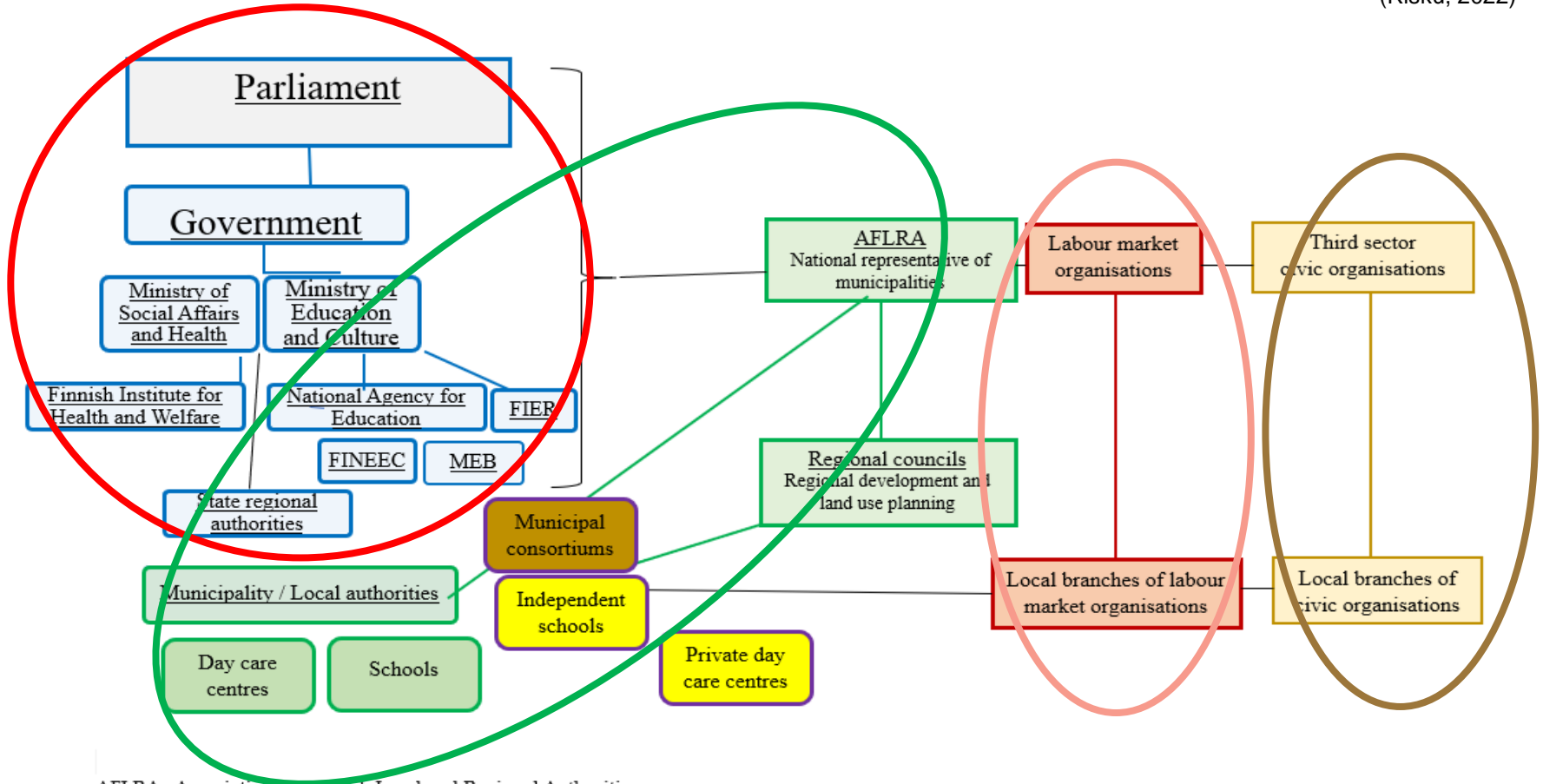


(EduFi, n.d.; MinEdu, n.d.; Vipunen.fi, n.d.)

Finnish education governance system



(Risku, 2022)



AFLRA= Association for Finnish Local and Regional Authorities
 FINEEC= Finnish National Education Evaluation Council
 MEB= Matriculation Examination Board
 FIER= Finnish Institute for Educational Research

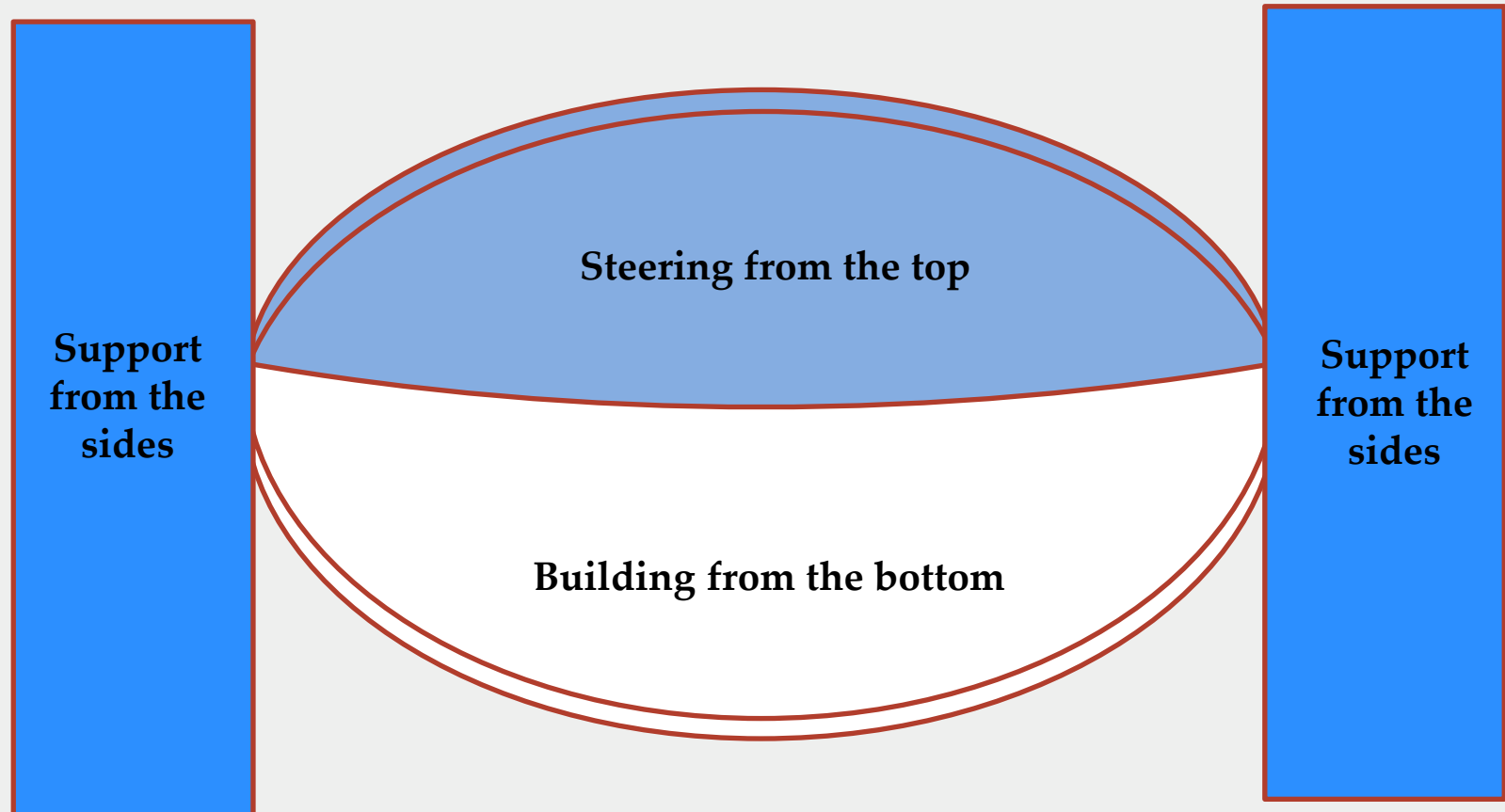
(Risku & Tian, 2020; modified 2021)



Fourth Way Approach



(Risku, 2022)



(Hargreaves & Shirley, 2009)



Educational organisations



Finnish local education governance

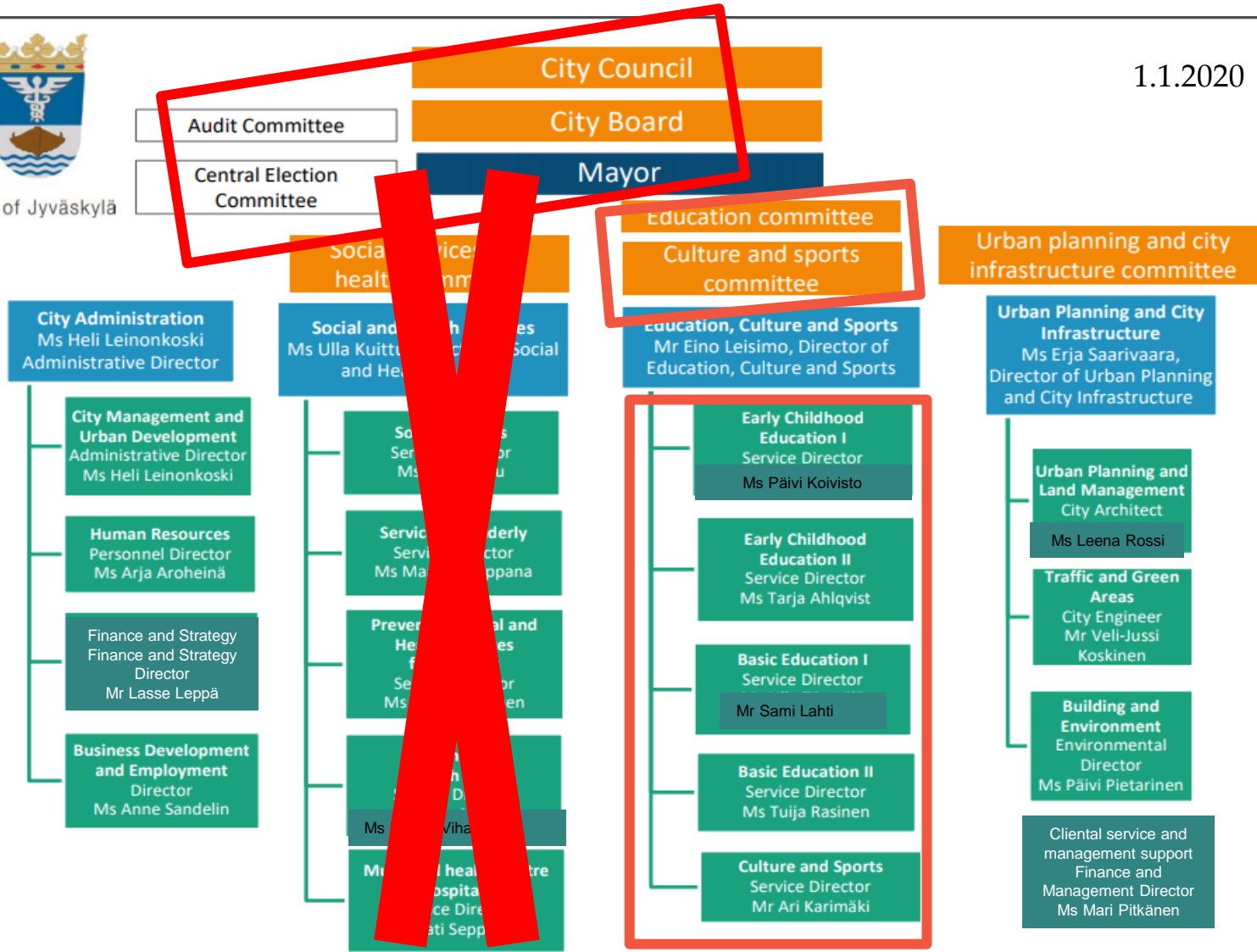


1.1.2020

(Risku, 2022)



City of Jyväskylä

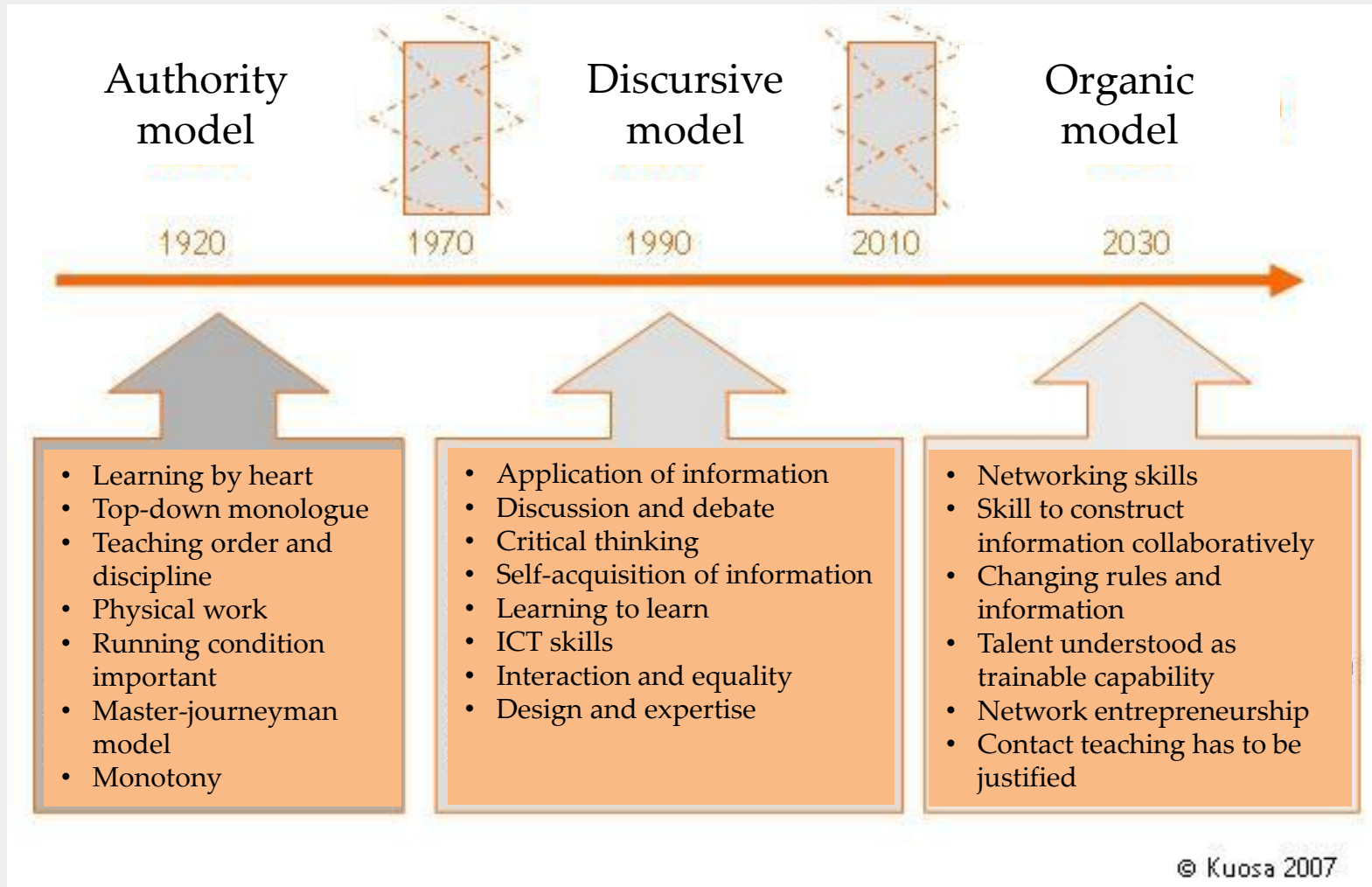


(City of Jyväskylä, n.d.)



Evolutionary scenarios for educational organisations

(Risku, 2022)

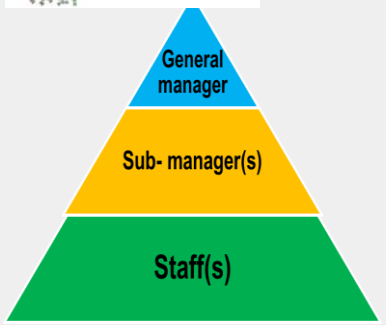


(Aalto, Ahokas & Kuosa 2008, 34; Translation Risku, 2016)

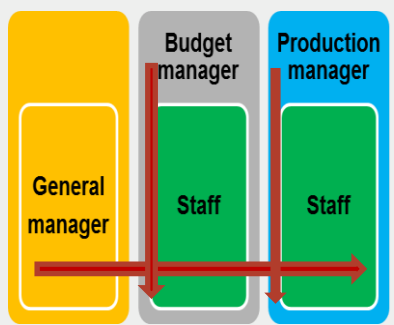
RIISING TREND OF PROCESS/NETWORK ORGANISATIONS WITH MULTI-PROFESSIONAL TEAMS



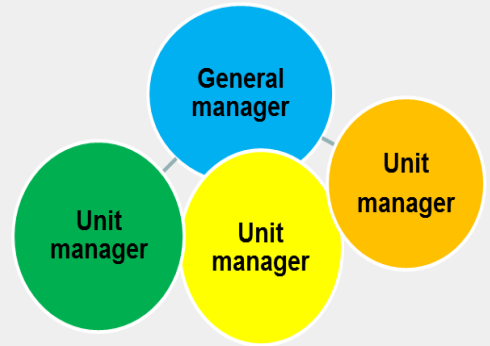
(Risku, 2022)



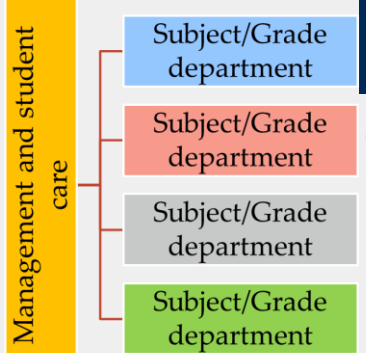
Hierarchical organisation



Matrix organisation



Profit-unit organisation



Functional organisation



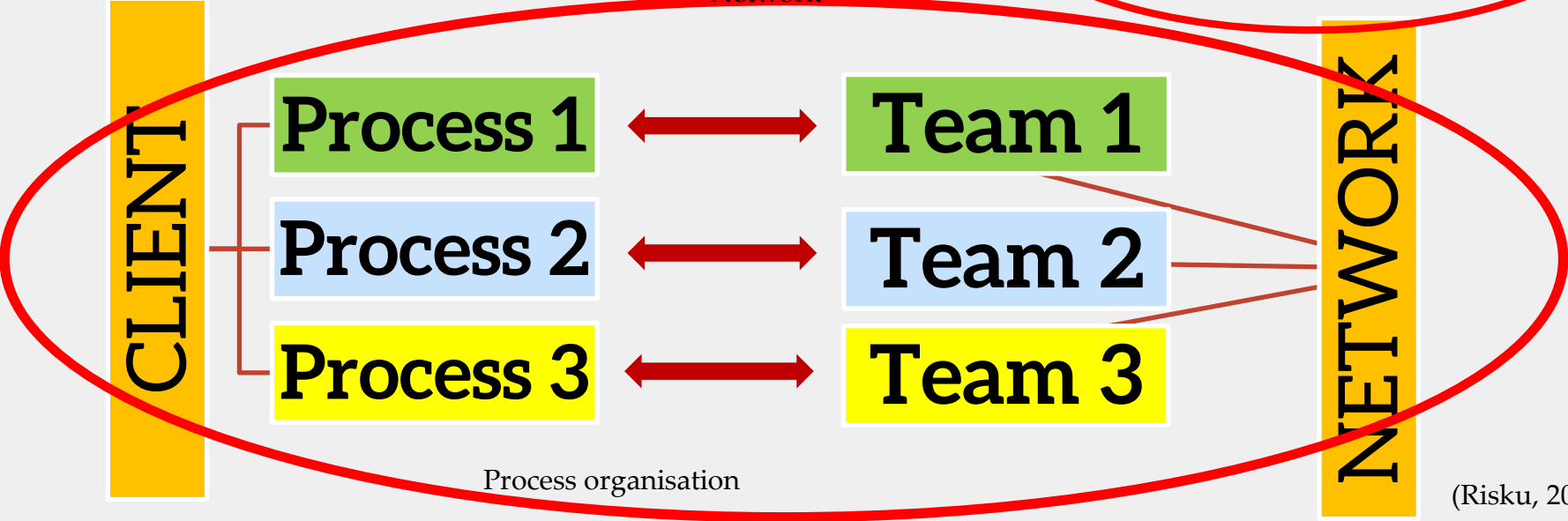
Functional team



Network



Multi-professional team



Process organisation

(Risku, 2020)

Rising trend of multi-purpose community centres



(Risku, 2022)

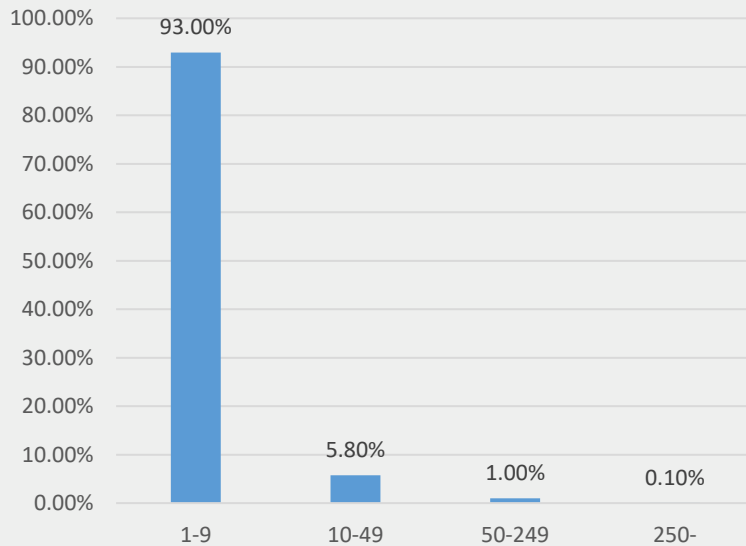


- Maternity and child welfare clinic
- Day care centre
- Comprehensive education
 - General education
 - Special education
 - Education for intellectually disabled
- Youth services
- Sport services
- Adult education services
- Premises for clubs and associations
- Staff 110 (85 in education) with emphasis on co-working
- Library



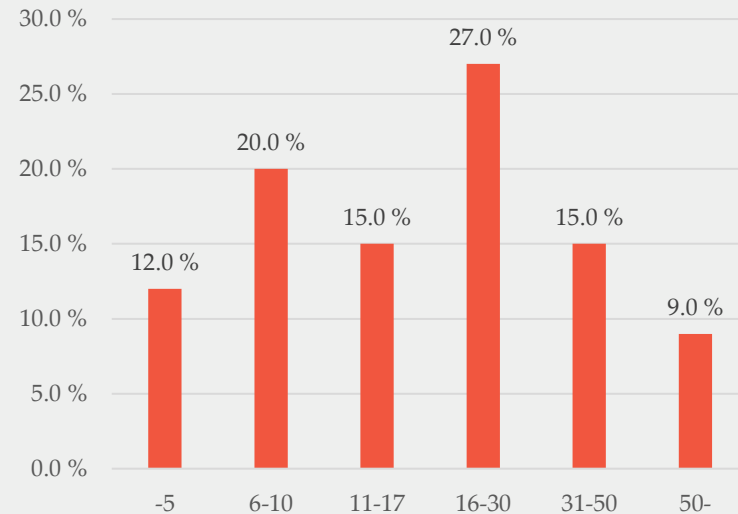
Size of unit: staff

- Business structure in Finland
 - Number of staff / unit
 - In all, 286 042 enterprises



(https://www.yrittajat.fi/sites/default/files/yrittajyystilastot_2020.pdf)

- Day care centre and school structure in Finland
 - Number of staff / unit
 - In all, 1600 respondents



(<https://www.sivista.fi/tiedotteet/suurella-osalla-sivistysalan-johtajista-on-esimiesasemaan-paatymisessa-ollut-mukana-sattumaa/>)



Rising trend of self-steering teams



(Risku, 2022)

1. Change of operational environment for Stadi Vocational College

2. Motto

- Learners are our clients and Stadi Vocational College is the place with the most impact on learning

3. Self-steering operational culture on all levels of organisation

- Constructing trust and renewing attitudes and thinking
- Learning environments as campuses where educators work with the coaching approach and learners collaboratively on their individual paths
 - Starting 1.8.2018 5 campuses
 - In all 17 units (2-4/campus)
 - 20000 students ja 2000 employees

Learning communities comprise of 6-8 teachers in youth and adult education together with ca. 120 students

- Collaboration with other teams and services
- Premises open 8-20

(Sarkkinen, 2019)





**Educational
leaders**





Finnish principals



(Risku, 2022)

- Finnish principals serve the education providers not the state
- Educational legislation does not obligate principals but education providers
 - However, each school must have a principal who answers for the school
- Principals' responsibilities and rights are determined in local ordinances
- Principals' qualifications must comprise
 - Teacher qualification in the respective school form AND
 - EDUFI certificate in educational administration (15 ECTS) OR
 - university studies in educational administration (25 ECTS) OR
 - otherwise proven experience in educational administration
 - Principals' qualifications are often applied also to vice and assistant principals
 - Qualifications for other educational leaders are not determined but in general municipal directors of education have at least principals' qualifications
- **Recommendation: education for principals should be based on**
 - a systematic and modular education system in educational leadership starting with teacher pre-service and continuing throughout the professional careers as the leadership tasks expand and deepen

(FNBoE, 2013)

Educational leaders



Views of international educational leadership students 2007-2017

Difficult to define but extends beyond one's day care centre / school ^(Risku, 2022)

- Leadership is different from management and administration

- Each member of an educational organisation is an educational leader**

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 wellbeing to caring for a single person's wellbeing and development

- Five categories identified

- supporting students

- coordinating teachers

- guiding a group of people

- educating young generations

- influencing citizens

(Ballo, 2020)

EduFutura KAJO/DAWN



(Risku, 2022)

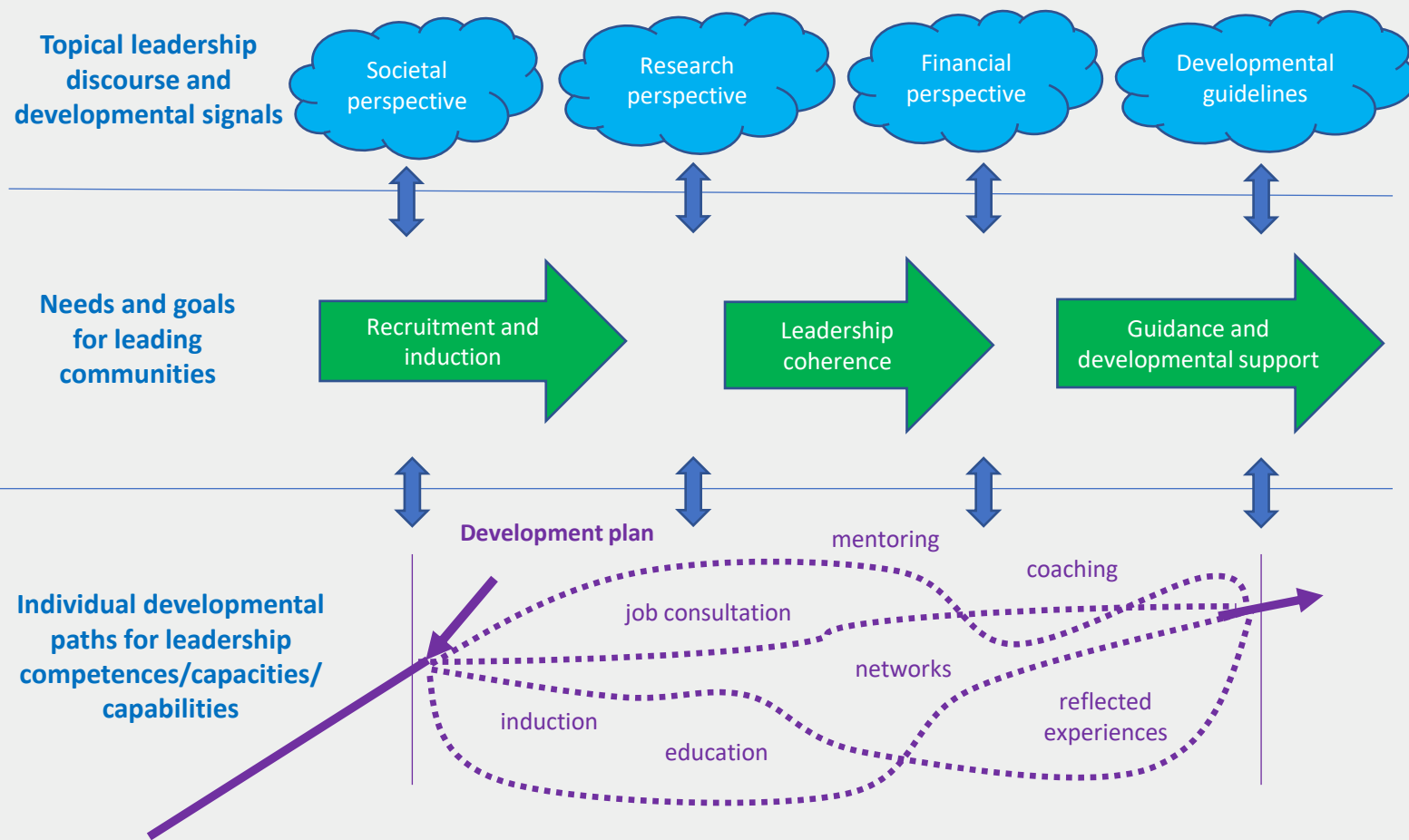
Individual paths in a collaborative environment in a societally appropriate way.

Scientific foundation

Education policy is part of social policy

Educational organisations are open systems and hence in interaction with their operational environments

Educational leadership competences/capacities /capabilities must be developed so that they meet educational organisations' leadership needs in a sustainable manner



(EduFutura KAJO/DAWN, 2021)



(Risku, 2022)

- Professional identity refers to **how one conceives oneself as a professional actor**: how one views oneself in relation to work and professionalism, and what one wants to become like in one's work and profession.
- Professional identity also includes conceptions about **where one thinks one belongs to** and with what one identifies oneself with, what one considers important and to what one is committed in one's work and profession. It contains also one's **values** and ethical dimensions as well as **goals and beliefs** for one's work.
- The concept of identity and along this evolvment also the concept of professional development has met with radical changes. Today we think that identity is **fragmented, constantly evolving and discontinuous**.
- Identity is thus dynamic and **one must constantly renegotiate one's conception of oneself**. It is constructed in relation to experiences, situations and people that we have interaction with in the everyday.
- It is vital to know and work with one's professional identity because how one conceives oneself determines what one considers one's professional expertise and agency to comprise of, too.**

(Eteläpelto & Vähäsantanen, 2006)

Thank you!

