



The importance of Developing Skills and Teachers Training for Leadership

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The collective monograph aims to present the results of the DeSTT/"Development of Skills and Teachers Training for Leadership" Erasmus + project activity. The research and activities conducted in the project focus on developing teachers' leadership skills at the educational institutions of various levels – from secondary schools to higher educational institutions. The monograph examines the main components of "educational leadership" and analyses its peculiarities from the pedagogical, social, cultural, managerial, and other aspects. Scientists from Italian, Spanish, Polish, Mongolian, and Kazakhstani partner universities share their experience in researching and developing teachers' leadership skills. The authors prove the importance of leadership skills for effective teaching and learning.

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INTRODUCTION

Why the “Development of Skills and Teachers Training for Leadership –DeSTT” project

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The “Development of Skills and Teachers Training for Leadership” (DeSTT) project, funded by the European Union in the framework of the Erasmus+ Ka2 project, is focussed on the training of University professors and on the development of their identity by strengthening their leadership capability. In other words, the project aim is to stress and improve the importance of leadership in education.

When we talk about leadership in education, we refer to the ability to make decisions regarding the management of a training center or an academy. That is why, educational leadership mainly falls on the complex educational system and on what should be the training to be proposed, especially today in a globalized world in continuous technological transformation and increasingly connected.

Leadership in education is mainly exercised both by the managers within the educational institutions, but also by teachers in their classrooms. This was the focus of DeSTT project, which despite the difficulties of the pandemic period, has developed in depth the planned activities giving life to modern "Centers", technologically advanced and prepared for the long term. The project has a long perspective and all partner universities in Mongolia and Kazakhstan considered the topic preparatory to teacher training.

While the leadership exercised by teachers, but also by managers, must be focused on the search for a constant improvement in the quality of education provided in the educational institution under their direction, in the classroom and in the administration, its management requires strategic actions to be achieved clearly directed toward this direction.

As a matter of fact, we need to transform the educational system as a whole or the educational institution into an entity with an organization based on the quality culture, developing a sense of belonging and rootedness towards this organization culture by the entire school group. In this way, actions, attitudes, and practices naturally evolve towards the fulfillment of the objectives previously identified by the educational director or manager.

Working with processes of this kind gives positive results in terms of better and more efficient processes of knowledge acquisition by students, with the participation of teachers, administrative staff, and all the other community members, that are more motivated towards the realization of each of their activities in a harmonious and favorable way for all.

All the participants in the DeSST project have committed themselves so that this has been possible and the realization of the dedicated training course

appears as an important and strategic result. In the coming years this will certainly form the basis for the creation of a project that revolves around leadership in education.

The education system and its management imply a dynamic leadership process aimed at promoting and developing efficient administrative and pedagogical activities.

Therefore, since education is one of the fundamental pillars for the generation of healthy, productive and competitive people and societies, the evaluation of educational management cannot be lost sight of. Hence the importance of reviewing the related conceptual elements.

In the end, what remains, if not the contents that are very interesting and current?

One of the main objectives of leadership in education is to improve the quality of the education given, since education is one of the most important pillars of the development of any society.

The effectiveness of Leadership in education transforms teachers into modern trainers, who have the appropriate skills, but who also know how to transmit them to students and to the entire educational community.

The teacher who uses Leadership well will make students learn more efficiently, participating in lessons without feeling "forced", but for the simple pleasure of listening and receiving new information.

The DeSTT project now entrusts the "Centres" with the content-based training function. These contents are very important for teachers since they enrich knowledge, skills and therefore leadership in education. The goal achieved was finally to strengthen professionalism in the educational field and the results are positive.

So we can say that there is now a full awareness that there is a work environment and human relationships that will improve the educational community of all the university partner in all aspects.

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DeSTT is the acronym of the project co-funded by the Erasmus+ programme of the European Union. The full title of the project is "Development of Skills and Teachers Training for Leadership".

The DESTT project is coming to an end and the final conference is an opportunity to distribute the work done and for a profession on.

When several years ago the University of Cassino and Southern Lazio team in partnership with the eligible Universities from 3 countries: Kazakhstan, Mongolia and Russia elaborated the project idea, on the table was to try to discuss the problem of training and professional development of local community leaders in formal and non-formal education has acquired importance in the partner countries due to the growing concern about the forms of citizen involvement in local democracy, about new tools for civil society public outreach.

The project was of considerable relevance to meeting the national and regional level priorities of partner countries in teacher training and education science.

Due to the pandemic that has hit the world, it has not escaped anyone that the circumstances have occurred have been exceptional and painful. Everything suddenly changed, including the education system, and therefore universities as well. The DESTT project fell right into this bad period.

In several countries, including Kazakhstan and Mongolia, universities have closed their campuses and many of them have had to adapt quickly to the virtual environment, a digitalization process that is forced and not by choice. During the pandemic, the Universities involved in the DESTT project continued to work actively on the project, using the online method. Training and workshops have been set up online. Reconfigured the project template, but nothing crashed. The same instruction university continued. This allowed the cooperation to continue and therefore the cultural nature, the relationship with the young people and with the teachers of all the countries involved was not affected. Everyone worked and contributed.

We must think that it is not possible to think that the university should adapt to the new ones needs, tastes and preferences because of the pandemic, even if we have to face the emergency (Figus, 2020).

Despite inconveniences and difficulties difficult to overcome, teachers and students involved in the DESTT project have tried to do their job in the best possible way, some trying to learn to the fullest and others trying to teach in the best possible way.

The project offered the complex system of local community leader training by integrating formal and non-formal education with the help of a developed curriculum in the form of a modularized thematic cluster. The cluster combines pedagogical, sociological, psychological, law, economics, and management curriculum elements, necessary to make the process of training and professional development of local community leaders more effective, aimed at social interaction in an open civil society, at innovative behavior in a professional environment and local community.

One of the main innovative elements has been the Public E-lab, an indispensable part of the Centre for Non-formal Education of Local Community Leaders. The E-Lab serves as a platform for the design, development, and promotion of socially significant ideas of the local community, a model for the interaction and e-networking of active representatives of the local community.

The E-lab carried out the training for would-be and active community leaders on the formation of virtual communication skills in blogs and forums, including virtual communication with representatives of local authorities, deputies.

To develop the educational and didactical aspects have been important for the project DESTT as to carried out a special Master program for training teachers in the formal system of education (MA1 year 30 ECTS). To improve programs for professional development of teachers for leadership in integrated formal and informal educational formats has been also fundamental. But to establish Education Centres for Leadership as platforms for the design, development, and promotion of socially significant ideas of the local community, for networking of educators with local community at Mongolian and Kazakh Universities really has been an investment for the future, look to the future, look beyond the project.

In fact, the HEIs involved developed new courses and introduce new curriculum aimed at the development of leadership competences. ICT priority have been addressed by establishing the Education Centre for Leadership where the target groups will receive and develop ICT competences bringing them closer to each other and to the new digital generation of their students. Developed new courses and introduce new curriculum aimed at the development of leadership competences. For this in DESTT project the ICT priority has been addressed by establishing the Education Centre for Leadership where the target groups received and improved ICT competences bringing them closer to each other and to the new digital generation of the students.

The deficient competencies have been formed through integrating formal and non-formal education and best practices of universities -members of the consortium.

The integration of formal and non-formal education accrued out in DESTT project has been capable of promoting practice-oriented skills learning which can significantly improve the education systems which are still too theoretical for addressing people's real needs regarding leadership, because such integration can maximize local people's participation levels in local self-government, make people more active in their everyday life.

The DESTT project has placed at the center the multiple and increasingly complex needs that society places on the exercise of the didactic function. It makes a recommendable that teachers have in their performance based on the skills of transformational leadership, which allow it to promote learning changes in their students. It induces change and innovation and convenes project participants' educational process to form an educational community that allows for coherence and cohesion reference to the educational visions, motivations, strategies, and commitments of its members.

The whole educational system from the single University to those who develop ideas, on these issues, can benefit from it.

Even the education partnership with the labor system, maintains an order to put professional autonomy into practice. It must, first, achieve its professional

affirmation, through an intellectual effort that allows him to go to the knowledge. It provided by the sciences and theories of education, by pedagogy, by the dynamics of cultural disciplines and the knowledge provided by the daily practice of teaching.

Therefore, it places a complex social skills system to share and engage in a true professional community and, thirdly, act in professional conscience, which is considered understood as the commitment to research, knowledge, competence, ethics in the teacher performance, inclusion, and especially social justice.

But what is leadership development? Leadership development is the process of enhancing an individual's ability to play a leadership role within an organization in the Higher education system, in order to improve teachers' skills and their ability to transfer information to students.

Leadership has been considered as an essential element in the development of innovation in educational institutions.

Leadership can affect innovation directly or generating learning environments through the creation of a culture and an organizational structure open to change in the Higher Education and all Educational system.

because even during the project, we have well understood that the role of teachers today has changed profoundly and, with this profound transformation, they find themselves operating in a world that has changed. Teachers today often find themselves faced with very heterogeneous realities from a cultural point of view.

Many are and have been and will be the questions that such scenarios involve and the question what criticality does this heterogeneity bring into play?

The factors that intervene are different and primarily linked to the management of the complex intercultural reality, to an evolving society, to a globalized society with a system, the educational one, which must adapt. Being a teacher today means becoming a recognized leader of a group of people with the aim of training, educating, and instructing them. The teacher's job becomes very strenuous on an emotional level, you need to be more and more prepared, have skills and know how to transfer them.

The passion that drives teachers to choose their job may not be enough; other strategies are needed with respect to the challenges one has to face every day in the classroom, bearing in mind that the goal for each individual teacher is always to do their job well, with a "strongly positive impact" not only on its quality of life, but also on the quality of life of the learners who will be the "society to come". The project has attempted to give certain directions to these questions, to these needs.

Society and the educational system are in continuous transformation and in many cases, we can no longer rely on the equation that the teacher is an "undisputed authority".

Becoming (and maintaining) recognized leaders of your class group is not as simple today as it once was. The teacher must be able to be a leader, to work in the classroom thanks to the ability to establish a climate of cooperation and

interaction with the students, to be adequate with respect to the objectives of a pedagogy that has gone far beyond....

We realized this during the development of the DESTT project, comparing distant realities capable of transmitting information.

The goal was to understand the system and the role of leadership in teaching, the perception of a new way of modeling teachers, that of training people above all capable of expressing their own potential and personality, autonomous, free, gifted citizens of critical sense and able to actively "co-operate" for a more just and balanced, attentive, and sensitive society.

There is a lot to do, but the project managed to give the right indications. In the light of what has been said, it is necessary to replace the traditional concept of "authority" with that of "authority", quite different, aware by now that young learners expect "leaders", driving forces, motivators, guides, more than (exclusively) teachers capable of "filling" minds.

We understood well during the development of the project that in all the different realities the teacher, in order to earn the title and role of leader in the field, must get involved, personally implementing and cultivating a fundamental technique of what we can define a "communication effective" which is active listening.

What is fundamental is the desire to "get involved" to transform theory into practice and transform a daily "modus operandi" in the group-class. Only with a continuous commitment to oneself it is possible to have feedback, improvements, and gratifications, within the complex educational system. The different realities have confronted each other, but the system appears to be implemented uniformly, both in Kazakhstan and in Mongolia, and in Europe.

The result does not seem to change, considering that the issue of leadership remains central to the renewal of the education system, for learning, for a new dimension and role of teacher.

In fact, the first strategy that a teacher-leader must be able to implement is that of "active listening". Know how to learn and listen.

There is confirmation that communicating effectively, especially in a "complicated universe" such as that of teaching, is not reduced to knowing how to speak or knowing how to speak "well". Everything must be preceded by a strategy that creates the foundations for a favorable environment, a new educational environment that starts from the ability to listen to and understand needs.

Active listening is not just hearing; there are differences.

You need to know today the teacher we need to train needs more knowledge than ever before. The teacher must develop more skills and must have leadership. You must also know an environmental context, you must live in a classroom, often multi-cultural, multi-racial and multi-religious, as is necessary today, you must be able to understand the needs of the changing society and you must know your students. Mongolia, Kazakhstan, we have seen, does not change much. Society appears truly globalized; the educational system must know how to adapt.

To be active while listening it is necessary to have continuous feedback, return messages, which confirm what the interlocutor expresses.

Understanding the students becomes fundamental, growing leadership allows you to manage the situation and achieve better results. Being in tune with everything and everyone, the education system is complex and needs to be managed.

As you can see, it is not just a question of "didactic tools" in the strict sense of the term, on the contrary. During the development of the DESTT project we realized this.

Actually, we are talking about "skills and intelligences" of various kinds mainly, of emotional intelligences, capable of guaranteeing a more interesting and stimulating "climate" in the educational system, with a marked improvement in academic performance in different contexts, often even globalised, multiethnic and multiracial.

Of course, it is not all the world the same, but it is the leader who must perceive the differences.

To prepare new teachers really means understanding new needs, knowing how to deal with them and knowing how to solve problems by interacting and not by creating barriers.

A more fruitful and pleasant teacher-student relationship, in the European or Asian education system, needs different points of view than in the recent past. The educational system must train teachers who know how to give a new interpretation of "diversity" in any form it presents, who know how to listen, who know how to transmit, creating an environment where harmony reigns and not conflict.

The term leader indicates, in general, someone who assumes a position of pre-eminence in a political or cultural alignment, or simply in an activity/enterprise - including obviously educational ones. The leader is often seen as a "boss", even if the difference between these two terms lies precisely in the various meanings that, over time, have alternated around the concept of leadership. And this happens in society and therefore also in the educational complex. It takes place in Mongolia, in Kazakhstan, but also in Europe.

If being the boss in fact mainly requires management and command skills, being a leader involves the development of positive emotions in the leader's following, emotionally engaging the entire group. It is clear boss and leader are two different things, we have focused on the training of leaders, this is evident.

During the development of the DESTT project we worked a lot on teacher training also from the point of view of researching the correct methodologies. In reality, the qualities that the leader teacher should have are both pragmatic and affective: this is reflected in the skills that he should develop, referring to the educational environment

In fact, the teacher should try to promote in each student the ability to have a clear vision of the world around him, in order to face it independently, the desire to be an example for others, a model to follow; the ability to motivate those

around him; the empowerment of others, the ability to delegate authority and tasks to be performed with criteria.

Here the group becomes the protagonist, the positive and constructive work done in the classroom and in the organization of common activities. These are all things that the teacher must know how to stimulate and know how to do.

On the methodological question the DESTT project has done a lot by transferring information from European Universities to the Universities of Mongolia and Kazakhstan. We managed to define a picture, a background scenario that indicates not only to the teacher already in service but also to the future teacher, to the student who wants to go down a university path, how a course of study can really bring out and qualify the profession of 'teacher. To indicate a framework of basic skills on which to then be able working to improve one's career path and therefore also improve one's career has been fundamental.

The teacher must be trained following a precise methodology, such as to provide qualified professional standards and at the same time leadership skills.

In short, this vision of the skills of the teachers proposes areas of competence in an integrated education system, therefore a little more articulated compared to the traditional scenarios of the past.

First of all, there is a cultural question, because it is determined that the teacher must have a solid disciplinary and cultural foundation in general and know how to transmit it through leadership qualities.

There is the question of a didactic type, therefore didactic, methodological, innovative. The teacher as a leader must acquire organizational skills. It must then have institutional and community skills i.e. putting always highlighting that the teacher must work in an educational system that integrates and is part of a complex and if we want globalized society, it is therefore necessary in strong synergy with the whole complex educational apparatus, both institutional and non-institutional.

In the end, as a leader, the teacher must have skills with respect to the care of professionalism, therefore all that is needed to identify rights, duties, values and to understand how one is and how one evaluates oneself and how one is trained also throughout the course of the career.

We fully understand how much more work and can be done on teacher leadership.

Therefore, the problem of leadership in the educational context was addressed with teachers and students as actors and trying to develop a synergistic leadership style through, for example, coaching skills, and e-learning new decision-making processes to manage the emerging (Morriane, Rovelli, 2022). The challenge to come will be how to put into practice functional behaviors to lead the teamwork revolution in Mongolia and Kazakhstan, both in presence and remotely and also, to increase the level of well-being in inhabiting contemporary complexity, they always look beyond.

In conclusion, we would like to attest, how important it was in the DESTT project to have had the opportunity to create support centers for the creation of

an environment where the educational system interacted by exploiting telematic resources and innovation.

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PART 1

LEADERSHIP IN EDUCATION: CURRENT ISSUES, TRENDS AND APPROACHES

An approach to training instructors for teacher leadership programs in higher education

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Abstract: *Over the past four decades, the subfield of teacher leadership studies has emerged and evolved. Teacher leadership has traditionally been defined in terms of teachers providing leadership beyond the boundaries of the classroom. More recent studies have also addressed the influence of teachers who assume leadership roles within the classroom. As a result of the progressive definition of this area, models for training teacher leaders have been developed, and there have been numerous proposals for implementing training programs. This chapter describes how an education program has been implemented in higher education with the goal of involving higher education teachers in the development of curricula or interdisciplinary content, with a focus on teacher leadership development. After a brief review of the literature and conceptual clarification, the focus of the training program, its objectives, the main content covered, and the methods of implementation are presented.*

Keywords: teachers; leaders; leadership; training; design.

1. Introduction

The literature and professional practice related to leadership education have a long history. Several studies, such as Day (2000), Avolio (2007), and Parry et al.

(2014), have attempted to organize the vast academic literature on this topic and clarify the approach to understanding leadership and its application to leadership training [LT in further text] programs (Lacerenza et al., 2017).

The literature on teacher education is a specific area within this academic production that goes back at least four decades, with earlier antecedents. In the 1980s, the concept of "teacher leaders" was introduced by the Holmes Group and the Carnegie Forum on Education and Economy in response to the question of how to develop teacher professionalization. Among the earliest studies of the concept are those by Lieberman (1988), Smily and Denny (1990), and Wasley (1991), who examine the concept's initial delineations.

Over the past twenty years, academic research on teacher leadership has grown substantially, with studies of collective, shared, or distributed forms of leadership taking center stage. This has led to well-known reviews of the concept, such as Harris and Muijs (2002), York-Barr and Duke (2004), Wenner and Campbell (2017), and more recently Nguyen, Harris, and Ng (2020) and Schott, van Roekel&Tummers (2020). These reviews clarify the concept, develop the theory, and outline its practical applications.

From the most recent studies, it appears that the authors have a clear preference for taking empirical perspectives using qualitative techniques dealing with K-12 school context. In addition, most of the authors' work is based on and biased by experiences in North America (United States), with only 15 percent examining Asian (China) or European experiences (Nguyen, Harris, and Ng, 2020; Schott, van Roekel&Tummers (2020).

This chapter addresses a training concept in teacher leadership in higher education, an area that has received little attention in the literature. The purpose is to describe how a training program for higher education lecturers in teacher leadership was developed and implemented.

The experience was conducted as part of the DeSTT project¹ led by Giovanni Betta (Università degli Studi di Cassino e del Lazio Meridionale, Italy). The main objectives of the project were to develop specialized training programs in this field and to establish TL resource centers.

One of the main challenges of the training program was to develop cross-cutting content based on evidence that could then be used to develop leadership skills among faculty from different knowledge areas such as humanities, life sciences, experimental sciences, and social sciences, all of which were among the recipient universities. In addition to teaching leadership skills, the entire participating team aimed to impart cultural values necessary to understand the concept and recognize its usefulness in different areas of higher education.

¹The project DeSST, Development of Skills and Teachers Training for Leadership (2020-2023) was funded under Erasmus + Key Action 2, Cooperation for innovation and the exchange of good practices / Capacity Building in the field of higher education (609905-EPP-1-2019-1-IT-EPPKA2-CBHE-JP). The consortium was coordinated by the University of Cassino and Southern Lazio (UNICAS, Italy) and included three other European institutions that provided training: University of Santiago de Compostela (USC, Spain), Foundation for Security and Liberty (FSL, Italy), and University of Social Sciences (SAN, Poland). Seven Eurasian universities were recipients of the trainings: in Kazakhstan, Manash Kozybayev North Kazakhstan State University (NKSU) and University of International Business (UIB); in Mongolia, Mongolian National University of Education (MNUE), Mongolian University of Life Sciences (MULS), and Mongolian University of Science and Technology (MUST); in the Russian Federation (2020-2022), Irkutsk State Agrarian University [ISAU] and Yaroslav-the-Wise Novgorod State University [NOVSU].

Although the consortium of training universities consisted of four institutions, we would like to clarify that this chapter only describes the experience of the team from the University of Santiago de Compostela (USC), which carried out part of the training activities. In this sense, it should also be clarified that although the training activities converged in several events in which all the European partners participated, the USC team had the latitude to approach the activities autonomously, choosing the most appropriate orientation, content, and didactic tools, always in line with the objectives of the project.

The structure of this chapter is as follows: After this introduction, the conceptual basis that inspired the design of the training is clarified, followed by an explanation of the chosen approach, a description of the work program and the different training activities carried out, including details of the content covered. The chapter concludes with a summary of the results and some observations.

2. Conceptual basis

As Day (2000) noted in one of the most influential works in the field, leadership education has historically focused on improving an individual's knowledge, skills, abilities, and other attributes in an organizational setting with the goal of assuming a formal or informal role. That involves initiating processes that affect individuals, groups, and the organization. This acquisition of competence should be naturally compatible with teachers' performance and with the institutional values, rules of conduct, and beliefs that govern their work in the organizational context.

The literature on leadership has had a significant impact on the business environment. However, it has become obvious that many competencies applicable in a business context can be applied to other social experiences. The concept of leadership has been expanded to encompass a broader range of behaviors consistent with cultural and social expectations of a leader (McBee, 2014), making the business environment only one example of such behaviors.

Educational institutions play an important role in society, and leadership is critical to achieving positive outcomes and strengthening the organization. Studies of teacher leadership highlight the important role teachers play in shaping school policy, mentoring fellow teachers, contributing to curriculum design and professional development, and advocating for students and families. Teacher leaders are critical in fostering collaboration, driving innovation, and driving positive change in schools and education systems.

As defined by Wenner and Campbell (2017), "teacher leadership" refers to teachers who take on leadership roles outside the classrooms. However, Katzenmeyer and Moller (2001) and Cooper et al. (2015) have expanded the definition to claim that teacher leadership can extend to leadership inside and outside the classroom, belonging to and contributing to a community of learning and leading teachers, inspiring others to improve pedagogical practice, and taking responsibility for the outcomes of their leadership role.

Hence, in line with present-day patterns, teacher leadership is not confined to classroom settings but can extend beyond it, with teaching and leadership being integrated. In fact, it is the expansion of teacher leadership's sphere of influence that has driven this area of study in recent years.

Notably, in their review on teacher leadership research, Nguyen, Harris, and Ng (2020: 66-67) identified a convergence of authors' perspectives around four essential features. Firstly, teacher leadership is characterized by its ability to influence others, rather than being defined by a formal role or authority. Secondly, the definitions of teacher leadership go beyond the traditional duties of a classroom teacher, and instead emphasize on actions such as sharing practices and initiating change, as well as informal interactions based on mutual benefit, respect, and trust. Thirdly, teacher leaders have an impact on several levels, not just within their own classroom, but also at the school level and beyond. Lastly, the most common interpretation of teacher leadership in the reviewed literature is associated with influence, impact, and outcomes.

As in other areas of leadership development, a variety of frameworks exist for teacher leadership.

Four framework concepts can be highlighted: Katzenmeyer and Moller (2001; 2009); Muijs and Harris (2003); York-Barr and Duke (2004); Angelle (2017).

In one of the most influential frameworks, Katzenmeyer and Moller (2001) identified seven dimensions that promote teacher leadership inside and outside the classroom: developmental focus, recognition, autonomy, collegiality, participation, open communication, and positive environment. Based on these dimensions, the authors proposed a well-known instrument, the Teacher Leadership School Survey (TLSS).

In a later work, Katzenmeyer and Moller (2009) proposed seven dimensions of teacher leadership: self-awareness, leading change, communication, diversity, instructional policy and leadership, continuous improvement, and self-organization.

Muijs and Harris (2003) proposed a framework with four dimensions related to the role of teacher leadership: creating a social network between the school and its community; participation (building collaboration with other teachers); mediation (providing information and expertise related to instructional practices); relationship (mutual learning with other teachers).

York-Barr and Duke (2004) suggested the Teacher Leadership Framework which includes four categories: benefits of employee participation in teacher leadership; teaching and learning expertise; acknowledgement, opportunities, and rewards for accomplished teachers; and benefits to students.

Angelle (2017) proposed a three-factor model to explain teacher leadership: sharing expertise; sharing leadership (including sharing leadership opportunities and sharing leadership engagement); supra practitioner (teachers' perceptions of responsibilities beyond their roles); principal selection (the principal's control over teachers' involvement in leadership activities).

Based on the review of these four frameworks, Kamaruzaman, Musa & Hashim (2020: 582) identified eleven aspects of teacher leadership: teachers' roles beyond the classroom; roles and expertise in instructional practices; autonomy or empowerment given to teachers; teachers' ability to influence other teachers for improvement; collaboration through working together and sharing practices; teachers' professional development; teacher's participation and engagement in leadership activities; contribution to the community; teacher's work and performance recognition; working environments; and improve student outcomes.

In parallel with the research findings, numerous initiatives have emerged to improve the development of teacher leaders. Some of the most well-known programs that enable teachers to take on leadership roles and bring about change in their schools and communities include the Teacher Leadership Institute² (Center for Teaching Quality, USA), the Teacher Learning and Leadership Program³ (under the Ontario Ministry of Education, 2007-2018, Canada); the Teacher Leadership Program⁴ (under the National College for Teaching and Leadership, 2013-2018, United Kingdom); or the Teacher Leaders Program⁵ (Academy of Singapore Teachers, Singapore). Some of the institutions supporting these programs have been replaced by other departments or agencies, but all these programs have received recognition for their successful outcomes in empowering teachers to become leaders and agents of change in their schools and communities.

3. Training perspective

Following Katzenmeyer and Moller's (2001: 6) definition⁶, in planning this training we considered that teacher leadership is the result of applying competencies that go beyond classroom practice and also focus on the environment in which teachers play their role. In this sense, awareness of the task of the pedagogical role and professional practice involves a high level of commitment to the educational institution and the community it serves.

In their review of LT, Lacerenza et al. (2017) note that there are three possible approaches to LT: Leadership development as an integrated approach that focuses on leader-employee interactions; leadership development, which includes initiatives to develop the individual; and leadership development and training, processes to acquire skills that improve effectiveness at the organizational level (management; supervision; leadership) by strengthening leadership competencies that are expected to improve performance. Naturally,

²<https://www.teacherleadershipinstitute.org/about/about-institute/> (accessed on 4 April 2023).

³<https://www.otffeo.on.ca/en/learning/teacher-learning-and-leadership-program/> (accessed on 4 April 2023).

⁴<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership> (accessed on 4 April 2023).

⁵<https://academyofsingaporeteachers.moe.edu.sg/programmes-publications/professional-development-programmes/teacher-leader-programme> (accessed on 4 April 2023).

⁶“Teacher leaders are teachers who lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of that leadership”.

with the necessary adjustments to the educational environment, our team has chosen the third path.

A critical factor in designing the training we offered was the fact that it was not intended to train teacher leaders, but those who would later train them. At the same time, we considered that we were designing a training program for university teachers, and therefore we took into account the environment in which the participants would play their role, starting from the possibilities and limitations of the higher education institutions.

It would be artificial to divide the actual performance of a leader into different dimensions, but it may be useful to illustrate the different orientations that training can take. In that sense, special attention has been paid to three levels: first, on providing knowledge about the institutional environment and the logic of designing and optimizing TL (managerial role); second, on understanding the professional context in which teachers perform their professional role (pedagogical role); third, to a lesser extent, focusing on the enrichment of the skills of the person playing the role of teacher and, if this was the case, to the teaching of skills related to maintaining an optimal relationship with their followers and communities (social role).

The activities carried out were planned on the basis of continuous training and developed within the framework of a training proposal (the training institution sets its own objectives and adopts the training needs of the recipients).

The training should provide five main benefits: improving performance in trainees' institutional roles, aligning trainees with their organizational positions, improving organizational performance, increasing awareness of the environment, and stimulating change processes.

The main teaching methods were face-to-face training, online training, and, to a lesser extent, blended training: in face-to-face training, course content and learning materials were presented in person to a group of trainees at any partner university site⁷; in online training, specific classroom activities and information were delivered via electronic and digital platforms. Finally, blended training was a combination of traditional face-to-face instruction and technology-mediated instruction.

4. Training activities

The following sections highlight key features related to training design and delivery.

Workshop presentations

The activities carried out in this section (Table 1) were conducted during workshops planned by the coordinating university as part of the training project. The training universities played a leading role in these activities. As the project

⁷Due to the Covid emergency, some of the training activities that were designed for classroom training had to be delivered via online training from March 2020 to September 2021. This method was mainly supported by the use of different video calling platforms: MS Teams™, Google Meet™, and Zoom™.

progressed, the recipient universities were able to actively participate by providing feedback on their progress.

The presentations were of short duration (90 min. maximum) and could be used to clarify issues on subsequent days. Some of the topics were taught on a larger scale in other, more intensive training sessions.

Regarding LT level of teaching, most activities (63%) focused on the teacher's managerial role, 27% on the pedagogical role, and 10% on the social role.

Title	Contents	Main competences	Method
A proposal for leadership training and a method for identifying training needs	<ul style="list-style-type: none"> • Training leadership skills. • Identification • Training needs research tools. 	<ul style="list-style-type: none"> • Understanding the logic of training design. • Learn how to identify training need within an organizational environment. • Learn how to select the right tools to identify training needs. • Identify areas of personal improvement. 	Online training ⁸ (presentation)
Some comments on leadership skills (designing	<ul style="list-style-type: none"> • Competence 	<ul style="list-style-type: none"> • Understand leadership competencies and factors that influence the performance. • Examine how different factors (vision, planning, people management, communication, resource management, and personal effectiveness) make up the leadership profile. 	Online training ⁹ (presentation)
What kind of leadership we need for training activity?	<ul style="list-style-type: none"> • Concept, dimensions, and success factors of LT. • Impact • Rationale 	<ul style="list-style-type: none"> • Understand LT definition / function. • Know how to plan a training activity. • Understand the importance of dissemination and sustainability of a training program. 	Online training ¹⁰ (presentation)
Leadership training	<ul style="list-style-type: none"> • Institutional approaches to LT. 	<ul style="list-style-type: none"> • Learn how different institutions approach LT. 	Blended training ¹¹ (presentation)

⁸Activity developed as part of the workshop "The most important questions on concepts and models of leadership training for teachers".

Novgorod State University (Veliky Novgorod, Russian Federation), 4 June 2020.

⁹Activity developed as part of the workshop "First identification of the learning outcomes for the master's degree modules". Università degli Studi di Cassino e del Lazio Meridionale (Cassino, Italy), 9 July 2020.

¹⁰Activity developed as part of the workshop "Development of skills for leadership: Between training and sustainability". North Kazakhstan University (Petropavl, Kazakhstan), 24 September 2021.

¹¹Activity developed as part of the workshop "Training in education, which role of the leadership?". Security and Freedom Foundation (Rome, Italy), 19 May 2022.

approaches in European civil service schools	<ul style="list-style-type: none"> • Basic concepts for the design of LT. • Scientific foundations of LT. 	<ul style="list-style-type: none"> • Understand the basic concepts of LT • Discover the expected benefits of LT. • Know the key academic and professional references on LT. • Understand what fails / succeeds in LT. • LT and motivational factors. 	
The concept of leadership audits integration into quality management models	<ul style="list-style-type: none"> • Quality frameworks and leadership. • Contribution of leadership to quality management (QM) 	<ul style="list-style-type: none"> • Understand the approaches to QM. • Know the evolution of QM standards. • Understand how leadership has been important for QM frameworks. • Explore leadership impact on QM 	Online training ¹² (presentation)
The promotion of gender equality: a special focus on academic institutions	<ul style="list-style-type: none"> • Strategies to promote gender equality. • Gender mainstreaming in higher education. • Promotion of gender equality 	<ul style="list-style-type: none"> • Know about equality policies. • Understanding the social impact of inequalities. • Explore strategies to promote equality. • Know how to eliminate gender biases. • Use indicators of inequality. • Understand how to use gender mainstreaming tools. 	Face to face training (presentation) ¹³
New trends in leadership assessment	<ul style="list-style-type: none"> • Effectiveness of leadership. • Evaluation of situation control. • Authentic / ethical leadership. 	<ul style="list-style-type: none"> • Assessing leadership effectiveness as a comprehensive construct. • Know how to apply tests/scales for leadership effectiveness/situational control/authentic leadership/ethical leadership. 	
Exploring leadership environment public-private	<ul style="list-style-type: none"> • Training as service provision • Privatization / 	<ul style="list-style-type: none"> • Know the options for providing a service and the impact of each choice. 	

¹²Activity developed as part of the workshop “Philosophy of leadership and education system “. Security and Freedom Foundation (Rome, Italy), 20 December 2022.

¹³All activities developed as part of the workshop “New perspectives for leadership capacity building”. University of Santiago de Compostela (Santiago de Compostela, Spain),10 March 2023.

partnerships and social impacts	public provision <ul style="list-style-type: none"> • Delivery / Production / Outsourcing / Partnerships 	<ul style="list-style-type: none"> • Understand the implications of different variables (legal mandate, ideology, rational choice, pragmatic means). • Be able to distinguish the models of partnership. 	
Social transformations and what that means for leadership training	<ul style="list-style-type: none"> • Leadership and human capital • Human capital and social capital 	<ul style="list-style-type: none"> • Recognize the importance of human capital to leadership and social change. • Know the interaction between human capital and collective action. • Learn about social networks. • Explore the outcomes of social capital 	
New trends of training methodologies	<ul style="list-style-type: none"> • Societal changes • New roles for teachers and students. • Problem-based learning; storytelling; flipped classroom; experiential learning; microlearning 	<ul style="list-style-type: none"> • Know about the changes in learning environments. • Explore how to deal with a leadership approach. • Understand the challenges of training students to become future leaders. 	
How do we train leadership for a digital world?	<ul style="list-style-type: none"> • Challenges of digital transformation. • Digital leadership. • Framework for digital competencies. 	<ul style="list-style-type: none"> • Know how to approach LT in new organizational contexts. • Make a critical examination of the concept of digital leadership. • Know the frameworks related to digital skills. • Understand the implementation of digital skills frameworks. 	

Table 1: List of DeSST workshops offered by the USC. (Training orientation: dark gray background, managerial role; medium gray background, pedagogical role; light grey background, social role; white background, mixed roles). Source: own elaboration

Training courses

The training courses (Table 2) were intensive activities (minimum 5 hours, average 10 hours) conducted by several lecturers and aimed at deepening skills related to LT. Compared to the workshops, which had a more explanatory

content, the courses were intended to be more interactive, combining the presentation of topics with group dynamic exercises to reinforce the acquisition of competencies.

All activities were conducted as part of a specific project work package (Professional Development Program "Teachers as Leaders") and aimed to provide insights into LT program development from a follow-up perspective. Some of the topics covered in the short courses involved the same subject of study, but with different approaches. This explains the different treatment of some topics indicated in Table 3 regarding the LT level, with a meta-discursive approach as opposed to a more practical orientation.

As a final result of the activities carried out, in this case the distribution of LT directions was almost the opposite to workshop presentations, with only 20% activities focused on the managerial role of the teacher, 26% on the pedagogical role, and 54% on the social role.

Title	Contents	Main competences	Method
Design of LT with organizational context	<ul style="list-style-type: none"> • Leadership in the context of its organizational function. • Design of training • Evaluation of training. 	<ul style="list-style-type: none"> • Explore the concept of organization and the leader's role at the center of collective action. • Examine the organizational structure. • Think about LT as a service. • Know the keys to designing a LT program. • Know how to market a LT program 	
Leadership development	<ul style="list-style-type: none"> • Assessment tools related to leadership development. 	<ul style="list-style-type: none"> • Learn the keys to leading teams. • Help teams improve effectiveness. • Discuss the key factors of team management. • Know how to conduct a job analysis and evaluate job performance. • Learn how to evaluate job performance. • Know how to distinguish between the major constructs of evaluation. 	Online training ¹⁴
Leadership competences	<ul style="list-style-type: none"> • LT and internationalization of higher 	<ul style="list-style-type: none"> • Know the role of a leader within an organization. 	Face to face training ¹⁵

¹⁴All activities developed as part of the workshop "Strategies for developing and methods for promoting leadership training: European experiences". University of Santiago de Compostela (Santiago de Compostela, Spain), 22 March – 9 April 2023.

¹⁵Course developed face to face with UIB lecturers during the DeSST Board meeting at the University of International Business (UIB), Almaty (Kazakhstan), 7 September 2021. Two related shorter lectures on the same topic were delivered online to UIB

	<p>education.</p> <ul style="list-style-type: none"> • Leadership and organizations. • Leadership competencies. 	<ul style="list-style-type: none"> • Know the key elements of organizational performance. • Understand the actual context in which leadership occurs. • Learn how to develop basic leadership skills. 	
<p>Consulting and training activities in the development of the pilot program for professional development of educators</p>	<ul style="list-style-type: none"> • Engaging gender perspective in LT 	<ul style="list-style-type: none"> • Promote gender equality. • Design strategies for promoting gender equality in public institutions. • Know how to assess gender equality in higher education: Diagnosis and prognosis. 	<p>Face to face training¹⁶</p>
	<ul style="list-style-type: none"> • Fostering leadership at the university through new teaching methods 	<ul style="list-style-type: none"> • Understand the concept of teacher/student leaders. • Understand why using new teaching methods. • Resistance to change in teaching methods. • Develop critical thinking and creativity and apply them in the classroom. • Know how to design activities based on new teaching methods. 	
	<ul style="list-style-type: none"> • Assessment of leadership 	<ul style="list-style-type: none"> • Know individual differences as descriptors of a good leader. • Know how to assess leadership profiles. • Know how to assess leadership as a comprehensive construct. • Know how to assess leadership through the evaluation of individual traits. 	
	<ul style="list-style-type: none"> • Stakeholder engagement 	<ul style="list-style-type: none"> • Learn about the concept of stakeholder. • Make stakeholder maps. • Develop strategies to deal with stakeholders. 	
<p>Leadership with a holistic understanding</p>	<ul style="list-style-type: none"> • Leadership and organizations. 	<ul style="list-style-type: none"> • Learn to research and analyze the organizational environment. 	<p>Face to face training¹⁷</p>

postgraduate students on 13 April 2021 (Leadership competences) and to NKU lecturers on 27 September 2021 (Leadership within a complex organizational context).

¹⁶All activities held at University of Santiago de Compostela, 16- 23 January 2022.

¹⁷Course developed within a larger DeSST training activity at Security and Freedom Foundation (Rome, Italy) with MNUE, MULS and MUST lecturers, 17-18 May 2022.

of the environment	<ul style="list-style-type: none"> • LT programs. • Stakeholder engagement management. 	<ul style="list-style-type: none"> • Consider the relevance of the environment when designing LT programs. • Understand the relevance of stakeholder relationships 	
Gaps in leadership. Toward improving the leadership agenda through context analysis	<ul style="list-style-type: none"> • Education and research frameworks that impact leadership education and projection. 	<ul style="list-style-type: none"> • Know how to recognize the roles produced and reproduced in the university environment. • Learn to analyze the relationship between gender and leadership. • Learn to identify biases and the difficulties women face in acquiring the necessary human capital to achieve a higher leadership edge. 	
Teaching for leadership as a global organizational objective	<ul style="list-style-type: none"> • LT: thinking the location to perform: the mindset of people • Basic organizational context • LT research 	<ul style="list-style-type: none"> • Micro/macro performance perspectives. • LT research background • Research background on digital leadership 	
Analyzing the environment for teaching leadership: stakeholder engagement	<ul style="list-style-type: none"> • Analysis of the leader's environment • Mapping the stakeholders 	<ul style="list-style-type: none"> • Know stakeholder characteristics and typologies. • Learn how to use a blueprint. • Learn to use indicators, variables, and narratives (stakeholder mapping). • Learn to identify stakeholders: Research tools 	Face to face training ¹⁸
Engaging gender perspective in leadership training	<ul style="list-style-type: none"> • Gender and leadership styles / behavior • Gender and LT 	<ul style="list-style-type: none"> • Review leadership behaviors. • Examine gender differences in leadership behavior. • Understand the impact of leadership on leaders' behavior by gender. • Learn about gender responses to LT. 	Face to face training ¹⁹
Toward an improvement of the leading agenda through	<ul style="list-style-type: none"> • Education and research frameworks that impact leadership education and projection. 	<ul style="list-style-type: none"> • Know how to recognize the roles produced and reproduced in the university environment. 	

¹⁸Course developed at the DESTT Summer School "Leadership in education: new challenges for Mongolia" (MNUE / MULS / MUST, Ulaanbaatar, Mongolia), 24-30 July 2022.

¹⁹All activities developed at the DESTT training "New perspectives for leadership capacity building". University of Santiago de Compostela (Santiago de Compostela, Spain), 6-13 March 2023.

context analysis		<ul style="list-style-type: none"> • Learn to analyze the relationship between gender and leadership. • Learn to identify biases and the difficulties women face in acquiring the necessary human capital to achieve a higher leadership edge. 	
Leadership and analysis of the social and cultural environment	<ul style="list-style-type: none"> • Leadership styles and culture • Organizational and community cultures • Social capital, leadership and organizational strength. 	<ul style="list-style-type: none"> • Understand the correlation between culture and organizational performance. • Understand how healthy cultures / high social capital enable organizational change. • See the relationship of unhealthy cultures with underperformance 	
The social capital as a key element of leadership in human capital	<ul style="list-style-type: none"> • Social capital as a key for leadership effectiveness. • Collaboration, innovation, and stakeholders • Human centered organizations 	<ul style="list-style-type: none"> • Learn how to equip emerging leaders with skills to generate, utilize and maintain social capital. • Clarify the role human capital or social capital capabilities play in current leadership. • Learn about leadership development initiatives. • See how to develop social capital 	
Leader and follower interaction: new debates	<ul style="list-style-type: none"> • Leadership and followers' interaction. • Transformational leadership • Duality of roles 	<ul style="list-style-type: none"> • See how followers share the leadership role. • Learn recent findings about transformational leadership and active followership. • Explore means to engage followers. • Understand exemplary leadership. • Learn how role sharing may predict the emergence of leadership in followers 	
Social capital as a key element for the development of community	<ul style="list-style-type: none"> • Social capital and leadership • Development of communities • Social capital strategies 	<ul style="list-style-type: none"> • Define social capital and its potential. • Understand how community social capital works for community enrichment. • Explore different 	Face to face training ²⁰

²⁰All activities developed at the DESTT training "A strategic framework for social leadership: a proposal". NKU and UIB (Petropavl /Almaty, Kazakhstan), 17-21 April 2023.

leadership		contexts of social capital for individuals and institutions. <ul style="list-style-type: none"> • Know about strategies for community developers 	
Analyzing the environment for teaching leadership stakeholder engagement	<ul style="list-style-type: none"> • Analysis of the leader's environment • Mapping the stakeholders 	<ul style="list-style-type: none"> • Know stakeholder characteristics and typologies. • Learn how to use a blueprint. • Learn to use indicators, variables, and narratives (stakeholder mapping). 	
Leading the change: personnel selection	<ul style="list-style-type: none"> • Personnel selection in organizations. • Classical vs. modern environments. • Strategic personnel selection. 	<ul style="list-style-type: none"> • Learn how to make HR selection. • Choose a strategic approach to selection. • Know different selection tools 	Face to face training ²¹
Feminist and inclusive educational leadership	<ul style="list-style-type: none"> • Feminism and leadership • Inclusive leadership in diverse areas of technology, education, and health 	<ul style="list-style-type: none"> • Understand the feminist perspective on leadership. • Learn about inclusive leadership. • Learn to use resources and participatory methods 	

Table 2: List of DeSST short-courses offered by USC (Training orientation: dark gray background, managerial role; medium gray background, pedagogical role; light grey background, social role; white background, mixed roles). Source: ownelaboration

Conferences and publications

Throughout the DeSST project, team members participated in conferences organized by the coordinating university or by the universities where the training took place. All participations have resulted in publications (Table 3).

Title	Type of publication
Opinion of top officials about leadership in public organizations	Conference ²²
Leadership training approaches in European civil service schools	Paper ²³
Leadership in Educational Organizations	Book chapter ²⁴
An approach to training instructors for	Conference ²⁵

²¹Course developed at DeSST Spring Course "Leadership for a responsible society: new environments, new skills" (MNUE / MULS / MUST, Ulaanbaatar, Mongolia), 18-22 April 2023.

²²Conference "Concepts and models of training teachers for leadership. The most important questions on concepts and models of leadership training for teachers". Novgorod State University (Veliky Novgorod, Russian Federation), 4 June 2020 (Online). Published later in Bouzas-Lorenzo, BarralBuceta&Cernadas (2021).

²³Published in Bouzas-Lorenzo, R., Buceta, B. B., &Da Silva, A. F. (2022)"Leadership training approaches in European civil service schools". Geopolitical, Social Security and Freedom Journal, 5(1), 52-66.

²⁴Published inBouzas Lorenzo, R. &BarralBuceta, B. (2022).

teacher leadership programs in higher education (a)	
Leading the change in personnel selection (b)	
The concept of leadership and its evolution in the scientific literature: digital leadership (c)	
Walking towards feminist educational leadership: framework, participatory methodologies, and feminist leadership 4.0 (d)	
Social capital as key element of human capital in the creation of community leadership	Proceedings ²⁶

Table 3: List of publications by DeSST USC lecturers / participation in conferences as keynote speaker. Source: own elaboration

5. Remarks and conclusions

A proposal for training teacher leaders has been described in this chapter. The program was developed with the goal of providing essential competences on the design of training activities for teacher leaders. The experiences described are part of the DeSST project (Development of Skills and Teachers Training for Leadership), developed between 2020 and 2023.

The perspective of the partner university was to see teacher leadership as the result of the application of competencies that go beyond classroom practice and focus on the environment.

This professional program has been delivered through workshop presentations, short courses, and conferences. It was conceived at the level of metadiscourse, considering the purpose of teacher training. The contributions in the workshops helped to introduce topics related mainly to the design of teacher education in relation to their leadership role; to a lesser extent, the presentations dealt with topics related to the pedagogical role or personal development. On the other hand, short courses attempted to provide the recipients with more competencies, and, above all, more skills (use of tools) focused on the social development of the teacher as a leader. To a much lesser extent, the orientation of the activities carried out also considered the pedagogical role of the teacher, while they dealt with the managerial role.

We believe the result is a balanced approach to training that helps provide essential concepts for designing leadership training, but more remarkably, provides recipients with skills for subsequently designing training activities that enhance teachers' leadership skills beyond the classroom and demonstrate a clear commitment to their community.

Finally, we would like to thank all instructors and trainees for their participation and valuable contributions to improve this project.

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²⁵All papers presented during the conference "The importance of developing skills and teacher training for leadership". M. Kozybayev North Kazakhstan University (Petropavl, Kazakhstan), 10-11 May, 2023. Authors: (a) R. Bouzas-Lorenzo and B. Barral Buceta; (b) M. Lado; (c) B. Barral-Buceta and F. E. Haz-Gómez; (d) Lorena Añón-Loureiro, Aixa Permuy and Paula Friero.

²⁶Published in Barral Buceta, B & Haz-Gomez, F.E. (2023). Social capital as key element of human capital in the creation of community leadership. International Forum 2023 UIB. In press.

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Exploring Teacher Leadership Development at UIB: A Case Study on DeSTT project implementation

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Abstract: *This study aimed to provide a comprehensive account of the implementation process of the DeSTT (Developing Skills for Teaching and Training) program at Kenzhegali Sagadiyev University of International Business. A descriptive and qualitative approach was used to describe the step-by-step process of implementing the program. The paper describes the establishment of education center for leadership, developing formal and informal educational programs and providing professional development trainings. The project was well-received by participants, reporting improved instructional and training skills, increased confidence in their teaching and training abilities, and positive changes in their professional practices. Challenges encountered during the implementation process, such as logistical issues and scheduling conflicts, were addressed through effective coordination and communication among stakeholders. The findings of this study highlight the importance of a well-structured implementation process for professional development programs in higher education settings. The study contributes to the literature on teacher and trainer professional development by providing insights into the practical aspects of implementing a comprehensive program like DeSTT. The findings may inform the development and implementation of similar programs in other educational institutions or*

organizations, and serve as a foundation for future research in the field of teacher and trainer professional development.

Keywords: teacher leadership, professional development, program implementation, higher education, DeSTT

1. Introduction

In recent years, teacher leadership has drawn growing attention as a crucial component of initiatives to enhance education and transform schools. It is widely acknowledged that teachers' leadership roles in their schools and communities are essential for fostering change and ensuring student achievement. As a result, building leadership abilities through teacher training programs has become a crucial part of professional growth in the field of education.

This paper examines the case of Kenzhegali Sagadiyev University of International Business (UIB), a prominent institution in Almaty that has implemented the Development of Teachers Training for Leadership (DeSTT, Erasmus+ CBHE) program as a part of its strategy to improve teaching methods. The aim of the paper is to investigate the nature and significance of these training initiatives, as well as the methods and techniques employed to prepare teachers for leadership roles within the educational setting.

The study begins with exploring relevant research on teacher leadership, including its definition, theoretical frameworks, and value in educational contexts. Following that, the discussion proceeds to a thorough review of the case of "Development of Teachers Training for Leadership (DeSTT Erasmus+)" program at the UIB. Along with any challenges encountered and lessons learned, the paper also highlights the results and impact of these programs.

The findings from the study contribute to the existing literature on teacher leadership and provide viewpoints into the effectiveness of teacher training programs in educators for leadership roles. The experiences and practices at UIB can offer valuable lessons for other educational institutions seeking to develop similar programs. The paper also concludes with recommendations for further research and best practices for designing and implementing effective teacher leadership training programs in educational settings.

2. Literature review

Teacher leadership has emerged as a crucial concept in educational research and practice, as it recognizes the vital role of teachers in shaping the quality of education and driving positive change within schools and communities. The literature on teacher leadership provides insights into the definition, theoretical frameworks, and importance of teacher leadership in various educational contexts.

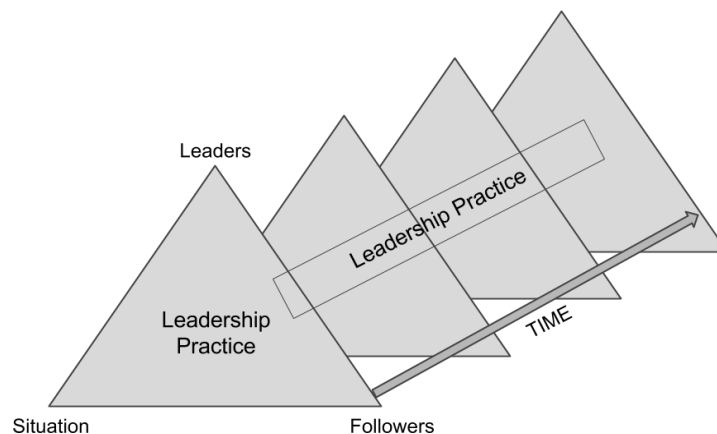
According to a widely accepted definition of teacher leadership, it involves instructors assuming leadership positions outside of their regular classroom duties in order to affect and enhance the educational environment (Yang & Wu, 2012; Wenner & Campbell, 2017). Teacher leaders are considered as change agents who

work with other teachers, support professional development, and participate in decision-making that affects their schools and students (Jacobs et al., 2014; Masullo, 2017; Thornton, 2014).

To comprehend the multifaceted nature of teacher leadership, theoretical frameworks have been proposed. For instance, according to the Distributed Leadership Theory (Spillane et al., 2004), leadership is not just confined to official duties or positions but may also be dispersed among teachers at different levels within an organization. This approach places a strong emphasis on the value of teacher cooperation and shared accountability for enhancing schools.

Figure 1

The Interplay of Leaders, Followers, Situation, and Time



Note: Spillane, J. P. (2006). Distributed leadership (1st ed.). San Francisco: Jossey- Bass. ISBN 978-0-7879-6538-9.

The literature also emphasizes the value of teacher leadership in enhancing instructional strategies and learning outcomes for students. According to studies (Harris & Muijs, 2005; Katzenmeyer & Moller, 2009), schools with strong teacher leadership cultures typically have higher student achievement, improved school atmosphere, and increased teacher job satisfaction. Teacher leaders can promote a culture of continuous improvement, encourage professional development, and have a beneficial impact on instructional methods (York-Barr & Duke, 2004; Zmuda et al., 2004).

Research indicates that directed and planned training may effectively prepare teachers for leadership roles in the context of training programs for teachers. These programs often combine opportunities for developing leadership skills, content comprehension, and practical application (Harwell, 2003; Ingersoll & Strong, 2011). Effective teacher leadership training programs place a strong emphasis on developing teachers' leadership skills, encouraging collaboration, and promoting reflective practice (Harrison & Killion, 2007).

While the majority of research examining the results of programs for teacher leadership find positive impacts, several challenges have been identified. The need for continual support and mentoring, for instance, and resistance to change are only a few examples of obstacles (Buckner & McDowelle, 2000;

Harrison & Killion, 2007). However, best practices for developing and implementing efficient teacher leadership training programs in various educational settings can be informed by the lessons learned from successful programs.

Overall, as a result of the critical role teachers play in determining the standard of education and fostering positive change in classrooms and communities, teacher leadership has become an important topic in educational research and practice. The literature on teacher leadership offers insightful explanations of its significance in diverse educational contexts as well as its definition and theoretical foundations. As change agents, teacher leaders collaborate with their peers, promote professional growth, and take part in decision-making to enhance educational institutions and student outcomes. The Distributed Leadership Theory places a strong emphasis on the importance of shared accountability and teacher cooperation in improving schools (Harris, 2009; Hulpia et al., 2009; Timperley, 2005). According to research, good teacher leadership development programs can help teachers become leaders and have a favorable influence on student achievement, school climate, and job satisfaction.

Despite challenges such as the need for continuous support and resistance to change, best practices from successful programs can inform the development and implementation of efficient teacher leadership training programs in different educational settings. As the field of education continues to evolve, recognizing and fostering teacher leadership can contribute to creating a positive and effective learning environment for students, teachers, and communities alike.

3. Methods

This study employed a descriptive and qualitative approach to thoroughly document the implementation process of the DeSTT (Developing Skills for Teaching and Training) program at Kenzhekali Sagadiyev University of International Business. The study aimed to provide a comprehensive description of how the program was implemented, focusing on the step-by-step process and key activities involved.

Context

The study was conducted at the Kenzhekali Sagadiyev University of International Business, a renowned higher education institution located in Almaty, Kazakhstan. Although UIB mainly targets providing business education, the university also has a strong emphasis on professional development for teachers and recognizes the importance of teacher leadership in driving positive change within schools and communities.

Aim of the program

The project aims to create and modify formal and informal education curricula in professional development and teacher training in Mongolia and

Kazakhstan with the intention of empowering target groups with the lacking competencies in the area of leadership. The project's results include a multidisciplinary module program for the second cycle of formal education that includes educational, sociological, psychological, legal, economic, and managerial components as well as a professional development program called "Teachers as Leaders".

Program objectives

1. Developing a Master's program for training teachers in the formal system of education (MA 1 year 30 ECTS).
2. Developing programs for professional development of teachers for leadership in integrated formal and informal educational formats
3. Establishing Education Centres for Leadership as platforms for the design, development, and promotion of socially significant ideas of the local community, for networking of educators with the local community

Overall, the methods used in this study involved a descriptive and qualitative approach, focusing on providing a comprehensive description of how the DeSTT program was implemented at the UIB. The next section will present the results and findings of the program implementation process.

4. The DeSTT project implementation at UIB: results and findings

University of International Business was founded in 1992 as a higher educational institution, which provides educational programs in the fields of management, business, economics, finance and accounting. Throughout the period of time, the university's number of educational programs has increased. Currently, UIB is one of the leading universities in Almaty, providing business education.

As Kazakhstan became a part of the Bologna process and entered the internationalization process of education, universities gained opportunities to participate in varied European Union educational initiatives (Piven & Pak, 2006; Tampayeva, 2005). One of the notable initiatives is "Capacity Building in Higher Education", which is transnational cooperation, based on multilateral partnerships, primarily between higher education institutions from EU Member states or countries associated to the Programme and third countries not associated to the Programme (Capacity Building (Higher Education), n.d.). The aim of the project is to assist eligible third countries in modernizing higher education, addressing educational challenges, increasing cooperation and promoting intercultural awareness.

DeSTT is considered to be one of these capacity building initiatives aiming to increase partnership in developing local community leaders in formal and non-formal education through a set of above-mentioned objectives. Within 3-4 years of the project implementation, starting from 2019, a consortium of Italian, Spanish, Polish, Mongolian and Kazakhstani universities conducted diligent work

to achieve program goals. Hereby, this section comprehensively discusses the case of DeSTT implementation at UIB.

Creating a master program within formal educational cycle

According to Gronn (2008) and Leithwood et al. (2008), educational leadership plays a key role in determining the level of quality and effectiveness of educational institutions. Since the demand of modern education often evolves, there is an increasing need for highly qualified educated leaders who are able to navigate complex educational systems, inspire change, and advocate for innovation (Hallinger & Heck, 2010; Spillane, 2005). Numerous universities and educational institutions provide master's degrees in educational leadership to prepare individuals for leadership positions in the field of education in order to meet this requirement (Dinham, 2008; Young et al., 2017).

Within the framework of the DeSTT project Kenzhegali Sagadiyev University of International Business developed a master educational program named "Leadership in Education" (60 ECTS). The purpose of the program is to train professional managers in the field of education who have a systematic vision of the organization's business environment and skills for successful work in the field of education, who are able to effectively apply their knowledge in the development and implementation of management strategies for educational organizations in a rapidly changing market environment. The curriculum includes following disciplines: Leadership and team building in educational organizations, Towards national and global education leadership, Legal foundations of education management, Strategic leadership in digital-based education, Innovative processes in education, Business technologies in education.

One of the main challenges of the master program implementation is the review process by the Unified Higher Education Management System, which is accountable to the Ministry of Higher Education and Science of the Republic of Kazakhstan. This process requires a long period of time to review the program by the Ministry experts. After the positive decision of the review, the Ministry includes the program to the national registrar, which permits the enrollment of the students. Currently the program is under review.

Since the University mostly provides business programs, implementing the educational program with primary focus on leadership required a rigorous approach. Through the collaboration of professional educators and educational program managers, the development of the program became achievable.

Besides the mentioned program, UIB currently designs another 2 years master program called "Management in Education and Instructional Design". The program's aim is to foster a comprehensive comprehension of management principles and practices in the field of education, encompassing organizational theory, policy formulation, and decision-making processes. Furthermore, the program strives to equip students with the essential skills and knowledge needed for effective management of educational institutions, fostering a positive organizational culture, promoting collaboration, and facilitating continuous

improvement. Emphasizing analytical and problem-solving abilities, the program aims to enable students to evaluate student learning outcomes, assess the effectiveness of educational programs, and identify opportunities for enhancement. Through a focus on leadership, communication, and problem-solving skills, the program aims to prepare graduates for leadership roles in educational organizations, promote equitable and inclusive educational environments, and drive positive changes in educational performance.

Professional development programs within formal and informal cycle

Leadership and professional development programs play a crucial role in enhancing the skills and competencies of individuals in various organizational settings. According to Bass and Riggio (2006), leadership development programs are designed to cultivate leadership qualities, such as effective communication, decision-making, and strategic thinking, among individuals in leadership positions. These programs focus on developing leadership abilities, including transformational and servant leadership, to enable leaders to guide their teams and organizations towards success. Research by Avolio and Yammarino (2013) further highlights that leadership development programs can result in improved employee performance, increased employee satisfaction, and enhanced organizational outcomes.

Professional development programs, on the other hand, are designed to enhance the knowledge, skills, and expertise of employees in their respective fields (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). These programs aim to provide opportunities for employees to acquire new skills, stay updated with emerging trends and technologies, and advance their careers. Professional development programs encompass various forms of learning, such as workshops, seminars, certifications, and mentoring, which enable employees to stay competent in their roles and contribute effectively to their organizations. Research by Ingersoll and Strong (2011) suggests that well-designed professional development programs can improve employee retention, job satisfaction, and overall organizational performance.

A series of online training sessions were held at the Kenzhegali Sagadiev University of International Business (UIB) from September to December 2021 as part of the Erasmus+ CBHE program's "Development of Skills and Teachers Training for Leadership/DeSTT" initiative.

Instructors from the National Center for Professional Development "Orleu" (NCPD "Orleu"), Atyrau University, Yessenov University, and KazNPU participated in the training. The training curriculum was created and administered by a group of DeSTT project trainers.

Each thematic training was held for two days simultaneously in two groups—in Kazakh and Russian—in accordance with the agreement with the NCPD "Orleu." A total of 36 hours were spent in the online classroom.

The following topics were approved for training: Improving teachers' public speaking skills for leadership; Digital tools for effective management in the education field; Developing teachers' stress tolerance and preventing psycho- emotional burnout; Emotional intelligence and leadership; Inclusive education in Kazakhstan; My leadership potential. The training sessions were performed using the Microsoft Teams platform and each one was worth 1 ECTS. The curriculum and the substance of the training are protected by copyright and reviewed by prominent Kazakhstani scientists and specialists.

Figure 2 - The photo of participants receiving professional development certificates at Atyrau Univerisy



Note: Source - the UIB DeSTT website - <https://uib.edu.kz/destt/>

The training was provided in an interactive way. Participants in the training exchanged thoughts, information, and experiences. The interactive training mode encouraged participation in a variety of online role-playing games, exercises, quizzes, case analyses, and small-group discussions.

Post-training surveys with both closed- and open-ended questions were carried out using Google forms once the training was over. Participants were required to rate the training and trainers on a 5-point scale for interest and utility in closed-ended questions. The open-ended questions were intended to gauge how the participants felt about the training, the outcomes, the originality of the project, and any potential issues they may have run into.

The survey's findings show that instructors think the training is beneficial and think the trainers are competent speakers. Additionally, as participants claim, training improves leadership abilities, and teachers anticipate that students would possibly practice and implement what they have learned. The course provided participants the chance to apply the learned material through practical exercises. It's significant to retain and implement the received knowledge into practice once training is over.

One of the main challenges was to organize these trainings in online format due to Covid-19 restrictions. Several technical problems, such as slow internet and

inaccessibility in some regions, caused minor inconveniences. Nevertheless, these problems did not impact the quality of the delivered trainings.

Besides providing professional development training, several disciplines were implemented into the formal cycle “Two foreign languages” master educational program: Interpersonal interactions, Towards national and global leadership, Communication Management, Data-driven strategic leadership, Educational organizational and behavioral management.

Overall, leadership and professional development programs are critical in enhancing the skills and competencies of individuals in organizational settings. These programs focus on cultivating leadership qualities and improving employee performance, satisfaction, and organizational outcomes. Professional development programs also play a vital role in keeping employees updated with emerging trends and technologies, improving retention, job satisfaction, and overall organizational performance. The training sessions conducted at Kenzhekali Sagadiev University of International Business as part of the Erasmus+ CBHE program's "Development of Skills and Teachers Training for Leadership/DeSTT" initiative were designed to improve teachers' leadership skills, digital management, stress tolerance, emotional intelligence, and inclusive education. The interactive training approach utilized in the sessions allowed for active participation and practical application of the learned material. The findings from post-training surveys indicate the positive impact of the training on participants' leadership abilities and their intention to implement the knowledge into practice. Along with professional development training, incorporating relevant disciplines into formal educational programs can further support the development of leadership skills and prepare individuals for national and global leadership roles. Overall, leadership and professional development programs are crucial in fostering effective leadership and enhancing the capabilities of individuals in various organizational contexts.

Establishing Educational Center for Leadership

Several studies underscore the role of education centers for leadership in promoting diversity, equity, and inclusion (DEI) in leadership. Many centers recognize the importance of embracing diversity and inclusivity in leadership roles, and incorporate DEI principles into their programs. Research by Cox and Blake (1991) suggests that education centers for leadership can serve as catalysts for advancing DEI in leadership by promoting awareness, understanding, and skills related to diversity, equity, and inclusion among leaders. These centers often offer courses, workshops, and resources that address topics such as unconscious bias, cultural competency, gender equality, and social justice, which are crucial for developing inclusive leaders who can effectively navigate diverse organizational contexts.

Moreover, education centers for leadership are also recognized for their role in fostering networking, collaboration, and community building among leaders. Many centers provide opportunities for leaders to connect, share ideas,

and collaborate with peers from diverse backgrounds, which can facilitate learning from different perspectives and experiences (Bass, 1990). This networking aspect of education centers for leadership is often considered valuable for leaders, as it enables them to broaden their networks, develop social capital, and access new opportunities for professional growth and development.

Taking into consideration the foreign experience and initiative collaboration within the DeSTT project, UIB established the Education Center for Leadership. The center serves as a platform for the design, development and promotion of socially significant ideas of the local community, a model for the interaction and e-networking of active representatives of the local community. It carries out the training for active community leaders on the formation of virtual communication skills in blogs and forums, including virtual communication with representatives of local authorities, deputies.

The center has its provision and is regulated under the university organizational structure. The center is equipped and conducts several training and workshops.

Figure 3 - Education Center for Leadership at UIB



Note: Source - the UIB DeSTT website - <https://uib.edu.kz/destt/>

Generally, these centers provide opportunities for leaders to connect, share ideas, and collaborate with peers from diverse backgrounds, facilitating learning from different perspectives and experiences. Education centers for leadership serve as catalysts for advancing leadership skills and promoting inclusive leadership practices, making them valuable resources for leadership development and community building initiatives.

5. Conclusion

This paper described the implementation process of the DeSTT (Developing Skills for Teaching and Training) project at KenzhegaliSagadiyev University of International Business. The study utilized a descriptive and qualitative approach to provide a comprehensive account of how the program was implemented, focusing on the step-by-step process and key activities involved.

The findings of the study revealed that the implementation of the DeSTT program followed a systematic process, by reviewing the formal and informal educational programs development and establishment of the Education center for Leadership.

The study contributes to the existing literature on professional development for teachers and trainers, providing insights into how a comprehensive program like DeSTT can be implemented at a university. The findings may be useful for other higher education institutions or organizations seeking to implement similar programs to enhance the instructional and training skills of their faculty and staff.

It is important to note that this study has some limitations, including its focus on a one university case and the lack of generalizability to other educational settings or populations. Further research could explore the long-term impact of the DeSTT program on the professional development of faculty and staff, as well as the effectiveness of different implementation strategies in diverse contexts.

Overall, the implementation of the DeSTT program at Kenzhegali Sagadiyev University of International Business provides valuable insights into the practical aspects of implementing professional development programs for teachers and trainers. The findings of this study may serve as a foundation for future research and inform the development and implementation of similar programs in other educational institutions or organizations.

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Developing teachers' leadership capacity in the learning process at Kozybayev University

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Abstract: *The article is devoted to the problem of developing the leadership qualities of students. The authors set a goal - to analyze the implementation of the training programs developed within the framework of the project in the direction of leadership (formation of soft skills), analysis of the development and implementation of new teaching methods, and development of the leadership potential of students.*

The analysis used methods of generalization and systematization of the experience of expanding competencies in the field of leadership through the prism of processing theoretical material and performing practical tasks. The problem of leadership in education is considered. Systematized scientific and theoretical provisions reveal the psychological and pedagogical foundations of leadership. The analysis of scientific and theoretical studies of the concept of "leader" and the specifics of leadership in the education system in the works of Russian, Kazakh, and foreign scientists is presented. On its basis, a comparison of the positions of a leader and a manager, their similarities and differences was carried out. The integration of leadership skills with the peculiarities of the organization of pedagogical activity has been carried out. Considering the existing practical proposals of specialists on the formation of leadership and communication skills in various types of professional activities, recommendations have been

developed for developing teacher leadership qualities through building a leadership development trajectory.

The analysis showed that the learning process is organized through work in cooperation and interaction, learning through dialogue, and problem-based learning using various methods and techniques. The students have formed competencies in the field of leadership.

Keywords: leader, leadership in education, teacher's leadership qualities, teacher's leadership development trajectory

1. Introduction

The transformations taking place in the modern world necessitate updating the teacher's role and the pedagogical activity's content. The modern realities of the education system and the peculiarities of pedagogical work determine the relevance of leadership in education and actualize the critical role of the teacher's leadership potential. For successful professional activity and ensuring the harmonious development of students, the presence of leadership qualities in the teacher plays a special role.

In our work, we focused on the goals and objectives of the DeSTT Project, which aims to develop and modernize curricula for professional development and teacher training in order to expand leadership competencies.

2. Methods

To implement the goals and objectives of the project on competence-oriented training of teachers for leadership, revision of the content of academic disciplines in the direction of leadership, development, and implementation of new teaching methods, working curricula for disciplines have been developed.

1. "Psychology of leadership qualities of a person" (5 credits). The purpose of the discipline: the formation of a system of knowledge, skills, and competencies about the personal qualities of a leader and the specifics of the phenomenon of psychological confidence. EP (educational program): for undergraduates in all areas of education.

2. "Effective Communication and Conflict Management" (5 credits). EP: for undergraduates in all areas of education.

3. "Pedagogy of higher education" (5 credits). EP: all educational programs of NKU in the field "Education."

4. "Pedagogical management and management in a modern school" (5 credits). EP: 7M01101 Pedagogy and psychology.

5. "Modern methods of teaching psychology and pedagogy in higher education" (5 credits). EP 7M01101 Pedagogy and psychology.

6. "Pedagogical psychology" EP 7M01101 Pedagogy and psychology. (5 credits)

3. Discussion

Our article is aimed at analyzing the implementation of the curriculum developed within the framework of the project in the direction of leadership (formation of soft skills), analysis of the development and implementation of new teaching methods, and development of the leadership potential of students (in the discipline "Modern methods of teaching psychology and pedagogy in higher education").

According to research by scientists from Harvard and Stanford Universities and the Carnegie Endowment, 85% of professional success depends on soft skills - a person's flexible skills, and only 15% results from the manifestation of established skills. Therefore, when developing programs, the content of academic disciplines was revised and included topics and questions in the direction of leadership, i.e., on the formation of soft skills of students.

Despite the indicated modern requirements and demands of society for training teachers for leadership, two contradictions stand out today:

1) between the needs of society in teacher leaders and insufficient validity of educational concepts of leadership;

2) between the need to become a teacher as a leader and the insufficient development of programs for developing the leadership potential of teachers.

To resolve the indicated contradictions within the framework of this article while summarizing and systematizing the experience of expanding competencies in the field of leadership, we will conduct a comparative analysis of various leadership concepts and integrate their main provisions with the peculiarities of pedagogical activity.

To achieve the goals and objectives set in the work program for the discipline "Modern methods of teaching psychology and pedagogy in higher education," I am guided by the developed rule: organization of the learning process through work in cooperation and interaction, learning through dialogue, and problem-based learning.

The most favorable conditions for the inclusion of each student in active work in the classroom create group forms of work. Disputes are born in groups, different solutions are discussed, and mutual learning takes place in the process of educational discussion and educational dialogue. Students learn to work in a team, discuss a problem, outline ways to solve it and present the result found together, and try on the roles and functions of a group leader (Dyachenko, 2011).

Research findings show that dialogue is central to the classroom. Mercer and Littleton (2007) showed in their work that dialogue contributes to the intellectual development of students and their effectiveness in learning (Student's guide, 2015). In the dialogue, there is a development of personal qualities, reflective, creative, and communicative abilities, and, most importantly, leadership potential is formed.

The ideas of the American psychologist, philosopher, and teacher J. Dewey (1859-1952) formed the basis of problem-based learning. Problem-based learning (PBL - Problem-based Learning) is an organization of training sessions that involves the creation of problem situations under the guidance of a teacher and the active independent activity of students to resolve them. As a result, there is a

creative mastery of professional knowledge, skills, and abilities, the development of mental abilities, and the formation of a leader's position.

Let us consider some topics and content of training sessions in the discipline, which are presented in Table 1.

Table 1 - Fragment of the syllabus (Module 1)

Topics and content of training sessions	Forms and methods of teaching
Module 1: Theoretical foundations of the course Development of leadership qualities of future teachers (Leadership in education. Two positions: teacher - leader and leader)	Group work: consider various concepts and approaches to characterizing leadership qualities, analysis, and discussion—presentation protection.
The role of psychological and pedagogical disciplines in the professional training of teacher leaders.	Creative laboratory. Defence

When working through these issues, a theoretical analysis of the psychological and pedagogical literature was carried out, which confirms the critical role of the psychological and personal qualities of the teacher.

The founders of the theory of Leadership are Warren Bennis, Henry Mintzberg, Robert Dilts, McBeth, and others. Many researchers dealt with the problem of teacher leadership: M.R. Bityanova, B.K. L. Krichevsky, A. S. Makarenko, A. V. Petrovsky, V. V. Shpalinsky and others.

In the middle of the 20th century, Henry Mintzberg named eight essential qualities a leader should have. He characterized these qualities as equal, resolving conflicts, processing information, making non-standard managerial decisions, allocating resources, being an entrepreneur, leading, and introspection. We observe these qualities in active and successful teachers.

In micro groups, undergraduates consider various concepts and approaches to characterizing leadership qualities, analyze, discuss, and compare. The result of the collaboration is the protection of presentations. As a result, we came to a general conclusion: pedagogical activity is characterized by the fact that it impacts personal qualities and the state of a person, and a teacher's psychological and personal qualities acquire even greater professional and pedagogical significance because it is the basis of leadership potential, which determines successful professional activity and competitiveness in the light of modern requirements and trends in the development of society.

The question "What is the phenomenon of leadership in education" aroused keen interest. Undergraduates studied the results of scientific research of teachers and psychologists, referring to the materials of the sites: Studopedia - a universal Internet encyclopedia; Methodological Center "Ramensky Teacher's House," et cetera. They worked on scientific articles, for example, Leadership in Education Savina N. / Savina Natalia - Candidate of Pedagogical Sciences, OGPU. Those undergraduates with teaching experience shared their observations, best practices, and ideas.

The discussion was an exploratory conversation using the "Rotating Station" method. Participants have a common problem, create a shared understanding, exchange ideas and opinions, and discuss and evaluate each other's ideas. The skill of a holistic discussion of the problem is formed.

As a result, undergraduates developed a common point of view - the features of pedagogical activity determine the specifics of leadership in the education system:

- the multifunctionality of the teacher's pedagogical activity defines educational leadership as multi-role;
- leaders in education have direct contact with each other;
- educational leadership individually - the leadership qualities of each participant in the educational process have their specifics;
- all participants in the educational process need to possess leadership traits;
- educational leadership is aimed at developing the potential abilities of students;
- leadership in the educational process presupposes the presence of appropriate leadership potential of the teacher.

Thus, leadership in education is directly related to the teacher's personality. There are two approaches to characterizing this concept. A "teacher-leader" is a member of the teaching staff who enjoys the authority of colleagues and can captivate those around him. "Teacher-leader" - the head of the group, who can organize their joint activities (Salimullina, 2017)

Next, the students were asked a problematic question: Is the teacher a leader or a leader?

Initially, magistrates were offered two positions:

1 Leadership as a professional position of a teacher: a personal vision of the educational process, unique technology and learning style, and style of interaction with students.

2. Leadership as leadership in education: a representative of authority in education.

Different authors have studied the problem of comparing a leader and a manager (manager). Of great interest are the works of Warren Bennis, a professor at the Leadership Institute at the University of Southern California, who wrote: "To become a leader is to become oneself. It would seem so simple but simultaneously very difficult" (Yakowicz, 2014).

The position of Warren Bennis on the problem of similarities and differences between management and leadership was presented by Will Yakovich in his work "Lessons from Leadership Guru Warren Bennis":

- the manager manages, the leader makes changes;
- the manager is a copy, and the leader is the original;
- the manager remains, the leader develops;
- the manager focuses on the system, and the leader - on the people;
- the manager relies on control, and the leader inspires confidence;
- the manager sees only the near, and the leader - in the long term;

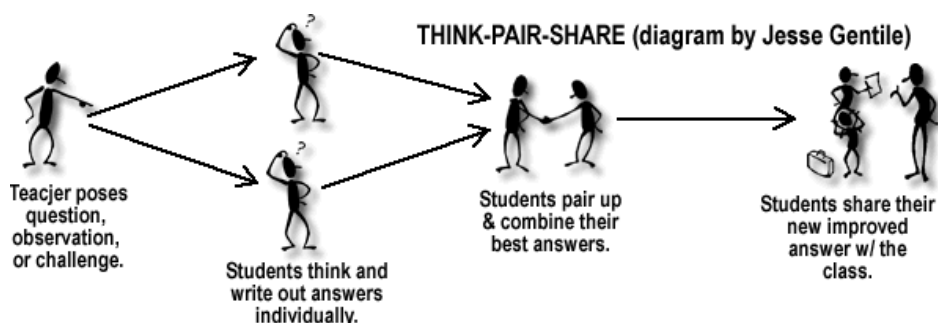
- the manager asks questions “How?” and “When”, and the leader - “what?” and “why?”;
- the manager looks at the practical result, and the leader looks at the future;
- the manager imitates, and the leader creates;
- the manager accepts the status quo, and the leader challenges it;
- the manager is a good soldier, and the leader belongs to himself;
- the manager does things right, and the leader does the right things.

Leadership is a psychological characteristic of behavior, and leadership is a social characteristic of the distribution of management and subordination roles. The leader has high status and influence, but the position could be more stable. The group can remove him.

Due to its specificity, the pedagogical activity includes the positions of both a leader and a manager. In a class-lesson education system, the teacher is the formal organizer of educational work and performs activities more typical for a leader.

Researchers identify various components in the teacher’s behavior, reflecting the leader’s position in the educational process’s organization. So, O.I. Suprun divides them into primary and additional. “The main ones include actions to set a goal and stimulate its acceptance by students, actions to organize the joint achievement of a goal with a visible, recognized the personal contribution of the teacher to this process, as well as actions to create and regulate the implementation of group norms in the process of academic discipline. Auxiliary components of a teacher’s behavior in a leadership position are humor, sanctions, movement of the teacher in the classroom’s physical space, knowledge of the characteristics of students and their manifestation in the academic discipline” (Suprun, 2018).

Having worked through the presented material, the undergraduates discussed the problem using the “Think - Pair - Share” methodology.



Structuring ideas and thoughts on the problem of two teacher positions, undergraduates agreed that the activity of a teacher includes the positions of both a leader and a manager. The most successful teacher is the one who skillfully combines these two roles.

An essential point in solving the problem of teachers' leadership is the relevance of developing their leadership potential. Module 4 of our program is devoted to this issue (Table 2)

Table 2 - Fragment of the syllabus (Module 4)

Topics and content of training sessions	Forms and methods of teaching
Module 4: Learning and Teaching Leadership Leadership Development as a Potential for Professional Training and Pedagogical Excellence.	Lecture using feedback technique
Professional training and personal development of teacher as a leader The role of key qualities of a model leader (according to Robert Dilts): are vision, motivation, sensitivity, and flexibility in the professional training and personal development of a teacher Drawing up a psychological portrait of a leader education	Work in microgroups. The Six Hats Method Cumulative Conversation
Teacher leadership. 6 factors for its success: formal, pragmatic, strategic, staged, proactive distribution and dissemination culture	Discussion
The value of leadership for the teacher. Leadership and four types of mutual relations: Respect, Personal Competence, Honesty. Leadership qualities, teachers in interaction with students and colleagues.	Work in microgroups. Idea Gallery, Brainstorming

Warren Bennis developed leadership theories that ignored “command and control.” Creativity, dedication, honesty, and curiosity stood out, not just the ability to see quarterly numbers. Undergraduates have worked out leadership lessons from W. Bennis (“How Leaders Become”). Here are the main theses. Leaders are made, not born. Leadership is like beauty. Leadership means a profound influence on others. The leader is self-aware. Curiosity and risk-taking make a leader. Leaders and managers are not the same things.

We also turned to the research of the largest specialist in leadership skills analysis - Robert Dilts, in his work, “NLP: Effective Leadership Skills.” Robert Dilts (Dilts, 2013), based on his observations of influential leaders, models various groups of skills: strategic and systemic thinking, building relationships with people, and personal skills. His recommendations on behaving with different people in different activities are also relevant for leadership in education.

Master’s students have done serious analytical work: they have transferred the skills identified by the author to the plane of pedagogical activity.

Personal skills determine the leader’s behavior in a particular situation. Their presence allows the teacher-leader to choose or design the most appropriate states, attitudes, focus, et cetera for each pedagogical situation to make the most effective decisions.

Relationship skills determine the ability to understand, motivate, and interact with people. A teacher needs to be able to join the model of another person’s world (student, parent, colleague) and direct this person to the realization of problems and tasks.

Strategic thinking skills determine the formulation of goals and ways to achieve them. For a teacher, this is the ability to see the result of pedagogical interaction with students, “to determine what is desired, evaluate the initial state

and then determine what actions are most effective in achieving the desired, establish the most appropriate sequence” (Dilts, 2013) .

Systemic thinking skills determine the understanding of the problem space of interaction and the creation of a functional team. Their presence is significant for a teacher who performs multifunctional professional activities (conducting various training sessions, educational events, seminars, training, consultations, developing software products, and much more). The teacher’s activity involves interaction with others one-on-one, in a team, and large groups.

I.B. Bichev and O.M. Filatova (Bicheva et al, 2017) highlight the qualities necessary for a teacher-leader: motivational (vision of perspective, focus on results, striving to achieve better results, et cetera); intellectual-volitional (education, erudition, critical thinking, responsibility, self-regulation, et cetera); behavioral (self-organization, coordination of activities, consistency in actions); social and communicative (empathy, interaction skills, emotional stability, conflict resistance, et cetera).

Within the framework of the implementation of the international project of the DeSTT Project, a working group of scientists from the North Kazakhstan University named after Manash Kozybayev identifies the following positions: 1) the teacher-leader is distinguished by ability and skills of effective interaction in various behavioral models; 2) a modern manager of education - a leader with systems thinking, able to motivate others; 3) a teacher-leader must be a psychologist, tutor; 4) for the formation of these qualities, it is necessary to use various methods and approaches both in educational and professional activities (Antilogova et al, 2022).

Based on the work done, it was proposed to draw up a psychological portrait of a leader in education. When discussing the psychological portrait, we used a cumulative conversation (there is an exchange of knowledge, and everyone accepts and agrees with what others say) and the Six Hats method. Each hat is a specific type of thinking in a given context to create a picture of the multiple aspects of a single issue.

McBetts concretizes the concept of leadership among teachers, considering six factors of success: 1) formal distribution - the expectation from staff to fulfill job descriptions; 2) pragmatic - workload; 3) strategic - personnel appointments of teachers according to the degree of contribution to the development of leadership in the school; 4) phased - professional development of teachers; 5) initiative - independent initiatives of teachers; 6) The culture of leadership distribution depends on four types of relationships: respect, personal relationships, competence, honesty (MacBeath, 2006).

Modern research also substantiates the vital role of internal factors in leadership development. Selezneva E.V., Doctor of Psychology, identifies the following main internal factors “high level of readiness for self-development; formation of multi-context creative thinking; development of the emotional sphere; the ability to resolve intrapersonal conflicts; analytical and prognostic experience of self-development; value attitude to self-improvement” (Selezneva, 2020). These factors are especially relevant for both the successful

implementation of pedagogical activities and the formation of teacher leadership qualities.

Having considered the external and internal success factors, undergraduates develop the success factors of a teacher-leader in various areas of pedagogical work: in interaction with students, colleagues, and parents. The work in micro groups is organized using brainstorming according to the “Gallery of Ideas” method - a group discussion method, producing new ideas to solve practical problems. We proposed this method for a deeper understanding and determination of the participants' attitude to the issue of the success of the leader- educator.

Leadership, in addition to streamlining and regulating the activities of the educational process, determines the effective and successful functioning of the entire education system “The task of the new teacher is to form a competent, social, successful personality. In our opinion, the teacher has leadership qualities and abilities who can cope with the tasks set” (Salimullina, 2017).

A true teacher-leader knows what is needed at the moment, what the needs of students, colleagues, and parents, even before it is indicated, and builds open and honest relationships. The formation of leadership qualities determines the appropriate level of skill.

To resolve the second indicated contradiction about the need to become a teacher as a leader and the insufficient development of programs for developing the leadership potential of teachers, the syllabus included the issues of training leader teachers (Table 3)

Table 3 - Fragment of the syllabus (Module 4)

Topics and content of training sessions	Teaching forms and methods
Stages of work on the development of teacher leadership: A) Seven successive stages in the formation of the "trajectory of teacher leadership development": "Nazarbayev Intellectual Schools") B) Three Stages of Leadership Development (Business Accumulator. Jul 5, 2018)	Business game "Take a position" (comparison of different points of view of the stages of leadership development)

In Kazakhstan, the last decade of research in sociology has shifted towards the study of teacher leadership - the organization and planning of its development prospects. The authors of the Guide for Students, based on the experience of Nazarbayev Intellectual Schools, recommend seven successive stages in the formation of the “teacher leadership development trajectory”: 1) defining values; 2) development of professionally significant tasks; 3) coordination and consultation to approve the Development Program; 4) action planning; 5) coordination and consultation in order to clarify the action plan; 6) research-based leadership development work; 7) work in the network community to promote the development of professional knowledge” (Student's guide, 2015).

After discussing the experience of Nazarbayev Intellectual Schools in developing teacher leadership, undergraduates also selected other development models (n/a: Three stages of leadership development. The first stage is an analysis of strengths; you need to determine your potential. The second stage is to learn to believe in your success. The third stage is willpower, which is the area of action (Business Accumulator, Jul 5, 2018). To compare different points of view on the stages of leadership development, a business game, “Take a Position,” was held. They presented different models for forming a teacher-leader, discussed the pros and cons, and made their proposals. Everyone recorded their opinion “For,” “Against,” or “Special Opinion.”

As noted by I.B. Bicheva and O.M. Filatova (Bicheva, 2018), an essential component of the development of leadership abilities is the design of an individual trajectory of professional development based on potential opportunities, existing valuable experience, self-development programs, career-building models, discussion of scenarios for the development of events (solution of pedagogical cases).

Therefore, if you use the potential for pedagogical improvement and support teachers, all this contributes to forming a teacher-leader. This point of view is supported by the international project “Teacher’s Leadership.” It is based on the belief “that for a pedagogical system to be successful, learning must take place at all levels of the educational process, i.e., learning for students, teachers, support staff, management, for schools and for the systems in which they operate” (Bicheva, 2018).

The generalization and systematization of the knowledge acquired during the course and the competencies formed fulfill the final creative task: to develop a program for developing leadership among future teachers in the learning process.

Here are some examples of the main content of the developed programs.

Leadership development program for undergraduates of the EP “Pedagogy and Psychology.”

The program highlights the goal, objectives, expected results, and implementation timeframes.

The main directions are indicated:

1. Formation of leadership qualities through activities in practical classes (Subject of the lesson. Methods, and techniques. Formed leadership skills and qualities)

2. Formation of leadership qualities through scientific activity (Type of activity formed qualities)

3. Formation of leadership qualities through psychological training (Type of activity. Formed qualities, skills, and abilities)

The program to develop future teachers’ leadership skills through various education systems was worked out by a Master program student.

— Formal education (Higher education): Lectures, Practical exercises, Independent work of students

— Informal education: Spontaneous self-education

- Non-formal education: Online webinars, seminars, courses, et cetera.
- Identified the Levels of Leadership and forms, methods, and techniques for their formation

- Internal leadership
- Situational/contextual leadership
- Command/tactical leadership
- Systemic/strategic leadership

Another Master program student suggested some interesting ideas. The program formulated the psychological and pedagogical conditions, principles, and criteria for forming leadership qualities.

- Described the stages of program implementation.
- Outlined activities (advisory assistance; informing about the achievements of science and technology; creation of stimulating conditions; organization of additional courses; thematic assignments and training; student self-government; volunteer movement; mentoring of senior students).
- Allocated resources necessary for the implementation of the program and implementation mechanisms (information and personnel)

4. Results

In conclusion, at the end of the course, undergraduates made self-analysis (reflection), which showed that undergraduates understood the degree of their readiness to play the role of leader (two examples).

Leadership skills that I have	Features that prevent me from being a leader	Leadership skills that I would like to develop
Ability to concentrate openness Integrity Propensity to innovate Patience Fortitude Analytic mind Positive thinking Sociability ОТВЕТСТВЕННОСТЬ Independence	Features of education (always taught to be like everyone else) Not the ability to resist rudeness, strong pressure Excessive self-criticism	Determination Confidence Initiative

Leadership skills that I have	Features that prevent me from being a leader	Leadership skills that I would like to develop
ambition autonomy, independence High learning ability Critical thinking Ability to focus on a specific task Openness to new	Impulsiveness Sensitivity Pessimism Slow switching Fear of public speaking Failure to prioritize Anxiety	Self confidence Responsibility Accepting criticism appropriately Sociability Time Management Skills Ability to speak in public

Patience Determination Honesty	selfishness Inferiority complex	Stress resistance Skill to work in team Grammatically correct speech Ability to constructively resolve conflicts
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Summing up the results of the joint analysis of the scientific psychological, and pedagogical literature on the leadership problem, we can draw the following conclusions on the first contradiction we formulated.

1. In connection with the development of new pedagogical technologies and the social transformation of society, there is a need to review the role and status of the teacher in the modern world.

2. It is expedient to integrate the psychological and pedagogical foundations of the teacher's work with the main provisions of the theories of leadership (essential qualities of a leader, leadership lessons, practical leadership skills, success factors, et cetera).

3. The value of leadership for the teacher is manifested in their understanding of learning processes; in the possibility of discussing problems with colleagues; in the culture of learning (creating an enabling environment); in the involvement of students in interaction.

4. The presence (and development) of teachers, respectively, of significant professional and personal qualities that determine the formation of leadership abilities.

5. Each teacher performs the functions of a leader and organizer, but not everyone can take a leadership position. The appropriate level of skill is relevant in education. The ability to combine the roles of "teacher," "manager," and "leader" contributes to more efficient and effective work of the teacher.

6. Promising areas for further research are the need to develop leadership potential at all levels of teacher training and the development and implementation of self-development programs.

Based on the analysis of views and approaches to developing leadership qualities and existing practical experience, we have developed recommendations for resolving the second formulated contradiction.

1. To increase the productivity of educational activities and develop leadership in education, it is necessary to consider the subjective positions of the participants entering into relationships and joint educational work.

2. The formation of a leader is a consequence of the process of self-knowledge, self-regulation, self-organization, and the development of the ability to take responsibility.

3. The formation of leadership qualities is effectively carried out through developing a group of skills: strategic and systemic thinking, building relationships with people, and personal skills.

4. Leadership qualities are developed through individual trajectories of professional development and the self-development of teachers based on potential opportunities and pedagogical experience.

5. Development and implementation of programs for self-realization and building a career as a teacher-leader.

Summing up, we can draw the following conclusions.

The analysis carried out in the article confirmed the introduction and implementation of the training programs developed within the framework of the project in the direction of leadership.

The analysis results showed that the development and implementation of new teaching methods are successfully underway - the learning process is organized through work in cooperation and interaction, learning through dialogue, and problem-based learning using various methods and techniques.

The students have formed competencies in the field of leadership.

- Understanding the essence of the concept of leadership in education and the transformation of relevant information: the integration of leadership skills with the peculiarities of the organization of pedagogical activity was carried out, taking into account the existing practical proposals of specialists in the formation of leadership and communication skills in various types of professional activities, recommendations have been developed for the development of teacher leadership qualities through building a leadership development trajectory.

- Practical implementation of the acquired knowledge: Undergraduates have developed success factors for a teacher-leader in various areas of pedagogical work; programs for developing leadership in future teachers in the learning process have been developed.

- An active life position of students has been formed: participation (and victories) in competitions, conferences, olympiads, conducting training, and seminars.

Based on the above, we have achieved the goals set in the working curriculum for the development of leadership qualities of students to improve the learning process, i.e., the formation of soft skills.

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PART 2

CONCEPT, TYPES AND INSTITUTIONALIZATION OF LEADERSHIP

The concept of leadership and its evolution in the scientific literature: digital leadership

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Abstract: *Leadership, and how it is understood, classified or trained, has been the subject of debate throughout history. However, its characteristics, even if they can be kept relatively constant, have also been influenced by the historical events that humanity has faced. A variety of approaches, from sociology or political science to economics and health, as well as those linked to new technologies, have in one way or another incorporated this concept and brought it closer to their fields of work. In this context, this research carries out a search in the Scopus database to visualize the evolution of the attention paid to the classical concept of leadership and the emerging concept linked to new technologies, generally known as digital leadership. The aim is to verify their evolution, to identify the main countries and areas of production and to verify the validity of both ideas and their future prospects. The conclusions point to a strengthening of the predominance of the leadership concept and the still nascent definition of the idea of digital leadership, whose role has become more relevant in the recent pandemic context.*

Keywords: leadership; training; competencies; digital Leadership; eLeadership

1. Introduction

The concept of leadership is perhaps one of the oldest to be worked on, but it has also seen great changes in the evolution of its treatment, which has highlighted it.

From the classical contributions (Weber et al., 2014) and their different styles (linked to the visions of a more charismatic leadership - "sentimental or motivational" -, the traditional - hierarchical and structural - and the legal - based on democratic and/or bureaucratic models -), to the more modern concept of digital leadership, many steps and researches have been carried out in between. Regardless of their starting point, the social changes experienced, the new technologies and the new geopolitical dynamics have been unstoppable throughout the 20th and 21st centuries, with an unstoppable pace of innovation and discovery.

Fields such as education (Ratajczak, 2022; Tamar et al., 2023) or business (Chatterjee et al., 2023; Gutkowski, 2022), as well as politics (Borins et al., 2007; Hashim, 2008), have addressed the changes that new technologies have brought to the task of exercising leadership, management, inspiration and/or motivation, which are the attributes of a leader.

The definition of digital leadership (or also e-leadership/e-leadership) sometimes evokes leadership at a distance (Kerfoot, 2010), especially in the 2020-2022 period motivated by the COVID-19 pandemic (Belmonte et al., 2019). This idea is captured in detail in recent research by Tigre et al. (2023). In their analysis, they establish the different works where to find the conceptual germ of this concept, highlighting the role of Avolio (B J Avolio et al., 2000, 2014; Bruce J Avolio & Kahai, 2003).

In fact, Tigre et al. (2023) make, from the above, and adding to other prominent authorships (Favier et al., 2013; Hambley et al., 2007; Jiang et al., 2017) a definition of digital leadership as follows: "a social influence process mediated by information technology to produce a change in attitudes, feelings, thinking, behaviour, and/or performance with individuals, groups, and/or organisations".

However, they agree that the above is also changing, and the new definitions are closer to the concept of "manager of digitalisation" and the new ways of working that come from both globalisation and immersion in business networks that are sometimes very atomised and require professionals to have a greater ability to communicate, but also knowledge of these new environments (Belitski & Liversage, 2019; Cortellazzo et al., 2019; Roman et al., 2019).

Throughout this work, the aim is to carry out an analysis of the importance given to leadership and its evolution over time. The essential objective is to identify the elements on which it has developed historically and its current links, defining the geographical areas, disciplines and the evolution of the attention given to it over time.

In addition, it is also interesting to disaggregate in this analysis the concept of digital leadership, a new approach to leadership, the role of which has given rise to much debate.

2. Methods

To carry out this study, the Scopus platform was chosen as the search database. Firstly, a full descriptive analysis was carried out of all the items that included the term "leadership" or "leader" among their key descriptors (title, abstract or keywords). In addition, it was necessary to identify, among the keywords, those related to transversal elements and not specific to certain sectors or countries, in order to distinguish them from mere nounification (i.e., for example, scientific works were included that referred to "leading companies" in their titles, without really talking about leadership, but rather about a position in a sectoral ranking).

Finally, the selection criteria were limited to articles and book chapters, excluding conference papers, reviews and editorials (among other formats).

Thus, the articles that met these requirements were selected and are listed in Appendix 1.

From here, where a very general vision is established, the time frame is refined and reduced to the 21st century, both for the idea of leadership in general and for that of digital leadership or e-leadership. The aim is to compare the impact of the two ideas, as well as the characteristics of the publications and whether there are differences in the attention given to the two elements.

In the case of the second search, limited to the 21st century, it was also decided to further narrow down the selected articles, ensuring that leadership was not only an element within the research, but that the role of leadership was central to the works. To this end, a syntax was designed and implemented that focused the selection on cases where leadership-related terms were reliably used in the titles of the references themselves, accompanied by the appearance of relevant keywords (Appendix 2).

Finally, in the case of digital leadership, we decided to focus the search on the concepts that were associated with this concept in a previous review of the literature. The reason for this is to avoid filtering out articles that could have a diffuse allusion to this concept. In order to do this, elements that clearly allude to the digital factor involved in this concept are introduced as key words, and there must be some mention of these issues in the titles of the selected articles (Appendix 3).

In order to summarise all this information, a figure summarising the different searches carried out and their sequence is given below (Figure 1). Although not all the words used in the filtering are shown, the main ones are highlighted as examples and the specific syntax used in each case can be consulted in the appendix.

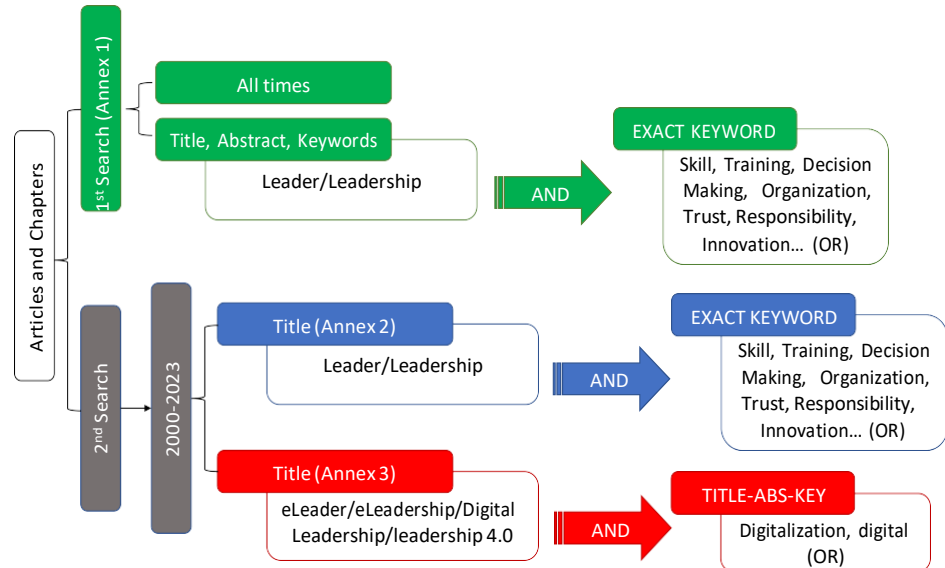


Figure 1: Methodology used for the literature search. Source: own elaboration

3. Findings

Following the methodology explained in the previous section, and using the graphs provided by the Elsevier-Scopus website, the main highlights have been extracted.

Evolution of research on leadership and its main characteristics

First of all, the fact that there is an enormous amount of literature dealing with this topic is an initial finding. Specifically, if we take the word "leadership" as one of the key descriptors, we find that this search yields a total of almost a quarter of a million references (249367 to be precise). The filter explained above means that for this first section of results, slightly less than half of the previous figure has been selected, making a total of 104,508 works with a reference to the concept of leadership in keywords and/or abstract and title.

As a first graphical element of the results, the evolution of the number of publications per year that meet the above requirements and up to the first quarter of 2023 is shown below (in order not to distort the graphical representation, the data are presented for full years, i.e. up to and including 2022).

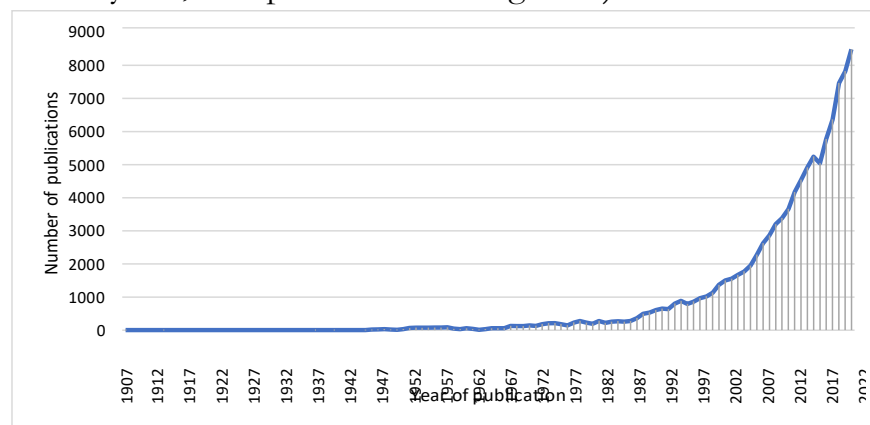


Figure 2: Evolution of references to the concept of leadership in the core descriptors. Source: own elaboration

The picture is very clear. Leadership is a subject with a long history in the scientific field, but it has also experienced a clear boom since the end of the 1980s, as a first expansion phase of the subject, followed by a second wave from 2000 to 2005, and a third and now more vertical rise from 2010 to the present, with 2022 being the year that records the greatest amount of production, with a total of 8487 references.

Focusing the analysis on the second characteristic of interest, the country of origin of the signatories of each article, the result is shown in Figure 3.

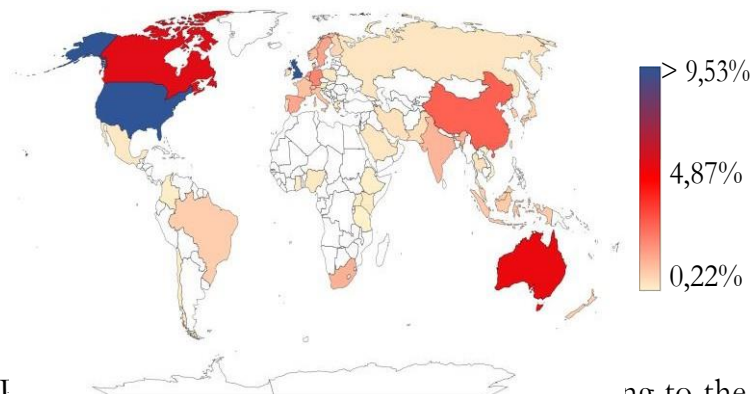


Figure 3: Percentage of production by country according to the origin of their authorship (the 50 countries with the highest frequency are represented, a total of 94.49% of the references). Source: own elaboration

In this case, there is a total predominance of the United States, followed at a great distance by the United Kingdom, compared to the other countries. Specifically, the two countries together account for a total of 51199 authorships, which represents almost half of all publications, for a total of 46.52% (36.99% and 9.53% respectively).

In third place are Canada and Australia (5.55% and 5.35% respectively), with around 5% of references, followed by China (2.98%), Germany (2.28%) and the Netherlands (2.01%). Rounding out the Top-15, and exceeding the 1% threshold, are Sweden, Spain, South Africa, India, Norway, France, Italy and Switzerland. Thus, only the countries of South and Central America remain to be represented, with Brazil in 20th place (0.90% of production).

With regard to the thematic areas, most of the papers fall into only one of these, but in some cases they may fall into several. The selection resulted in 28 different categories, of which the ten most numerous (88.03%) are shown below (Figure 3).

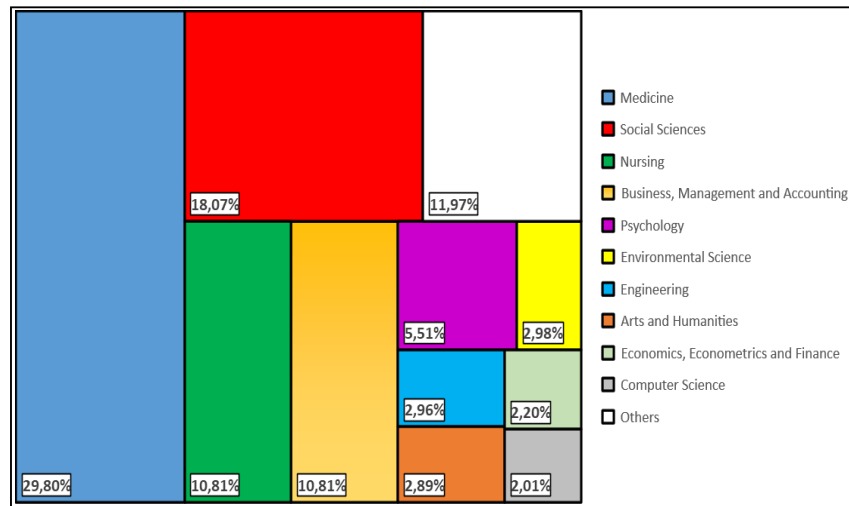


Figure 3: Percentage of main themes of research that address the concept of leadership. Source: own elaboration

The results show a predominance of the healthcare field (medicine and nursing), followed by social sciences, business and psychology. Other fields that also appear, but with less than 5% of the total, are environmental sciences, engineering, arts and humanities and computer sciences.

Leadership and Digital Leadership in the 21st Century

Once this general picture is available, the next objective of this research is to contrast the attention paid to leadership and its variant, digital leadership, so far this century. To this end, the syntax previously described in the methodological section has been applied.

The first result represents the percentage of production of both topics so far this century. The proportions have been calculated on the individual totals of each series of data in order to standardise them and make them comparable. The first discovery in this respect, which can indeed be seen in the filter shown in Annex 3, is that the first mentions of digital leadership date back precisely to the year 2000, a date that marks the explosion of the digital age and its impact on a wide range of fields, including leadership. On the other hand, as shown above (Figure 2), leadership has been a reference concept in research for more than a century. In fact, in addition to the percentage, in the case of leadership in general, there are a total of 27986 documents, while for digital leadership, this number barely reaches 450 references, which represents a big difference between the mentions of one concept and the other (digital leadership would represent barely 1.6% of the total mentions of leadership). The contrast in the data is shown below (Figure 4).

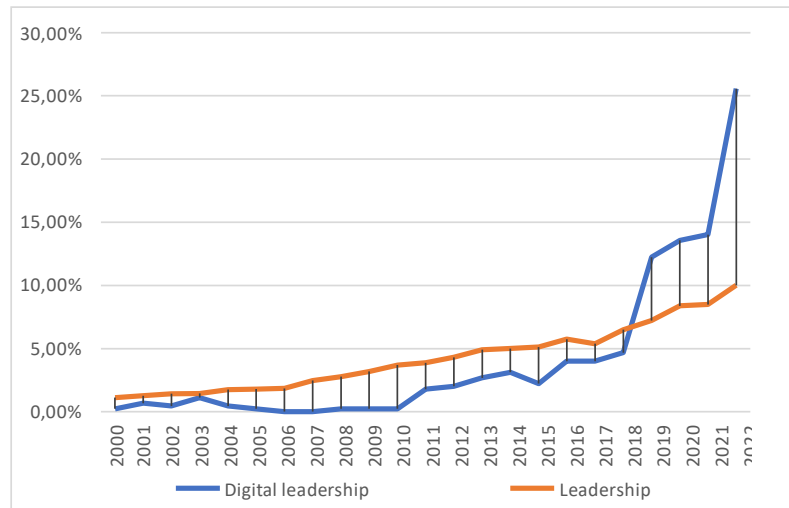


Figure 4: Evolution of references to the concepts of leadership and digital leadership. Source: own elaboration

In the case of leadership, the growth is notable but, as noted above, relatively constant. It increases gradually between 2000 and 2006 (with annual production ranging from 1.11% to 1.84%), then accelerates to reach almost 5% of references in 2013 (4.90%), breaks the 6% barrier in 2018 (6.49%) and continues its particular escalation to reach 10% in 2022. In fact, if we calculate the last 12 years (the second half of the century, including the first quarter of 2023), 73.44% of the references published so far in this century are collected.

Digital leadership, for its part, does not follow the same path, paying very little attention to the first part of this century. It was only in 2012 that it crossed the threshold of 2% of references in a year, and in the preceding years the percentage of publications per year ranged from 0% in 2006 and 2007 to a maximum of 1.78% in 2011. From here, 2012 marks the beginning of the increase in the attention paid to this concept, which in just 4 years crosses the threshold of 4% annual production, consolidated in 2017 and 2018, and it is then that it begins its great ascent, with production increasing to a total of 12.22% per year in 2019, a figure that continues to grow in 2020 and 2021 (13.56% and 14%) and which has just shot up in 2022, where it almost doubles the production of the previous year (maximum so far) to reach a total of 25.56%. There is a feeling that this trend could continue at the beginning of 2023 (in the first quarter it has already accumulated 6.44% of the total number of publications).

The two trends, although positive in terms of the number of references accumulated, show very different paths, with leadership being an established and evolving concept, while its digital aspect is still in its infancy, still seeking to establish its definition and categories of analysis, as shown by the fact that in the last five years it has accumulated 71.78% of the production so far this century.

With regard to the geographical question, several maps have been constructed (Figure 5) to contrast where the authorship of those who focus their work on these concepts is being concentrated.

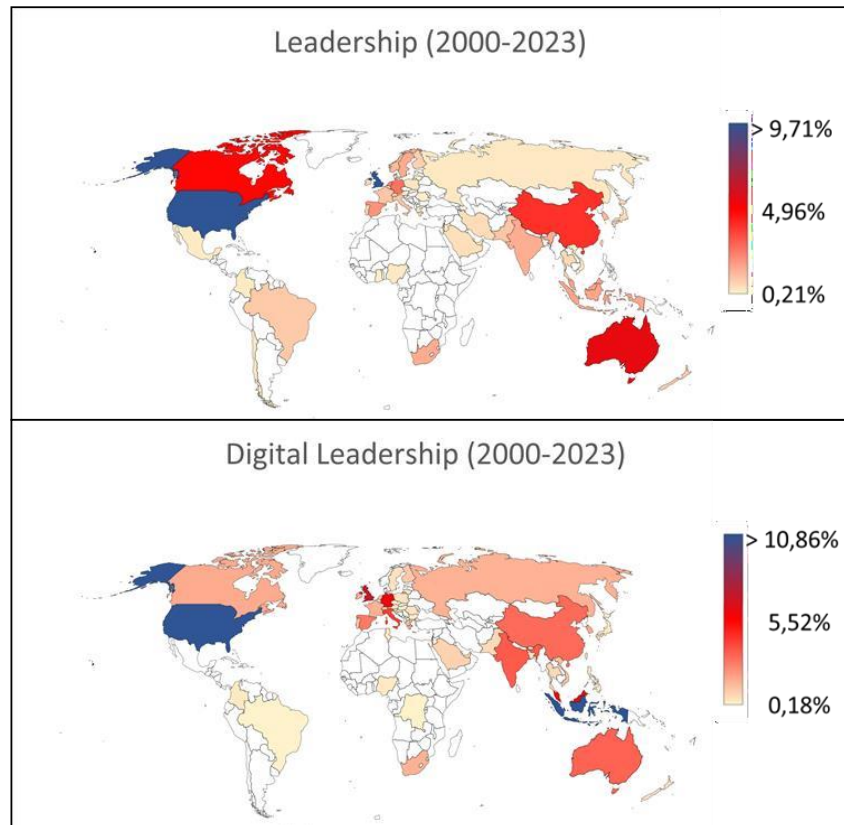


Figure 5: Percentage of production by country by concept in the period 2000-2023. Source: own elaboration

In this case, it can be seen that, although the United States continues to dominate in terms of production per country, the predominance is not so clear. In the case of overall leadership it continues to hold a clear first place, tripling the next player on the scene (which is again the United Kingdom with 9.71%), however, when the focus is placed on digital leadership, this leadership is radically different. The United States again tops the list, but with 15.24% of the mentions (half the weight of the previous case), and the second player to enter the scene, ousting the United Kingdom (7.01%) is Indonesia, which obtains a significant 10.86% of the mentions.

This first analysis also suggests that the distribution of production will be very different, as the figures for the first countries suggest that, unlike in the previous cases, more countries will join in with a greater presence in the case of digital leadership. Figure 6 shows the distribution of the cases by country, showing how the scales change notably, with the maximum still being the United States, and with the majority of countries below 2%, but notably more distributed in the case of digital leadership, with more leading countries.

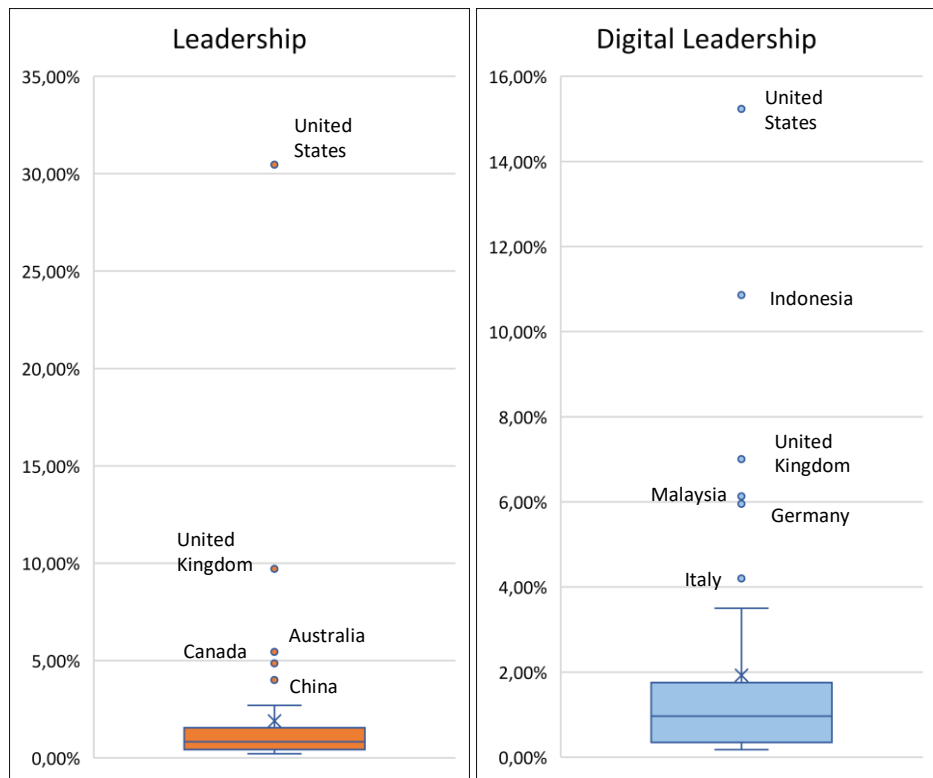


Figure 6: Distribution of authorship origin for leadership and digital leadership concepts (top 50 countries).Source: own elaboration

Specifically, in addition to those already mentioned, Asia is becoming more important in digital leadership, especially in the region of Southeast Asia (led by Indonesia) and China. The same is true for Europe, where more countries gain relevance.

Finally, looking at which thematic areas are addressed by both concepts (Figure 7), there are again some notable differences. While the top 10 areas are almost exactly the same, the weight of each varies. As a note of clarification, the selection of categories includes 94.60% of the subject areas of digital leadership and 92.15% in the case of leadership as a broader concept.

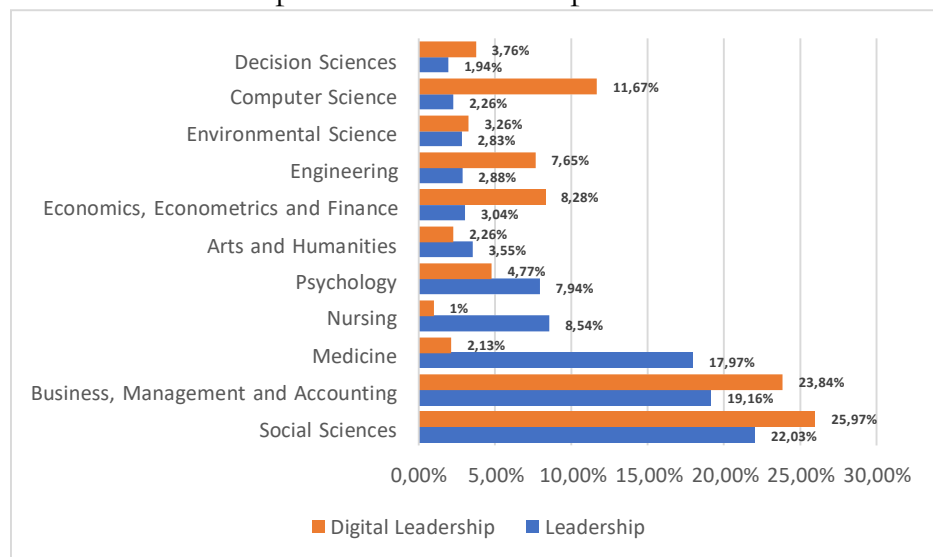


Figure 7: Percentage of main themes of research addressing the concepts of leadership and digital leadership (top 10 categories of both). Source: own elaboration

Specifically, the category "Nursing" does not appear among the main categories in the works on the concept of digital leadership, and the category "Decision Sciences" does the same for leadership in general.

In addition to this first idea, there is also a notable reduction in the weight of the "Medicine" category, but more broadly in the categories of the health sector, which, although they appear as third or fourth categories in the works dealing with leadership in one of its facets, drastically reduce their representation when the focus is placed on digital leadership. The former added to "Nursing" accumulate a percentage of cases on digital leadership of 3.13% (2.13% and 1% respectively), while in the broader leadership approach this figure rises to 26.52% (again 17.97% and 8.54% respectively).

In both cases, the 'social sciences' category is the most important, with a share of more than 22%, followed by 'business, management and accounting', which accounts for more than 19% of the total. From here, other categories from the economic and psychological fields emerge, but also other emerging fields such as those related to new technologies (computer science, which accounts for 2.26% of the references to leadership in general and 11.67% in the digital approach, where it even appears as the 3rd reference category in this field) or the environment (which accounts for around 3% of the works in both conceptual typologies).

COVID-19 and Leadership

Although this element was not addressed as a specific objective in itself, on further analysis of the various references found in the searches carried out, one theme emerged above all others: the COVID-19 pandemic.

The reason for this specific sub-section is, in fact, that the very positive trend of both concepts seems to have been reinforced, especially since the SARS-COV2 pandemic (particularly pronounced in the case of digital leadership, linked to teleworking and changes in social dynamics) and also the conflict between Russia and Ukraine, events that have not gone unnoticed and in which it is very possible that the role and figure of leadership also has a special place, for very different reasons, but which in any case have highlighted the role of the leader, as well as the ways of doing it.

Indeed, an exploratory analysis of the results (Figure 8) shows that 43.28% of the publications on digital leadership and 17.46% on leadership in general deal with the pandemic.

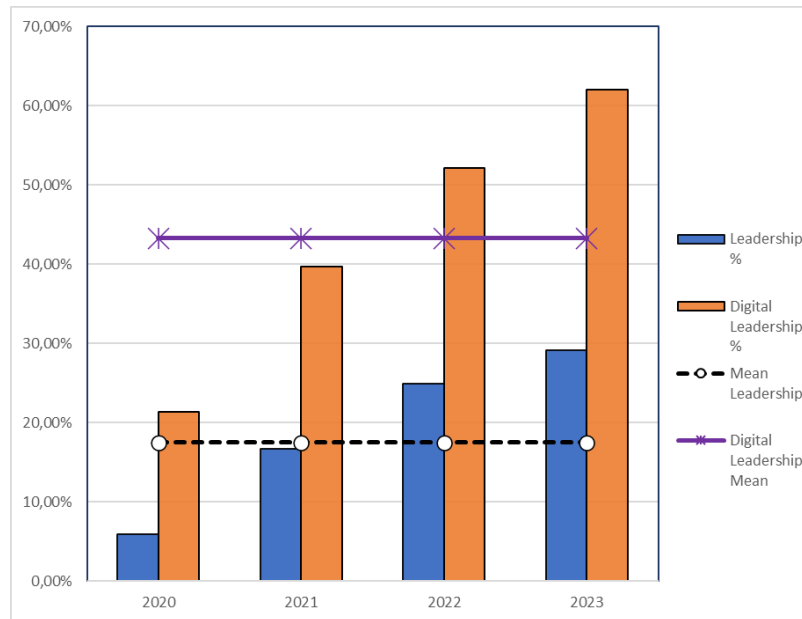


Figure 8: Percentage of articles on leadership and digital leadership since 2020 in which the COVID-19 pandemic has been mentioned in their title, keywords or abstract, and the average for the last 4 years. Source: own elaboration

In the case of leadership, this question may be peripheral, but for digital leadership it seems to be a milestone in terms of defining it as a concept.

Although not part of this research, this issue is raised here as a point of interest for future projects.

5. Conclusions

Leadership is an object of analysis and attention with a long history, but it is now "in fashion". In recent years, the scientific production on the subject reflects an increase in the attention paid to this topic, with the year 2022 being the year that marks the maximum historical production. In the case of digital leadership, the novelty of the concept does not prevent us from seeing that it is currently booming and taking off.

On the other hand, we can see that the weight of the health sciences is diminishing over time, giving way to a more economic-social vision of leadership. Other emerging fields already mentioned have also taken positions in this respect. Meanwhile, the health field, traditionally one of the most prominent when leadership is discussed, has recently lost weight due to the greater preponderance of social and economic sciences. Fields related to new technologies and the environment have also increased their attention to the subject, becoming thematic areas where leadership and its digital version are also of interest.

Finally, digital leadership, which is still in a phase of definition and/or paradigm shift, seems to be developing more widely (geographically speaking) than leadership in general, and Southeast Asia and Asia in general are competing at the scientific level with the United States and the United Kingdom, the

traditional "powers" in this field, but Europe, Australia and South Africa are also beginning to gain more weight.

In conclusion, leadership has been, is and is likely to continue to be a key research topic. Its new forms, formats and tools are in full development, and the digital world inexorably conditions the way it is managed, but this does not mean that traditional leadership, and the way it is understood, is bankrupt. On the contrary, it remains a central element of research, and so-called "digital leadership" has yet to be defined as a type of leadership, a skill for managing new environments, or a paradigm for future collaboration. In the coming years, its evolution and that of leadership as we understand it today will depend, among other things, on the implementation or not of technologies related to artificial intelligence, big data or economic models such as e-commerce.

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Neuroscience and neuroleadership: what relationship with educational systems?

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Abstract: *In recent times, the concept of leadership is undergoing transformations: the search for the possession of character traits capable of bringing about a charismatic attitude, in itself capable of attracting people's attention, is being replaced by the possibility of inducing leadership capacities in a wider range of people not necessarily endowed with charismatic characteristics. This shift is made possible by the application to real contexts of the numerous neuroscientific discoveries about the functioning of our brain and the implications for human behaviour. In the field of education, the application of such discoveries to leadership, better defined as neuroleadership, can prospectively improve the effectiveness of learning processes, the achievement of intended goals and a more favourable organisational climate by triggering positive feedback.*

Keywords: neuroleadership, cognitive psychology, socio-cognition, education

1. Introduction

Neuroleadership studies refer to an approach that combines the study of leadership with findings from neuroscience (Gocen, 2021). This approach makes it possible to understand the causes of leadership behaviour from a psychological socio-cognitive perspective. Understanding the psychological mechanisms involved in leadership behaviour makes it possible to prepare learning units that can contribute to developing in learners the psychological and behavioural characteristics that make a leader.

Discoveries concerning the biochemical mechanisms of brain functioning as well as the decision-making processes and motivations that determine human behaviour have opened up new horizons for the study of leadership and the possibility of promoting it in education. This has made it possible to gradually abandon the approach that tended to identify and select people who were 'naturally' gifted in leadership and move towards the promotion of leadership education. This change of course was partly brought about by a broadening of the concept of leadership, no longer understood as a specific characteristic of successful charismatic people (politicians, entrepreneurs, etc.) but as an indispensable component for anyone who has to manage a group of individuals. In other words, neurological sciences can help us understand how and why a leader acts in a certain way (Waldman, Balthazard, Peterson, 2011).

2. From neuroscience to neuroleadership

Since our behaviour, but also our emotions and feelings, are determined by our brain, it is extremely important to know how it works, in other words, to acquire metacognitive knowledge (Grah, Dimovski, 2014). The studies on haemispheric specialisation have taught us that there are areas in charge of overseeing certain functions (Savazzi et al., 2007). On the other hand, the discoveries on neuronal plasticity have shown how, in certain situations, brain damage can be 'repaired' and functions, usually in specific areas of the cortex, can

be taken over by other areas, often contralateral, that are not usually at the basis of those functions.

There are several attempts to explain the patterns of brain functioning that influence our behaviour: among these, the model proposed by Rock in 2008 [Status, Certainty, Autonomy, Relatedness, Fairness - SCARF], which explains the social experience of human beings on the basis of five dimensions, is among the best known. Status represents the sense of importance, the value that others ascribe to us; certainty indicates the need for clarity and the ability to make accurate predictions; autonomy relates to the ability to control one's own behaviour and the feeling of being able to manage events in one's own life (a dimension reminiscent of the Locus of control (Rotter, 1966)); relatedness has to do with the sense of attachment and considering a person friend or foe; impartiality indicates the sense of justice and fairness in one's dealings with others.

Knowing the workings of human behaviour means mastering it, controlling one's own behaviour and being able to predict the behaviour of others with good approximation. A leader must be able to control his or her own way of communicating and relating to others: neuroscience, by explaining the mechanisms that regulate human behaviour, provides the leader with useful information for managing his or her own and others' behaviour.

3. Biofeedback and neuroleadership

To better understand the mechanisms involved in the brain functioning that determines human behaviour, neuroscience employs various technologies: from the simple electroencephalograph to magnetic resonance imaging. The development of neuro-imaging techniques has helped to identify the areas of the cortex that are activated in response to certain stimuli, during the performance of specific tasks and, more generally, in response to the activation of certain behaviours. As far as neuro-leadership is concerned, electroencephalographic studies appear to be more interesting, as they have made it possible to identify different types of waves whose presence can influence moods and cognitive performance. For example, the emission of alpha waves (with a frequency between 8 and 12 Hz) has a relaxing effect and engaging in meditative activities causes the emission of this particular wave frequency. Beta waves (12-30 Hz) are associated with mental activity and if they do not reach the expected levels may indicate the presence of a depressive state. Delta waves, characterised by the lowest frequency (0.4 Hz), are implicated in the reduction of anxiety and influence sleep quality while Theta waves (4-8 Hz) associated with the early stages of sleep, have a positive effect on memory, emotions and creativity. Finally, gamma waves with frequencies higher than 30 Hz improve brain activity and problem solving. Through the use of biofeedback techniques, people can learn to control the output of the different waves and thus act positively on both their emotional states and cognitive performance. For these reasons, biofeedback is a frequently used technique in leadership.

4. Application of neuroscientific knowledge in education

Being aware of the brain mechanisms underlying cognitive processes also means understanding their limits and knowing their potential. This translates into appropriate behaviour to maximise cognitive efficiency by exploiting the potential and avoiding making mistakes that could damage the outcome of a cognitive process. It is well known that any cognitive task, from learning to problem-solving to decision-making, implies the use of attentional resources that are limited, are sensitive to interference and tend to diminish with age (Treisman, 2006; Shallice, 1988). Although it is possible to perform several tasks at the same time, it is strongly discouraged to do so because the division of attentional resources may reduce effectiveness in completing cognitive tasks: having to concentrate on several tasks at once may distract from the most relevant task.

Also known from neuro-scientific studies are the conditions that foster learning. Publishing houses that have been publishing school textbooks for a few decades have tried to apply the results of learning research to their texts. The summary diagrams, in-depth boxes, key words in the margins of the text, test questions at the end of each chapter and the special attention paid to the iconographic apparatus are nothing other than the application of the results of learning research to make the use of study texts more effective.

Obviously, knowledge of cognitive mechanisms and their consequent use in teaching activities is possible if one thinks of the student not as a passive receptor (the teacher transmits knowledge and the student learns it according to his or her own learning capacities) but as an actor in the learning process where the student does not learn in order to know but learns in order to understand and use what the teacher proposes.

5. Neuroleadership and education: what relationship?

Already from these few examples, one can see how relevant the contribution of neuroscience can be in the world of education, a world within which various figures act as leaders: from the head of the school to the teacher, to the pupil who is experienced as a leader by his peers.

We will focus our attention on the two figures who are at the basis of the success of an educational institution: the head of school and the teachers. The head of school is a delicate function that is too often identified with control and management tasks. A head of school who adheres to this reductive model will not be able to assume the leadership of the institution but, most likely, will limit himself to transmitting and applying the directives received from the superior bodies, delegating the possibility of success of the structure he directs, in terms of the effective learning of the pupils, to the teaching staff without having an active role in the choices of the educational policy of the institution.

The head of institute who exercises real leadership will be able to employ the results of neuroscientific research to better manage relations with his teachers,

to propose training and refresher courses to broaden the metacognitive skills of the teaching staff, to direct learning policies and maximise results to the benefit of teacher satisfaction and student outcomes.

Effective leadership results in shared policies and a better organisational climate that foster the achievement of learning objectives.

Similarly, the teacher's leadership towards his or her students will be strengthened when he or she is able to better manage the interrelationships, thanks to the acquired knowledge of the basic mechanisms of cognitive-motivational functioning, and advise on the learning strategies best suited to the achievement of the learning objectives shared with the head teacher and proposed for sharing with the students.

6. Conclusion

A modern leader, whatever his or her role, can no longer rely on his or her own charisma but must build his or her leadership through knowledge of the workings of the human mind, applying its principles in day-to-day activities so as to improve the results expected from his or her actions. Those who exercise leadership in education must increase their neuroscientific knowledge of learning, decision-making, motivation and emotional management and then apply it to everyday activities: the aim is to achieve teaching, management and learning objectives as effectively as possible, avoiding making strategic errors, underestimating conditions that may hinder the achievement of results and adopting attitudes that discourage learners from making the necessary effort to achieve objectives. Thus, the transition from a simple leader to a neuroleader takes place.

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Leadership focused professional development of teachers for learning and teaching

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***Abstract:** The aim of the study is to update the content of the professional development of teachers, which is caused by the demand for leadership in the Kazakh education system for a complex society.*

The study involves scientific, methodological, and educational interaction of advanced training organizations (National Center for Advanced Studies “Orlen,” Institutes for Advanced Studies and Retraining based on regional universities) with practicing teachers in formal, non-formal, and informal education.

For the practical organization of the required interaction, it is necessary to determine the ideas, expectations, and difficulties of teachers to update their educational practice in the direction of the leadership of teachers and students. To do this, within the framework of the study, a survey was conducted of 22,192 school teachers in all regions of Kazakhstan.

Qualitative and quantitative analysis of the results of the survey “Learning and Teaching for Educational Leadership” made it possible to clarify the thematic areas (the teacher-leader and his followers in the professional community; the teacher-leader - the organizer of pedagogical dialogue and dialogic unity; teacher’s leadership as a toolkit and values; the role of leadership for formation of a teacher’s style of activity), organizational forms and methods (online educational courses, mobile digital media, offline courses, professional competency assessment programs, et cetera) for the sustainable professional development of teachers – building up their professional and cultural capital through educational leadership resources, previously purposefully unused and unexplored.

In this regard, the non-formal training of teachers, which traditionally has an episodic character and proceeds (sometimes imperceptibly and unconsciously) in everyday practical activities, requires a particular study. Organized leadership non-formal training in the workplace can become a goal-oriented, active, and fully realized motivator for the teacher to improve educational practice.

The sustainability of the professional development of teachers is stimulated by the attraction of resources and leadership tools, as the determinant of leadership is the desire of educators to improve based on their agency and proactivity in the modern realities of instability and uncertainty.

Key words: teacher's leadership, learning and teaching, survey, sustainable professional development of teachers, professional development content.

Introduction

The problem of learning and teaching with a focus on the leadership of students and teachers in the Kazakhstani school education system is becoming more acute, and its solution is becoming more and more in demand because:

- the demands of a complex society complicate the expansion of academic independence;
- the dynamism of educational programs is not consistent with the pace and content of the professional development of teachers;
- the needs and difficulties of students are becoming more diverse, and their research (monitoring) remains difficult for teachers;
- the system of criteria-based assessment becomes an anti-driver for the development of students, and teachers become hostages of the situation of control of knowledge and skills (outside of competencies).

The solution to this problem is most connected with teachers, who ideally should be the bearers and conductors of leadership in the educational ecosystem. For such a decision in our study, we clarify the content of sustainable professional development of teachers in the indicated direction, guided by the basic concepts we have formulated.

Sustainable professional development of a teacher is the multiplication of the professional and cultural capital of a teacher through formal, non-formal, and informal education for the comprehensive mastery of subject, psychological-pedagogical, social, digital, and other competencies necessary for the implementation of all types of pedagogical activity in an increasingly complex society.

Teacher's leadership is professional and pedagogical competence based on the integration of new pedagogical thinking and effective professional activity, aimed at constructively changing the existing approaches to learning, teaching and assessment, as well as at motivated and reasonable promotion of innovations, reforms, research (Murzalinova A., Almagambetova L., Abildina S., Chokusheva A., Ualieva N., 2022).

Teacher's leadership in learning and teaching is a teacher's responsibility to improve educational practice based on the involvement of colleagues, students, parents, and the school as a whole as stakeholders, as well as the leadership and management of the teacher-leader.

Research methods

As part of the study, in January 2023, we surveyed teachers in Kazakhstani schools in "Learning and Teaching for Educational Leadership."

It should be noted that this survey was preceded by the "Stakeholders and Leaders in the School" survey, also developed and conducted by us in February 2022, covering 19486 teachers of secondary schools, lyceums, gymnasiums (Murzalinova A., Almagambetova L., Abildina S., Chokusheva A., Ualieva N., 2022).

The position is known: questionnaires are a fast and low-cost way to obtain assessment data (Serikova, 2018)

This method effectively works in the activities of the National Center for Advanced Studies "Orleu," which unites regional Institutes of Professional Development and organizes and conducts course training and post-course support for Kazakhstani teachers in the paradigm of their sustainable professional development.

In our case, the following established advantages influenced the effectiveness of the survey (Kasprzhak A., Kobtseva A., Shishkina M., 2019):

- an impersonal form of communication with information carriers, which ensured the independence of the respondent's answers from the personality of the questionnaire;
- preliminary reasonableness of the questions we propose to obtain the necessary information in conditions of insensitivity of the procedure to the level of qualification of the questionnaire;
- the ability to vary the time and format of the survey (using Google Forms), which allowed the respondents to remain anonymous (while teachers are most susceptible to the influence of public opinion, the opinions of the school administration, colleagues, and parents).

The purpose of the survey is to identify teachers' preferences, expectations, and difficulties in updating their educational practice in the direction of the leadership of teachers and students.

The goal has its perspective: in the conditions of a motivated and directed renewal of their educational practice, teachers are aware of the needs, the satisfaction of which through the refined content of sustainable professional development becomes in demand.

Here is the survey statistics:

- 1) number of respondents: 22192 people from 17 (all) regions of Kazakhstan;
- 2) by schools: 66.9% - teachers of rural schools, 33.1% - urban schools;
- 3) by the level of education: 91.35% have a higher pedagogical education;
- 4) by teaching experience: up to 1 year - 4.24%; from 1 to 3 years - 9.41%; from 3 to 5 years - 8.64%; from 5 to 20 years - 43.35%; over 20 years - 34.4%;
- 5) in the context of the qualification category: teachers-moderators - 22.45%; expert teachers - 23.75%; teacher-researchers - 18.5%; master teachers - 12.45%; do not have a category - 22.85%;
- 6) in the direction of teaching: social and humanitarian - 77.6%, natural and mathematical - 22.4%.

Results of the analysis.

Let us move on to interpreting the survey results. Thus, the answers to the 1st statement, "To the greatest extent I associate leadership with change (let us say one option)," were distributed as follows: 49.9% answered "himself" (27.2%) and "professional environment" (22.7%); the remaining 50.1% were associated with SES and textbooks (13.3%), regulations (12.4%), school students and/or their parents (12.4%) and school management (12%).

Thus, almost every second teacher recognizes the subjective role and the role of like-minded people in leadership development. It can be assumed that the teacher positions himself and his colleagues as “master learners” in creating the best educational practices, corresponding to the position of Instructional Leadership. In this positioning, we see qualities that stimulate leadership:

- independence as “the need of the individual to achieve the necessary quality of his life in competitive conditions through the formation of ideas about himself as a purposeful, continuously developing personality and a self-determined professional who can overcome stereotypes, master and implement innovative ways of professional activity” (Bicheva I.B., Filatova O.M. Formation of the leading teacher in the education process of higher education institution / Vestnik of Minin University. 2017 - No. 3);

- responsibility as “a willingness to be responsible for one’s actions and obligations,” which “becomes the most important factor in the development of leadership positions for the future teacher, since it characterizes him as a reliable, honest specialist, acting based on moral standards in order to achieve a prosperous state, first of all, for their environment (pupils, their parents, colleagues)” (Bicheva I.B., et al, 2017).

However, only 24.4% of respondents recognize the role of students, parents, and school administration in creating a leadership environment. In this regard, the professional development of teachers should be aimed at creating an ecosystem of student leadership - an integrated environment “where all participants in educational relations: students, teachers, leaders, parents (legal representatives) of students - interact with each other, as well as with various school self-government bodies, including student leadership, and other elements of the ecosystem of school leadership (Ecosystem of student leadership, 2019, P. 20).

The second statement, “I am convinced that learning/teaching for leadership is most dependent on (let us say one option),” is related to the previous one. Let us imagine a sample of responses in descending order: taking into account the educational needs of students (31.1%), my personal and professional characteristics (28.3%), teaching strategies that I have chosen (22.3%), learning resources provided by me to students (17.8%), other (0,5%).

The overall picture of the sample of responses is valid: indeed, the focus on leadership implies a focus on the student, requires leadership competencies of the teacher himself, and is determined by learning activity strategies and learning content.

Let us compare the choice in the first and second statements regarding “learners/students.” Thus, only every eighth teacher associates leadership with student change (1st statement). However, every third teacher is convinced that teaching focusing on leadership should consider their needs to the greatest extent (2nd statement).

As a positive trend in teaching, we can assume that such a teacher’s focus on the student stimulates the following leadership manifestations: joint responsibility for learning outcomes, the student's independence in designing the educational trajectory, and his adequate self-esteem and self-actualization.

A focus on leadership is possible when harmonizing individual teaching style and personalized learning through interactive (group discussions, case studies, gamification, team building) and forward-looking (foresight sessions, mind maps, reflection of the future) technologies.

The third statement in our questionnaire, “I use the methods and forms of training in a team mainly for (let us say one option),” is due to the “collective education” trend: “It is necessary to combine the development of collective competencies and the processes of individual development so that individual learning experience becomes an organic contribution to the development communities... Full synchronization of personal and collective educational processes is one of the key conditions for creating a new education throughout life, taking place everywhere and always” (Luksha Pavel, et al,2018].

In the modern education system (and not only in it), but we are also increasingly shifting from vertical leadership to horizontal influence. Horizontal leadership manifests in team members influencing each other to achieve the team’s goals (Mathieu J.E. et al,2015). Therefore, the formation/development of the skills and competencies of students to work in a team is strategically essential for leadership.

The sample of responses to the 3rd statement showed an underestimation of the learning opportunities in the team by the educators. Let us present the answers in descending order: for the development of group work skills - 29.1%; for the development of communication skills/competencies - 23.05%. For forming leadership qualities - 16.2%; for strengthening friendships in the classroom - 13.85%; for creating conditions for interesting communication - 9.8%. To solve complex learning problems - 8%.

The picture of the sample suggests that: 1) every second respondent uses the methods and forms of training in a team with a traditional goal (52.15%); 2) the indicator “for the formation of leadership qualities” refers more to the group “for friendly relations and interesting communication,” which may also reflect not quite deep and systematic ideas of teachers about the resources of team leadership, incl. in situations of solving complex learning problems.

The content of sustainable professional development of teachers should include team teaching, also called “Collaborative teaching,” “Coteaching,” and “Pair teaching.”

These can be the following models, which are optimal for the system of advanced training of teachers, including in the conditions of the NCPC “Orleu” (Volobuyeva T.V., 2021).

1. Partner team training. One teacher explains the theory; the other accompanies the explanation through graphic visualization: mnemonic maps, tables, diagrams, mental maps, mind maps, Scribing, and infographics. When performing practical work, the first teacher monitors the conceptual lines, and the second - elaboration on details.

2. Dialogical teaching. Learning takes place in the dialogue of teachers. The material is presented from alternative viewpoints, creating a meaningful basis for engaging listeners in discussions. An optimal pedagogical project, an algorithm, or an adaptive abstract is jointly developed.

3. Facilitative team training. One teacher introduces new material and the other works on it in exercises. At the same time, microteaching is used with the alternation of theory and practice every 2-3 minutes.

4. Monitoring team training. One teacher teaches, and the second monitors perception, understanding, and individual assimilation of educational material, emotional background, results, and problem areas.

5. Parallel team teaching. To enhance the personification of learning, a group of students is combined into two subgroups, each of which has one of the teachers. The project method, case study, and situational modeling are used.

6. Differentiated team training. Each teacher builds training according to the characteristics of the students. Students are grouped according to various parameters depending on the learning objectives: according to the level of formation of relevant competencies, by pedagogical experience, by the speed of assimilation of the material, by the level of user technical skills, and by educational requests.

7. Alternative team training. Teachers work in mini-groups on the same topic but in different learning formats. Students studying new material master current educational models: traditional and e-learning, audio guide and video lessons, stationary and mobile learning, Wiki-lesson, and Internet surfing.

The fourth statement of the questionnaire is related to the Storytelling method, which has leadership potential: Stories constitute the single most potent weapon in a leader's arsenal - Dr. Howard Gardner, professor at Harvard University.

The sample of responses to the statement: "I mainly use the Storytelling method in learning/teaching (let us say one option)" was distributed as follows: I use it when the learning goals require it - 25.3%, constantly for the development of student leadership qualities - 24.4%, sometimes, when succeeding - 22.5%, when I focus on the development of subject speech of students - 15.5%, occasionally, when it can be connected with the content of training - 12.3%.

Based on the sample, we can assume teachers' active and purposeful use of the Storytelling method, including leadership. The practice of observing teaching confirms the following resource potential of this method: 1) the informal presentation of the material is enhanced by the transfer of the mastered subject content into the status of a speech act and speech behavior of the student with his speech responsibility, which creates prerequisites for trusting the leader;

2) emotional empathy of educational material contributes to its passage through itself and semantic "assignment" as a personal experience of the student, which stimulates intellectual leadership as knowledge capital;

3) the students-narrators reliance on positivity and persuasiveness becomes a prerequisite for the leader's charisma;

4) congruence as a comfort level of the narrator and his listening audience stimulates learning that is "friendly" to emotional intelligence as a component of emotional leadership.

In our opinion, storytelling is an effective tool for persuading and inspiring learning and teaching, where there is no place for overt and covert "pushing through" educational material. That is why storytelling, like an essay, should become an active learning tool in the professional development of teachers, as well as an effective control and measuring tool for testing knowledge.

We suggest compiling storytelling based on current educational practice, problem situations, activity modeling, and pedagogical design.

The fifth statement of the questionnaire has the motivational message "Coming together is a start, staying together is progress, working together is a success (Henry Ford)" and is open: I participated in our school's Lesson Study on educational

leadership. The theme was: ____. This was between ____ and _____. We were ____ colleagues. Our best results: __.

The focus of the statement on the Lesson Study is caused by the application of this approach in the Kazakh practice of professional development of teachers. It is known that this approach, first applied in Japan, is effectively used in the national education system of several countries: Singapore, Hong Kong, China, the USA, Great Britain, Sweden, and Canada.

The processing of the respondents' answers allows us to summarize: 1) there is no data on the participation of respondents in the Lesson Study to improve the practice of learning/teaching based on educational leadership resources; 2) at the same time, in the Lesson Study on this topic, respondents most often mention the development of students' critical thinking (39.6%) and their cognitive motivation (29.75%); 3) the research period is, as a rule, 1-2 months, which makes it challenging to study the complex of conditions, resources, and tools for introducing educational leadership into learning/teaching; 4) most often teachers are united in groups of 3-5 people, which, in our opinion, limits the development of leadership in educational practice.

Thus, the survey confirms the need for the following areas in the professional development of teachers in Kazakhstani schools:

- the philosophy and technology of the teacher's research of his practice and the practice of colleagues as a methodological problem of the school;
- pedagogical design of learning/teaching with a focus on leadership in Lesson Study conditions as a subject of activity of school subject-methodical associations of teachers and interschool professional associations;
- formation of a culture of cooperation between educators and educators with students in the Lesson Study as the basis for horizontal leadership;
- creating a bank of successful educational leadership practices through Lesson Study for their scaling as a subject of activity of methodological centers, Institutes for Professional Development of JSC "NCPD Orleu," I. Altynsarin National Academy of Education.

The sixth and seventh statement-instructions are outwardly similar: Rate on a 10-point system to what extent you succeed in each activity associated with your teaching.

However, they do not duplicate but correlate with each other. So, in the 6th statement, an increasingly complex sequence of activities is proposed: 1) I identify, 2) I update, 3) I research, 4) I evaluate, 5) I develop, 6) I improve.

The 7th statement suggests the types of activities interpreted in terms of teacher leadership in learning and teaching: 1) I create an educational environment in which every student wants to be; 2) I develop in students the desire to think independently; 3) I motivate students to achieve the goal, explain why it is essential, and how to achieve it; 4) I plan and organize the joint activity of reflective-exploratory cognition; 5) I take responsibility for the results of the educational process; 6) I take the initiative to improve educational practice - my own and colleagues.

The nature of the instruction, which implies a specific self-assessment for each type of activity, together with self-assessment data, made it possible to identify the following trends in the 6th statement:

- in the range of 1-5 points, it is visible: “I identify” (15.5% of respondents), “update” (15.6%), “research” (20.1%), “evaluate” (13.7%), “develop” (13.1%), “improving” (13.6%);

- in the range of 6-8 points: “identify” (54.3% of respondents), “update” (48%), “research” (48.4%), “evaluate” (43.6%), “develop” (44.8%), “ I improve” (45.2%);

- in the range of 9-10 points: “identify” (30.2% of respondents), “update” (36.4%), “research” (31.5%), “evaluate” (42.7%), “develop” (42.1%), “ I improve” (41.2%).

As you can see, a self-assessment of 6-8 points prevails in all types of activities. At the same time, out of 6 types of activity in this range, detection prevails (54.4%), followed by research (48.4%), renewal (48%), improvement (45.2%), development (44.8%), evaluation (43.6%).

Similar data on the 7th statement are given in Table 1.

Table 1 - Data on the 7th statement of the survey

Type of activity	The number of respondents (in %) with self-assessment in the range:		
	1-5 points	6-8 points	9-10 points
I create an educational environment in which every student wants to be	11.1	45.1	43.8
I encourage students to think independently	11.6	42	46.4
I motivate students to achieve the goal, explain why it is important and how to achieve it	10	43.5	46.5
I plan and organize joint activities of reflective-exploratory cognition	10.3	44.7	45
I take responsibility for the results of the educational process	10	41	49
I take the initiative to improve the educational practice - my own and colleagues	11.5	43.7	44.8

From the given data, it can be seen that self-esteem of 9-10 points prevails in all types of activities, except “I create an educational environment in which every student wants to be.”

Against the background of the stability in 5 out of 6 types of activities of the overall self-esteem of 9-10 points, we emphasize that such a direction for the professional development of teachers as the study of resources and mechanisms of the influence of the educational environment on improving educational results is required. In this direction, we propose to be guided by definition identified by the results of a survey of foreign experts: “A modern educational environment solves not only the tasks of teaching a child but also the professional development of a teacher” (Barsukova E.M. et al, 2019, P. 102).

Based on the results of these 6-7 statements-instructions, we recommend: for the sustainable professional development of teachers in the course preparation and post-course support at the Orleu NCTC, work out, together with teachers, the algorithms of

the called types of activities and diagnostic material for the advancement realized by teachers in the teaching trajectory with a focus on leadership.

The final statement of the questionnaire - In learning/teaching, the teacher-leader, first of all, and to the maximum extent - this (let us say one option) - is associated with the Lee S. Shulman teacher competence formula: the teacher has three assistants: the head (professional understanding), the hand (practical teaching skills) and heart (professional integrity).

Let us imagine a sample according to this statement (in descending order): an experienced teacher who uses effective technologies - 34.9%, an excellent organizer of the educational process - 21%, a flexible “manager” of pedagogical interaction - 17.9%, a generator of ideas for improving teaching practice - 17.8%, an authoritative leader of the educational process - 8.4%.

For learning/teaching focusing on leadership, the position of a flexible “manager” of pedagogical interaction is of fundamental importance. At the same time, the teacher, with his effective technologies and the prevailing organization of the educational process, is more focused on external factors, the idea generator is more focused on episodic improvement measures, and the authoritative leader of the learning process often excludes the subjective role of students and deprives them of the possibility of leadership manifestations.

For sustainable professional development, methodological interaction of teachers should be encouraged in order to exchange experience and scale up the following strategies: 1) self-adjustment of the “teacher-leader and class team” system for constructive interaction; 2) delegating to students the powers of independent organization of cognitive activity through their best ideas; 3) collaborative problem solving; 4) flexible integration of self- and mutual assessment of students in combination with feedback; 5) the consistent expansion of the responsibility of students for the processes and results of learning against the background of the perceived trust of the teacher; 6) creating conditions for the maximum likelihood of achieving the development goals of the leader and the team.

Conclusion

School learning and teaching with a focus on leadership requires the training of teachers in the context of their sustainable professional development, which is confirmed by our survey results.

The initial positions determine the content of such development: 1) pedagogical, student, and parent teams should be, at a minimum, loyal to leadership in education; at a maximum, these teams should become stakeholders in the development and dissemination of ideas and values of leadership; 2) in the educational ecosystem, leadership can be integrated into a quality policy, and leadership strategies can be considered as tools for effective leadership and strategic management; 3) teachers cannot be limited by their development - they are interested in promoting ideas, projects, reforms in their environment; 4) Create a learning culture and school organizational structures that support peers in leadership roles.

The main thematic areas of sustainable professional development in the aspect of leadership include the following:

- teacher-leader and his followers in the professional community: who, why, and how;
- teacher-leader - organizer of pedagogical dialogue and dialogic unity: teaching strategies and learning activities for students, friendly to dialogue;
- teacher's leadership as a toolkit and values: correlation in learning and teaching;
- leadership as a way of organizing educational activities and a function of managing the educational process;
- the role of leadership in forming the individual style of the teacher's activity.

The activity conditions for the professional development of teachers are aimed at forming the experience of leadership behavior, self-realization, and teamwork.

This is achieved:

- active forms of interaction and cooperation in the professional community,
- flexible use of a variety of practice-oriented strategies that allow teachers to find the most authentic for them, supporting their educational and professional goals, motivating them to think, and realize new patterns of behavior;
- encouraging students to organize their activities, apply their knowledge in specific learning situations, show their best qualities, demonstrate readiness to make decisions, and be responsible for the consequences of their actions.

In many ways, the solution to these problems of professional development is facilitated by:

- a teacher's reflexive analysis of his internal resources and organization of work to create his uniqueness;
- professional and creative exercises to perform various functional roles (researcher, analyst, designer, performer and organizer, communicator, moderator, expert) both in the classroom and extracurricular activities, including in the Moodle electronic system;
- game modeling, solving pedagogical cases, leadership training, Teambuilding;
- monitoring the problems of teaching and learning and joint planning of activities to solve them.

Sustainable continuing professional development should focus on educational leadership for the agency and proactivity of teachers in the education of a complex society.

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Leadership environment: points of growth and drivers of successful development

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The TALIS-2018 study proves that the issue of developing the leadership potential of managers has a special place on the agenda of education systems in many countries. The prerequisites for this were the increased autonomy of schools worldwide and the focus on the educational achievements of students as an indicator of the quality of schools.

Despite the apparent demand for leadership, it does not occupy a strong position in the educational environment of the Kazakhstani schools, which is confirmed, for example, by the following data:

1) Kazakhstan is among the countries in which the proportion of principals who have completed training in school management "before" and "before and after taking office" is the most minor - 25%. At the same time, in our country, the practice of training leaders in the educational field before appointment. The training of managerial

personnel in leadership and management skills is carried out "after the fact," that is, after appointment to a managerial position;

3) the highest category, "teacher-master," received only 1% of all teachers who passed the certification. The professional competencies presented to them (National report, 2019) and the required qualification characteristics (Order of the Minister of Education and Science of the RK, 2021) are more related to the manifestations of leadership.

At the same time, it is not the prominent role of the leader as a leader that is more important for us. However, within the distributed leadership framework, the school creates a space where all members of the school community can act as leaders (Spillane, J. P., 2006).

Therefore, in 2022, the branch of Orleu-SKO under the leadership of Murzalinova A.Zh. within the framework of the DeSTI/Development of Skills and Teachers Training for Leadership project of the Erasmus+ program, an educational program (from now on referred to as EP) "Creating an environment for leadership in learning, teaching and assessing students" was developed for subject teachers of general secondary education organizations. This EP aims to develop the professional competence of the target category in the study and improve teaching practice to create an environment for students' academic achievement and motivate the promotion of innovations and reforms.

The topics of the EP are based on the analysis of the world (Bridges D., Bush T., Vokavets N., Frost D.) and Kazakhstani (NIS, A. Bekina, G. Kanaeva, G. Zakaeva) leadership practices. It covers topics such as:

—Leadership is a crucial competence of a teacher to promote educational reforms (situational leadership theory). Development of competencies of motivational, value, and organizational leadership of a teacher (N.Mitchell, T.Kuchmarsky, D.Bell)

—Features and resources of leadership behavior Alpha generation (Behavioral leadership theory). Diagnosis of students' needs for motivational, value, and organizational leadership

—Implementing the concept of inclusiveness of education and the theory of multiple intelligences. Mental health, socialization, and leadership of students.

—Approaches and methods of leadership in learning and teaching (ETUCE, EPNoSL, School Leadership for Equity and Learning). Teacher activities to achieve high-order skills of students based on organizational leadership

—Strategies for motivational and value leadership in extracurricular work and the school's educational system.

The final certification under the program is carried out through independent work, project defense, and testing.

The teaching materials for this program have also been developed, including lesson scenarios, presentations, a student's portfolio, and tests.

The experience of developing this EP was preceded by the training of 200 teachers in the course "Teacher Leadership in School" in 2017, the main goal of which was to improve the professional development of the teacher in order to implement professional competence to cooperate with colleagues and develop leadership in the school.

In addition to conducting advanced training courses, we are also focused on post-course support for teachers, methodological support, and strengthening relationships with social partners to develop teacher leadership.

So the branch annually holds events, the content of which is aimed at developing a leadership environment among teachers:

1) International online World Café, “Club of education leaders,” dedicated to the 25th anniversary of the Independence of the Republic of Kazakhstan. (28.10.2016);

2) International Pedagogical Marathon “Professionalism and Leadership of Young Teachers” (10/26/2018) with the participation of members of the scientific and expert group of the North Kazakhstan Regional Assembly of the People of Kazakhstan online (online.ripkso.kz) (as part of the XV Cross-Border Forum Russia-Kazakhstan cooperation with the participation of the heads of 2 states);

3) Session “From a strategic manager to a leader - the trajectory of the development of a leader, his organization and success in general” (06/13/2019);

4) Regional competition - the image of professional excellence and effective mentoring “Pedagogical duet,” the main idea of which is the revival of mentoring experience based on the principles of individualization of education, the formation of leadership qualities of young teachers (2013-2022);

5) Regional remote competition of digital educational resources and mobile applications “Effective practice and management of digitalization of education” (as part of the initiative of the Foundation of the First President of the Republic of Kazakhstan - Elbasy to identify and support talents and leaders “ElUmiti”) (24.06. 2021).

Holding such events makes it possible to observe the manifestations of leadership in the direct activities of teachers, contributing to the development of proactivity and leadership qualities of teachers.

Also, based on Orleu-NKO, a public association, “Leader in Education,” was created, which included the heads of effective educational organizations, representatives of the pedagogical community of the region, and teachers from among the deputies, heads of the educational system management bodies. Thanks to the open dialogue within the ongoing discussions, this club has established itself as a generator of constructive ideas, an indicator of existing problems, a developer of solutions, and an initiator of creative work.

The results of ongoing research on leadership are published in journals recommended by the Committee for Quality Assurance in Science and Higher Education.

The practice we observe proves that leadership, one of the measurable indicators of a teacher’s readiness for constructive improvement of practice, becomes a tool for continuous professional development and helps in successful advancement in the profession and expansion of the professional and pedagogical profile.

Orleu-NKO’s experience in creating a leadership environment can become the basis for the development of a joint leadership school for teachers of the region with Erasmus +, M. Kozybayev North Kazakhstan University, the Department of Education of the North Kazakhstan region for a deeper study of the theory and practice of leadership in the context of practical activities of teachers participating in the School.

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Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 12, 2021 No. 561 "On approval of the Rules and conditions for attestation of teaching staff and equivalent persons holding positions in educational organizations implementing general educational curricula of preschool education and training, primary, basic secondary and general secondary education, educational programs for technical and vocational, post-secondary, additional education and special educational programs, and other civil servants in the field of education and science. [Electronic resource]. – Access mode: <https://adilet.zan.kz/rus/docs/V2100025208>

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Elevator of continuous formation of successful management based on leadership in secondary schools of the North Kazakhstan region

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Nowadays, many motivating pictures and videos are on the YouTube channel and other media and public messengers. I propose to parse the word "leadership." This compound word consists of two words "leader" and "ship." Based on this, a leader is a ship that sails toward a specific goal.

In our case, the goal is to design an educational model with the successful organization of educational activities and an effective management system for the educational process.

Nevertheless, there are several urgent questions on the way to achieving the goal:

- how to achieve the goal in a short time and at the lowest cost;
- what is the trajectory of achieving the goal;
- what methods and tools to use;
- and most importantly, who will be able to organize all this?

Today, there is an acute need for more managerial personnel of a new formation capable of working in education for a complex society. The main

reasons for the shortage of managers in the system of secondary general education are the aging of existing managers, low motivation to occupy a managerial position, lack of a managerial reserve base, and unplanned work with potential personnel in the region.

In this regard, the question arises of training competent personnel and developing leadership qualities among principals and deputy directors of schools.

Improving the reserve of leaders of organizations is necessary for successfully solving personnel management problems. The system of work with the management reserve is one of the priority areas, as it ensures the renewal of the bank of management personnel. It meets fundamental modern requirements and is designed for dynamic changes in activities.

Therefore, we have developed the case study "Leadership Center."

The case focus is on:

- identifying promising teachers who have already shown their projective and managerial skills, who are familiar with the specifics of the activities of a particular organization;
- targeted investment in their targeted training;
- the creation of conditions for targeted professional growth of managerial personnel;
- providing methodological support to improve professional managerial competence;
- the image of a teacher-leader as an effective practitioner, providing a high team motivation to fulfill strategic tasks.

The case helps the applicant to understand the rich functionality of managing the organization of education and equally effectively cope with tasks in all areas of multi-vector professional activity. The case considers the complexity and diversity of the leader's educational activities and contributes to the design of individual development trajectories.

The mission of the case: Formation and support of an effective management system in educational organizations of the North Kazakhstan region as points of growth and power fields for improving educational practice.

The purpose of the case: Improvement of managerial competence, leadership skills, and functional literacy of the management team of educational organizations.

The case tasks:

- the creation of conditions for the development of managerial competencies of teachers;
- the creation of a team of potential leaders-managers;
- the formation of a consolidated opinion of the professional community and its broadcast;
- the formation of strategic planning skills, active interaction, and the ability to collaborate with the team and stakeholders;
- the dissemination and adaptation of best management practices.

— -the development of professional competencies and strengthening the professional status of the head of an educational organization.

The Case program includes the following five blocks.

— Interaction and communication of participants through team building;

— Management internship;

— Coaching sessions, training, and workshops on strategic management and planning;

— Reflection, self-presentation, and diagnostics in terms of readiness for strategic management and leadership;

— A system of permanent expert and analytical platforms on crucial development issues.

Team building is also an essential point of the case that needs to be discussed as well. Teambuilding was held in the form of a "Summer Camp." Its participants are young school directors and teachers who have completed leadership courses. This block includes several areas:

- increasing professional competencies through a series of classes with trainers of the branch of the National Center for Training "Orleu" in the North Kazakhstan region, AEO "NIS";

- psychological training for personal growth, stress resistance, initiative, exactingness, purposefulness, ability to make quick decisions, et cetera.;

- workshops on team building and activities in conditions of fundamental variability;

- the creation of a collaborative environment, the ability to delegate authority and distribute responsibilities;

- organizing meetings with young people who have succeeded in their activities. For example, the rector of the North Kazakhstan University, akims of districts, "Bolashak" scholarship holders, young entrepreneurs and businessmen who share their formula for success;

- classes on the application of the norms of the current legislation.

The following results can be considered as a positive result of such work: out of thirty participants of The Leadership Center five became the members of the expert boards and councils at the republican and regional levels; three participants took the leading managerial positions in the educational organizations; nine participants won professional competitions at the republican and regional levels; two participants created methodological products; two participants initiated the establishment of the public and professional associations. The described results are graphically illustrated in Figure 1.



Figure 1 – The case results

For reference: 1. Suraganov Aidar Askarovich, director of the Yavlenskaya secondary school No. 3 named after A. Shazhimbaev - film director " of the Esilsky distric; appointed in January 2023.

2. Kislov Anton Sergeevich, director of the Volodarskaya secondary school named after Gabit Musrepov; appointed in November 2022.

3. Alexander Ivanienko, director of Rudnaya secondary school in Aiyrtau district; appointed in October 2022

Thus, the Leadership Center acts as a resource that prepares a new generation of managers capable of facing the bold challenges of the modern education organization. The case is the task of “cultivating” managers, which arises due to the high dynamics of everyday activity generated by innovations in the field of education.

The activities of the center make it possible to warn a novice leader against mistakes and create favorable conditions for taking up a position from the moment a teacher of the personnel reserve is identified and then for the systematic and constant consolidation of various support efforts (namely support, and not a new load) of novice directors with concrete and real help in fulfilling organization management tasks.

The case becomes a platform for informal communication and mutually beneficial exchange of experience and resources. This is an opportunity for new meetings, joint projects, and intercultural exchange in the educational field. Interaction in the case format allows for expanding professional contacts and influencing the implementation of personnel policy in the region.

It can be said that the case creates an elevator for the continuous formation of successful educational process management, from teachers to the head of a kindergarten, secondary school, or college.

Observing the effectiveness of leadership resources in further developing this case, I clarify our future policy: 1) using the experience of implementing the Erasmus + CBHE DeSTT-609905-EPP-1-IT-EPPKA2-CBHE-JP project “Development of Skills and Teachers Training for Leadership,” which was attended by representatives of M. Kozybayev North Kazakhstan University and

the JSC National Center of Professional Development “Orleu,” which is essential for developing leadership in the context of continuous education; 2) expanding the collaborative leadership environment from managers to teachers and students motivated to choose the profession of a teacher.

The collaborative leadership environment has a creative potential and practical impact on participants’ personal and professional development. In such an environment, everyone feels like a subject of collective activity, an active participant in motivating communication, and realizes their importance and personal value in a team, which is of particular importance for future radical changes in the education system: self-managed educators and learners, collective education, an educational ecosystem and learning with a focus the expectations and needs of students.

Analysis of the results of the implementation of the Erasmus + CBHE DeSTT-609905-EPP-1-IT-EPPKA2-CBHE-JP project “Development of Skills and Teachers Training for Leadership” and the practice of career and educational growth observed by us in the region allow us to formulate several hypotheses that we are ready to use in future research projects:

A) if the professional growth of teachers is integrated with non-formal and informal education based on leadership collaboration, then the development of readiness and motivation for successful pedagogical activity will be systematic and consistent because their value-semantic sphere of activity will be involved to a greater extent;

B) if students, who are predisposed to social and academic achievements, are united in terms of leadership collaboration with stakeholders in education and the social sphere, then this will help to consolidate young people in the region because it corresponds to the formation of leadership convictions to increase the attractiveness of the North Kazakhstan region;

C) if leadership training is integrated into the professional environment of leadership collaboration, then the subjects of such an environment will be capable of functional and pedagogical leadership in professional activities because the development of leadership thinking and behavior will accompany the formation of pedagogical thinking.

Language Instructor’s contribution to developing Leadership Skills at School in Kazakhstan

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The research studies the role of language instructors in forming leadership skills at schools in Kazakhstan. In addition, it focuses on the implementation of Erasmus+ CBHE Development of Skills and Teachers Training for leadership (further DeSTT) (2019-2023)

project based on participants opinion. The research methodology used in the study is a case study approach, and data was collected through a questionnaire administered to program participants. The results of the study indicate that participants believe they have acquired leadership skills through the DeSTT project and that they now see themselves as leaders. Furthermore, they reported that the skills they gained have had a positive impact on their personal and professional lives. Participants also highlighted the most effective teaching methods that facilitated their development as leaders. The study provides valuable insights into the effectiveness of the DeSTT project and the role of language instructors in developing leadership skills at school in Kazakhstan. The findings can help educators and policymakers in Kazakhstan to improve the quality of education and promote the development of leadership skills among teachers. Also, participants highlighted influence of obtained skills to their life and the most effective teaching method that facilitated them to become leaders.

Keywords: leadership skills, language instructors, Kazakhstani education, education, schoolteachers

1. Introduction

Teachers are the main stakeholders at school; thus, they have an undeniable role in the formation of leadership skills as an asset for students and as exemplary behavioral models for all of the educational community. In the Kazakhstani education system, a third of the subjects are delivered by language teachers in Kazakh, Russian, and English. It means that every school has a substantial number of language teachers among the staff. Despite that fact, more attention and focus are given to natural science teachers. Language teachers are an essential part of the education system in Kazakhstan and play a vital role in developing leadership skills among students, which is why it is important for them to have the right training and knowledge. In Kazakhstan, there is a need to develop leadership skills among teachers, and language instructors can contribute significantly to this process. Therefore, in this article will explore the importance of language teachers in forming leadership skills and how they can help other teachers acquire the necessary skills to become effective leaders. We will also discuss some of the challenges that language teachers face in this role and explore some of the programs that are available to help them develop and enhance their own leadership skills, one of which is the Erasmus+ CBHE project «Development of Skills and Teachers Training for leadership» (further DeSTT) (2019-2023), realized in the Language Centre of the Kenzhegali Sgadiyev University of International Business (further UIB), Almaty, Kazakhstan. The current paper is devoted to answer the following research questions:

- How can language instructors influence the development of Leadership Skills of other teachers in a context of Kazakhstani schools?
- What were the results of implementation of Erasmus+ DeSST project at Language Centre of K. Sagadiyev UIB?

The paper is organized into several distinct parts to ensure a clear and coherent structure. The first part is the Literature review, which provides an overview of the existing research on the topic of interest. The second part of the

paper is the Research Methods section, which outlines the approach used to conduct the research. This section describes the study design, sample selection, data collection procedures, and data analysis techniques. The third part of the paper is the Findings and Discussion section, which presents the results of the study and provides an interpretation and explanation of the findings. Finally, the paper concludes with a summary of the key findings, limitations of the study, and recommendations for future research.

2. Literature review

The language teachers in Kazakhstan have gained the most attention since the introduction of the Trilingual Educational Policy in 2015. This was the most essential policy that emphasized the role of language teachers. Since its introduction, the focus on language teachers has become more pronounced, as they play a vital role in implementing the policy and ensuring its success. First, there is a brief overview a Trilingual Education Policy.

Kazakhstan is a country with multilingual and multi-ethnic society. There are two official languages functioning together: Kazakh and Russian. The Trilingual Education Policy addresses the several aspects of multilingual society of Kazakhstan. The main aim is to keep the multicultural diversity in a country by supporting Kazakh and Russian languages, then to enter international community of research by fostering the English language to school students. As the main method of implementation was school curriculum, i.e. some school courses (e.g. History of Kazakhstan, Geography of Kazakhstan, Kazakh Literature) are to taught in Kazakh only, despite language of instruction of school, and some are only in Russian (e.g. World History, Russian Literature), also English was also introduced as a language of instruction for several courses like ICT, Sciences at high school. English has started to be taught from first grade at schools. After the introduction of this policy there were a lot of debates concerning the benefits and drawbacks of presenting the courses in languages that students are not mastered at (Moldagazinova, 2019).

The consequences of Trilingual education are not so obvious; therefore, it is important to analyse them different perspectives. As English become another language of priority, and the Science subjects are required to be taught in English, the massive teaching English to subject teachers. If introducing the courses in Kazakh and Russian courses are manageable, as many of teachers are already bilingual, or to find the suitable teacher for those subjects, it was not so easy with English. The professional development programmes of teaching English have become popular for science teachers. This process activated a lot of English teachers, as they became responsible for all these teaching courses as many school and university English teachers are called to be trainers.

Team teaching became another solution to deal with this challenge. Team teaching is a method when a subject teacher collaborates with an English teacher at any stage of the lesson. They may collaborate during the lesson planning, or they may teach together at a class, etc. This also weighted some part of

responsibility to English teachers as they have started to play a valuable role in a teaching process. From personal experience I know English teachers who complained their lack of knowledge in subject, and they are given too much extra responsibilities.

Textbooks of Science subject have started to be translated or adapted into English. Various bilingual textbooks, that provide information in simple English, written in adaptive English, or bilingual (English - Kazakh, English-Russian) became popular. This also mobilized English specialist, who did a work of translation and edition.

There were different consequences of this policy implementation, and in many of them the main actors were English teachers. The active involvement of English teacher in educational process made them one of the key stakeholders of the policy realisation. It means they have opportunities to influence other teachers, therefore it is important to promote the leadership skills of English teachers. Furthermore, language instructors can also help teachers develop leadership skills by providing training and support, can offer professional development workshops for teachers on leadership skills such as conflict resolution, communication, and decision-making. These workshops can help teachers develop the skills necessary to lead their classrooms effectively and support the development of leadership skills among their students. The cultural context of Kazakhstan also plays a significant role in leadership development. Kazakhstan has a collectivist culture where the community is valued over the individual. This cultural context can influence how leadership is perceived and developed in schools. Language instructors can help teachers navigate this cultural context by providing guidance on leadership development that aligns with Kazakhstani cultural values. Moreover, language instructors can also contribute to the development of Kazakhstani cultural competencies among teachers. Cultural competence is essential for teachers to effectively communicate with students and their families. By promoting intercultural communication and understanding, language instructors can help teachers develop the skills necessary to work effectively with diverse student populations and support the development of leadership skills among their students.

The Erasmus+ DeSTT project (destt.uib.kz, 2019) is the one that can facilitate leadership skills of school teachers. The DeSTT project has started at K. Sagadiyev University of International Business in January 2020. The project was implemented in the Language Centre of the university and was incorporated into the pedagogical master's program "Foreign language: two foreign languages," which prepares English teachers for schools. In September 2020-2021 there were 16 graduates and this number increased to 20 in September 2022. Before designing the interdisciplinary courses for the master's programme, the University team conducted a Needs analysis, the results of which might be found in the article written by Tazhina G., Tatyeva Zh., Duisekina A., Sainova K. in 2021. According to the results of the analysis the following courses were either updated existing or newly introduced Theory and Psychology of Leadership; Interpersonal interactions: skills, attitudes, and behaviours; Communication Management; Data

driven strategic leadership in Education; Educational organization behaviour management; Towards national and global educational leadership.

Apart from the courses offered in the DeSTT project, the K. Sagadiyev University of International Business also initiated extracurricular activities to further develop the leadership skills of the participants. In April 2022, a leadership training for trainers was conducted for the graduate students at the university. During the training, some graduates who exhibited excellent leadership abilities were selected as co-trainers for leadership development training sessions for schoolteachers and trainers at the National Centre of Professional Development. This initiative provides an opportunity for the participants to apply their leadership skills and knowledge in real-world settings and to gain valuable experience as trainers and mentors.

Additionally, the university organized guest lectures with international professors in April 2021. These lectures provided participants with the opportunity to learn from experts in the field of education and leadership, gain new insights and perspectives, and expand their knowledge of best practices in leadership development. The guest lectures also enabled the participants to network and collaborate with professionals in the education sector.

The extracurricular activities initiated by the K. Sagadiyev University of International Business complement the courses offered by the DeSTT project and provide participants with a well-rounded and comprehensive learning experience. The DeSTT project is a valuable project for University and Kazakhstan education in general, where there is a need for the development of leadership skills among teachers. DeSTT project is making a significant contribution to the development of education in Kazakhstan.

3. Research Methods

To answer the research questions related to the effectiveness of the DeSTT project in developing leadership skills among teachers in Kazakhstan, a survey was conducted among the graduates of the program. The survey included 15 out of 16 graduates, who had completed the full 2-year study program as second-year master students of the "Foreign language: two foreign languages" educational program. All participants were female, with 80% aged between 20-30, 10% aged 31-40, and 10% aged 41-50.

The questions used in the survey were developed based on the results of an earlier needs analysis conducted to identify the overall concept and skills related to leadership. The current survey questions were specifically designed to measure the extent to which the graduates felt the earlier identified concepts and skills were relevant to them and their personal development.

Through this survey, the researchers were able to gather valuable insights into the effectiveness of the DeSTT project in developing leadership skills among teachers in Kazakhstan. The findings of the survey were used to analyse the impact of the program on the participants and to determine the effectiveness of the different courses and extracurricular activities offered as part of the program.

Overall, the survey provided valuable feedback on the strengths and weaknesses of the program, which can be used to inform future improvements and adaptations to the program to better meet the needs of participants and to promote the development of effective leadership skills among teachers in Kazakhstan.

The survey conducted among the graduates of the master's program consisted of three main parts. The first part focused on demographic questions, such as gender, age, year of study, and program of study. This information was important for understanding the characteristics of the participants and how representative they were of the target population.

The second part of the survey was focused on the participants' perceptions of the relevance of leadership characteristics and how well they acquired leadership skills through the program. As these questions were subjective in nature, the researchers used a Likert scale (Brown, 2010) to measure the participants' responses. This allowed them to obtain a more nuanced understanding of the participants' attitudes and opinions regarding their experiences in the program.

Finally, the third part of the survey included several open-ended questions, which gave the participants an opportunity to share their opinions and thoughts on various aspects of the program. This provided the researchers with additional qualitative data that could be used to better understand the participants' experiences and perceptions of the program.

One limitation of the study was the relatively small number of participants. However, as the participants were the only ones who had completed the full 2-year study program, the study can still be considered a case-study. The researchers were able to gather valuable insights from this group of participants and use this information for future improvements and to develop more effective strategies for developing leadership skills among teachers in Kazakhstan.

4. Findings

As it was mentioned earlier the questions were formed on the basis of Needs analysis questionnaire. According to the results of Needs analysis the leader person was defined as 'a person who can lead others', 'a trustworthy person', 'an authoritative person', 'a respected person'. The first question of second part was about to what extent the mentioned leadership features are relevant to them. 40% of respondents are fully agree that they are the person who can lead the others, while 40% are not so sure if they can lead people. The majority (80%) fully agree that they are a trustworthy person, and they are respected by others. However, not many of our graduates think they have authority, only 30% are sure in their authorities.

Next set of questions were about leadership abilities they acquired. The list of abilities also was identified in Needs analysis, and the designed courses were aimed to develop those abilities. The identified results are really satisfying, as almost all 5 out of 7 skills are assessed as their strong and the strongest, they are

ability to motivate, ability to take responsibility, desire to learn, persuasion and management skills. The two not well-developed skills for 30% of our graduates are management and speaking skills.

The following questions were about the impact of those acquired skills to their personal and professional life. The results show that 90% of the graduates agree that the skills acquired during the master study influenced their professional life, while 70% of graduates think that those skills influenced their personal life. And 80% of graduates are sure that this master programme helped them to improve their leadership abilities. According to the results 30% feel themselves as a classroom leader, 30% feel themselves as a school leader, and 30% feel themselves as a community leader, 10% answered other, and it is important to mention that all of our graduates feel themselves as leaders.

The next block of the questions was open-ended, where graduates shared their opinion about the most useful courses and any other ideas about their personal experience. The results of open-ended questions showed the most useful, according to graduates: Theory and Leadership psychology, Communication management, Data driven strategic leadership in Education.

The graduates shared their personal experience which might be grouped into three themes. First, block of findings is shared emotional experiences. All emotions were only positive, none of the graduates was disappointed with the study in this programme. There are some extracts that were written by graduates.

- The period I have been gaining my Master's degree is the most unforgettable time in my life for the reason that I have learned a lot and my life style has changed too
- I am grateful to my university for contributing to my personal development!!!
- My picture of the world has definitely changed, and I think it covers all the difficulties in any case
- I'm absolutely satisfied with studying at UIB.
- Thank you, my favourite university
- Thanks for everything!

The next group of answers were grouped as "The most often mentioned and the most influential part of the study". The Dett project implementation was in two parts, first, official part including updated and new courses into curriculum. Second, extra-curricular activities which were guest lectures and co-training activities. The findings revealed that rather than curricular activities extra curricular activities, precisely becoming co-trainers and conducting the training activities by themselves were the most memorable and influential for graduates. These are what they say:

- Most of all I liked to conduct **trainings for Orleu**. It's a great experience. Because now I know how to behave and how to respond to questions that you don't know the answer to.
- The most memorable experience is **the training courses, and conducting them**

- Moreover, **we have conducted trainings regarding leadership** for other teachers, it **left a mark in my life.**
- **The most memorable experience in conducting seminar projects** on a national level
- **The most memorable moment for me was the training conducted** as part of our program. It was the first time we saw each other live, so this moment remained in my memory
- **Conducting trainings was the most influential**
The final group of findings was related to obtained abilities and features during the study. The graduates mentioned that they became more global, creative and flexible thinkers. Some soft skills were also gained like stress resilience, time management, and being motivated. These are the extracts from their answer to open-ended questions:
 - It was a great pleasure to be taught by professionals, they helped me to develop my **critical and creative thinking.**
 - I have gained some valuable skills like **expressing my thoughts and ideas in front of others**, before I always had some fear of speaking in front of the audience, now I have some burst of energy in achieving my goals.
 - Studying at UIB, firstly, helped me to **be productive, and to settle problems with time management.**
 - Along with that, we were extremely overloaded by assignments during two years, but it makes me **stress-resistant and stay motivated.**
 - I noticed that **my thinking has become broader, more global and more flexible** than it was.
 - I gradually started to **value every moment of my life.**
Another obtained skill that worth to highlight separately is research skills. As this is master degree programme the key was not to lose its research nature. The results show that alongside to leadership skills the graduates were able to obtain the research skills. Here are examples from what they said:
 - The most valuable experience that I gained when we were doing small-scale research.
 - Studying for a master's degree opened the doors for me to the world of research, to the world of science in general. I became interested in science, and really think about how I can personally improve the field of education in Kazakhstan, how to make education accessible and fundamentally important to thousands of young citizens

5. Discussion

The results of 3-year DeSTT project implemented to pedagogical master students at Language Centre of K. Sagadiyev UIB revealed the several key points worth discussion. They are key characteristics and abilities of leaders, impact of leadership abilities to different aspects of life, the effective leadership teaching methods, these topics are discussed in further part of the article.

The demographic questions of the survey revealed that most of the pedagogical programmes graduates are females, consequently most of the school teachers in Kazakhstan are female (World Bank, 2021). This gender disbalance is a cultural aspect of Kazakhstani society, where being a teacher is considered as women's job. It is important to note, that women do not tend to see themselves in leadership position due to cultural believes. The next demographic feature show that many graduates are young. In oriental culture age is associated with power, the older the person the respected he is. Therefore, another factor that make our graduates feel less confident about their authorities due to their ages.

According to Jones (2007) leadership "characteristics are relationship- dependent. That is, a person must be relating to others in an intentional way for the qualities to be apparent, or for that matter, to be necessary. The purposeful establishment of relationships — identifying with followers, motivating others to be their best, and sharing meaning" (p.75). The developed courses 'Interpersonal interactions: skills, attitudes and behaviours' and 'Communication management' are designed to foster specifically interrelation and communication skills. And the survey supports that the graduates gained the ability to motivate and communication skills. Personal quality – responsibility is another highly essential a feature of a leader (Jones, 2007) and 100% of graduates are able to take responsibility.

Leadership skills have impact on different aspect of life. "Teacher leaders can choose to engage in some combination of fiscal affairs, student affairs, institutional affairs, and academic affairs. What distinguishes them in this role is their choice to engage in activities that advance teachers, students or the school's interest while still teaching rather than holding a formal leadership assignment or position (e.g., principal, vice-principal, department head, school board administrator)" (Alghamdi et al., 2022, p.2). It means leadership skills can influence different aspects of own and others life. According to the survey results 70% of graduates agree that acquired skills influenced their personal life, and 90% stated the influence of professional life. It was interesting to figure out that graduates feel themselves leaders on different level. The survey showed one third of them consider themselves as a classroom leader, another third a school leader, and the rest a community leader. The balanced distributions between the various levels are beneficial, it may be a good opportunity for a cohort to influence the community.

The final finding of the study that needs to be discussed are teaching methods for leadership. Based on a Needs analysis the multidisciplinary courses were introduced. They were Theory and Psychology of Leadership; Interpersonal interactions: skills, attitudes, and behaviours; Communication Management; Educational organization behaviour management; Data driven strategic leadership in Education; Towards national and global educational leadership. These 6 courses are distinguished by the level interaction, for example the courses Theory and Psychology of Leadership; Interpersonal interactions: skills, attitudes, and behaviours are about personal leadership that first to be understood, accepted and practices. The next group of courses, which are Communication Management and

Educational organization behaviour management, are devoted to developing organizational level of leadership, to recognize the organizational community and to be able to work on organizational level. Then follows Data driven strategic leadership in Education and Towards national and global educational leadership courses. They are about the global level of leadership, to be able to see the education as a part of global processes. This kind of gradual introduction made it easy to demonstrate the diverse perspectives of leadership. The survey showed that the courses from all levels were the most influential: Theory and Leadership psychology (personal level), Communication management (organizational level), Data driven strategic leadership in Education (global level).

Another factor that influences effective teaching method is positive emotions. The relationship between positive emotions and motivation, which lead to the results is well known (Li et al., 2021). Therefore, the successful introduction of new courses conditioned by creating positive emotions. The graduates shared their emotions that are only positive ones. They described their study process as “the most unforgettable”, “contributed to personal life”, “the world has changed”, “absolutely satisfied with the study”. Thus, positive emotions influence for a successful study.

Additional to official study courses the value of extracurricular activities was revealed during the study. The majority of graduates mentioned the importance and personal interest in during trainings for teachers as themselves. The practical use of theoretical information and ability to feel leadership, in this case ability to influence and make impact to society are crucial part of the study. Another way to contribute to social development is by doing research. As research can solve existing problems and bring innovations. The following words of graduates “Studying for a master's degree opened the doors for me to the world of research, to the world of science in general. I became interested in science, and really think about how I can personally improve the field of education in Kazakhstan, how to make education accessible and fundamentally important to thousands of young citizens” show that the Destt project and master programme achieved the aim to upbringing educational leaders.

6. Conclusion

The study aimed to answer two Research questions, which were:

- How can language teachers influence the development of Leadership Skills of other teachers in a context of Kazakhstani schools?
- What was the results of implementation Erasmus+ DeSTT project at Language Centre of K. Sagadiyev UIB?

In conclusion, brief overall concluding answers to the set research questions will be given. In Kazakhstani context with multilingual society the role of language teachers is undeniable. Their scope of influence increased due to Trilingual educational policy. Language teachers get the opportunity to collaborate with colleagues of own school during the team-teaching sessions, with colleagues off other schools during giving the language courses and by being editors of

Kazakhstani textbooks. Therefore, the role and the scope of influence of language teachers are high, which should be taken into account in implementing the leadership projects.

In conclusion, the study has successfully answered the research questions of the role of language teachers in developing leadership skills among teachers in Kazakhstani schools, as well as the results of the implementation of the Erasmus+ DeSTT project at the Language Centre of K. Sagadiyev UIB. The study found that language teachers have a significant role in developing leadership skills among other teachers due to their increased scope of influence in the context of Kazakhstani schools. This should be considered when implementing leadership projects.

The implementation of the Erasmus+ DeSTT project was successful, as shown by the graduates' confidence in their acquired leadership skills. However, any educational project has a long-term effect, therefore mentioned earlier success is only on implementation stage. The real outcome might be traced later, when graduate will realise their potential.

Overall, this study provides valuable insights into the role of language teachers in developing leadership skills among teachers in Kazakhstani schools and the effectiveness of the Erasmus+ DeSTT project in enhancing these skills. It is hoped that this study can serve as a basis for future research and educational projects aimed at enhancing leadership skills in the Kazakhstani education system.

The study recommends that leadership development programs should be integrated into the teacher education curriculum, and language teachers should be given more opportunities to develop leadership skills. Further research is needed to track the long-term effects of leadership development programs on teachers' professional growth and school improvement.

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The Professional Development of Teachers at “Open education center of Mongolian University of Science and Technology”

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Abstract: *The teaching staff of universities and colleges will update any problem from all sides, with the collection of data reflected, the collection fund is censored and intellectually clamped to work in such libraries free from stifling interferences should be provided with opportunities. Therefore, there is a need for professional education and training teachers not only to be competent specialists in their respective professions, but also to master the multifaceted competences of teachers, to continuously develop their skills, and to learn. The purpose of this research work is to share the experience of developing the teacher's skills, the way it was implemented, and the results of the evaluation of the teacher program's implementation to the researchers in the field. Our reforms were made in the areas of "Educational Management" master's curriculum, "teaching license" training, and teacher development. The goals, objectives, outcome's of the Master's program in "Educational Management" have been revised in line with modern demands. The content of the "teaching license" course has been updated. The content of the course includes modern teaching methods, new methods of evaluating learning outcomes, and open education. Some courses were held in the field of teacher development. An online training course was organized to improve the professional skills of teachers. Of the 784 teachers and employees of MUST, 94% of them were from Ulaanbaatar, and 6% were from local branch schools. During the training, polls were taken and the results were developed. According to the results, the assessment given to training management and environment infrastructure is between 4.0 ± 1.0 and 4.7 ± 0.7 . Developing the teacher's teaching methodology knowledge and skills is one of the important indicators to improve his leadership skills.*

Keywords: teaching license, outcome, online training

I. Introduction

The Higher Education Law of Mongolia states that the purpose of higher education is to provide higher education to citizens in accordance with the basic principles of education and common international standards and attitudes based on the government's policy on education. Based on the demand of modern education, activities to update the trends and methodologies of education are being carried out at all levels of Mongolia. On June 24 of 2021, the government submitted the draft of the General Education Law to the Parliament. As part of the legal reform of the education sector by the Ministry of Education and Science, the General Law on Education, the Law on Preschool and General Education, the Law on Higher Education, the Law on Supporting Humane Education, the Law on Vocational Education and Training, and the Rights of Research Universities A draft law (revised version) was developed on the legal situation. The general draft of the education law calls for reforms in eight main areas, such as governance of the education sector, system development model, teacher training and evaluation system, pre-school, primary, secondary and higher education policy reform, lifelong education, e-transition, appointment of management positions, and education funding (23). Vocational education and training activities are aimed at preparing skilled workers who meet the expectations of employers in the workplace of the future, and there is a need for teachers to play a key role in creating knowledge, opening creative abilities, and lifelong learning and development. The teacher must have a high level of professional knowledge and soft communication skills that are continuously developed. Therefore, there is a need for professional education and training teachers not only to be competent specialists in their respective professions, but also to master the multifaceted competences of teachers, to continuously develop their skills, and to learn. Leadership is one of the most important ability for modern teachers. As an individual, leadership is the ability to organize and lead others. Today's university professors, however, must educate students and guide them toward professional and personal leadership. Until now, the concept of leadership was different, as most university teachers focused on improving the professional skills of students. Therefore, there was a need to organize various trainings to update the concept of teacher leadership. Within the framework of this project, in order to improve the leadership of teachers, training was conducted in three areas: updating the curriculum of the master's degree in "Educational Management", updating the curriculum for the teaching right, and developing teachers. Great leaders in every walk of life are recognized for their ability to achieve worthy goals (Burns, 2010; Rath, & Conchie, 2008), their commitment to achieving a noble purpose (Lussier & Achua, 2015; Conger & Kanungo, 1998), their efficient and effective use of resources (Bennis & Nanus, 2007), their ability to inspire others (Pava, 2003; Kouzes & Posner, 2017), and their personal integrity (Hosmer, 2010; Kouzes & Posner, 2011). In today's performance-dependent world, university professors in virtually every academic discipline share this same set of responsibilities (Marion & Gonzalez, 2013).

Harvard Business School have Program for Leadership Development: Accelerating the Careers of High-Potential Leaders for the public. After integrating these two approaches to Transformative Leadership, we then identify how the responsibilities of university professors are achieved by transformative leadership to demonstrate how and why that leadership model makes such a powerful contribution to student learning when adopted by university faculty [5]. Professors adopt the transformative leadership role in their classrooms. The Educational “Product” The academic experience at great colleges and universities provides students with the opportunity to learn substantive information about a future professional career, to increase their understanding of a specific academic focus, and to enable them to discover their own identities (Flum & Kaplan, 2012). Teaching skills and self-development are important in building the leadership of the modern teacher. There is a lot of work to be done to develop teachers.

II. Research methods

One of the ways to increase the teacher's teaching skills is to organize training. Determine curriculum concepts, learning outcomes, and goals to organize training; capacity building and training of training teams and trainers; test the optimal form of teaching methodology and delivery method; identify essential content for the curriculum and prepare course materials in electronic form; multi-stage activities such as selecting and testing the digital infrastructure for conducting training will be organized. In order to determine the learning outcomes, the issues that need to be considered in the e-learning program to improve the teacher's skills will be identified in terms of content by familiarizing with international academic and research works [5, 6, 10-12, 15-19]. Training will be conducted in the form of traditional and online webinars. Microsoft Teams was used for the webinar training. A questionnaire will be collected from the participants using MS-Form. Each question is worth 5 points. The survey will be developed using the SURE model [23, 24] for structured evaluation of online learning outcomes. Will calculate the objective rating coefficient for each question and group of questions

III. Analysis Results

Reforms were made in the areas of "Educational Management" master's curriculum, “teaching license” training, and teacher development.

The goals and objectives of the Master's program in “Educational Management” have been revised in line with modern demands. Table 1 shows the updated goals and outcomes of the "Educational Management" master's program.

Table 1. Comparison of previous and updated program of the "Educational Management" master's program

<i>Previous Program</i>	<i>Updated Program</i>
Vision	

We will contribute to the development of our country by feeling the market demand, training competitiveness specialists in the field of education, developing education and providing quality services.	Every citizen will benefit from open education
Purpose	
Determine the perspective and trends of the educational sector and organization, manage, plan, organize, lead and control the activities of the educational institution, have comprehensive knowledge of education and management science, research and analysis, make rational decisions, work in a team, and be creative will train a socially responsible specialist.	A social worker with a comprehensive scientific knowledge of education and research, the ability to conduct research and analysis, make rational decisions, work in a team, and have a creative mind to determine the prospects and trends of the educational sector and organization, manage, plan, organize, lead, and control the activities of the educational organization. prepare a responsible researcher.
Goals	
Goal 1. To acquire modern theory, methodology, and technology to bring the development of the educational sector and organization to a new level by applying science, technology, and innovation;	Goal 1. To prepare educational researchers who possess modern theory, methodology and technology to bring the development of the educational sector and organization to a new level by implementing science, technology and innovation;
Goal 2. Conducting research work in the professional field, making conclusions, using theoretical knowledge in practice, acquiring habits and skills for creative implementation in production;	Goal 2. To train researchers with the skills and abilities to conduct research, draw conclusions, use theoretical knowledge in practice, and creatively implement it in production;
Goal3. Cultivating humane and compassionate individuals with professional and social ethics, friendly for nature and country	Goal3. Cultivating individuals with professional ethics and social responsibility, patriotism, and humane compassion;
Goal 4. To train leading specialists who are able to compete with similar specialists in highly developed countries, who are constantly striving for self-development	Goal 4. To train and prepare leading specialists who are competitive in the industry and have a desire for constant self-development;
Goal 5. To prepare an entrepreneurial specialist who feels the advantages of globalization and international cooperation, has the knowledge and experience to optimally use them in the conditions of his country, and is a leader in technological innovation and new ideas;	Goal 5. To prepare an entrepreneurial specialist who feels the advantages of globalization and international cooperation, has the knowledge and experience to optimally use them in the conditions of his country, and is a leader in technological innovation and new ideas;
Outcomes	
Outcome 1. To become an expert with	Outcome 1. Knowledge, concepts, and research

full knowledge of the theoretical and methodological knowledge of the organization, management and planning of educational management and a thorough knowledge of teaching technology.	methods in the fields of education, humanities, and social sciences, and the connection between them, and the creation of a wide range of knowledge to lead the development of the field.
Outcome 2. There is a creative specialist who can solve the problems of the training process at all levels of management.	Outcome 2. To have creative practices that apply educational theory, achievements in the field, limited aspects of theoretical knowledge, research methods and methodological approaches to research, projects, reports, and academic works.
Outcome 3. Contribute to the creation of a fair, compassionate, open and creative civil society.	Outcome 3. To be able to evaluate the ways to reach a solution within the framework of national interests and industry policies
Outcome 4. There is a professional with internationally recognized knowledge, who meets the demands of the market and is competitive	Outcome 4. Teamwork, oral and written communication skills;
Outcome 5. An expert capable of organizing and taking full responsibility for improving the efficiency and productivity of the educational sector and organization will be trained.	Outcome 5. To be a leader who is able to summarize using information technology based on quantitative, qualitative or combined research methods when solving social and field science problems.

In 2020-2023, a total of 80 students studied in the master's program. Compared to the average academic score, it decreased from 3.94 to 2.94 / figure 1/.

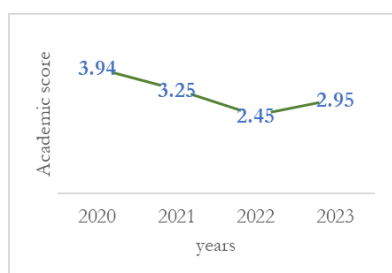


Figure 1.
Academic scores of students

The content of the “teaching license” course has been updated. The content of the course includes modern teaching methods, new methods of evaluating learning outcomes, and open education. The contents have been modified as follows: Purpose: /Old/ To introduce the theory and methodology of higher education, to manage the learning process, to use the optimal selection of higher education learning technologies and teaching methods.

/updated/ To systematically provide a unified understanding of traditional and modern theories and methods of education, to compare teaching method theories, pedagogic, andragogic, and heutagogy learning process management methods, how to apply them, and to choose which theoretical method to adapt to the specific conditions of the course.

We have also updated the content of the set of lessons shown table2

Table 2. Content update of “teaching license” training courses

	Old	Updated
Subject 1.	Standards and legal regulation of higher education	Theory and methodology of education
Subject 2.	Higher Education Pedagogy	Learning Design
Subject 3.	Teaching ethics and skills.	Teaching technology, methodology and analysis
Subject 4.	Educational Psychology	Educational Psychology and Ethics
Subject 5.	University Management Information System	Teacher Competency System
Subject 6.	Teaching Practice	Open Education

The number of “teaching license” training has been increased, and it has been organized from 2 to 6 times a year. In the years 2020-2023, the number of participants in teaching license training increased, and the quality score of teaching increased from 92.8 to 109.1 /Figure 2,3/.

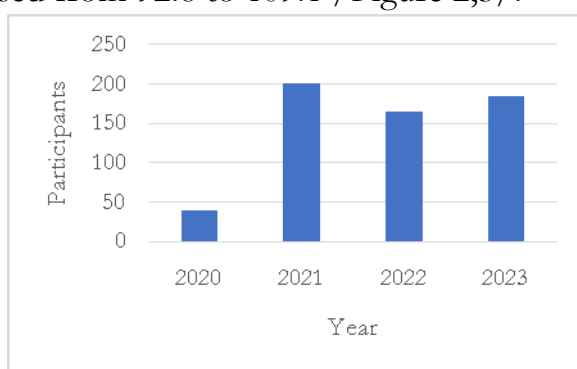


Figure 2. Participants in teaching license training

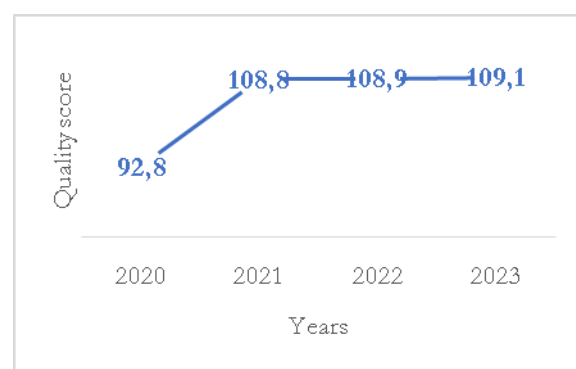


Figure 3. Changes in Quality Score

The following courses were held in the field of teacher development. It includes: "Governance and Leadership" - 1.5 cr, "Educational Quality Management" - 1.5 cr for training on the development of the quality assurance system of higher education. The "Open Education Center" spent a whole year on planning and preparation for the quality preparation of the mass-online training program to improve the professional skills of higher education teachers. During this period, the concept of the curriculum, learning outcomes, and objectives will be determined; capacity building and training of training teams and trainers; test the optimal form of teaching methodology and delivery method; identify essential content for the curriculum and prepare course materials in electronic form; A multi-stage activity was organized, including selecting and testing the digital infrastructure for conducting training. A total of 41 experts and teachers from 4 teams participated in the planning and preparation of this training program. As part of the capacity building of the training organizing team and trainers, the "open education center" of the University of Science and Technology has included trainers in international online training programs for short-term courses and gained experience. These international courses include the J-Wel connection

2020 (<https://jwel.mit.edu/>) organized by the Abdul Latif Jameel Global Education Laboratory of the Massachusetts Institute of Technology, the UNESCO-supported International Center for Higher Education Innovation (<http://en.ichei.org/>) online courses and various courses organized by the European Distance and e-Learning Network (www.eden-online.org). The next step in the planning of the mass-online training program to improve the professional skills of higher education teachers was to determine the content that is essential for training, select the optimal form of delivery of this content, and coordinate it with the teaching method. Within the framework of the program, the main content of 2 sets of courses with 10 modules was defined as follows, based on the experience of international online courses, domestic resources, and research on the demand for training. It includes:

- Module 1: Paradigm Shift and New Century Technologies
- Module 2: Modeling learning activities
- Module 3: New directions for teaching and learning
- Module 4: Future Development Trends in Education
- Module 5: Enabling Learning Activities
- Module 6: Open Online Courses for the Public-MOOC
- Module 7: Open Educational Resource Materials-OER
- Module 8: Using Online Learning Platforms – Office 365 (MS teams)
- Module 9: Concepts for Effective Use of Digital Content Preparation and Teaching and Learning
- Module 10: Open Communities for Developing Open Education includes content.

The delivery format of the online training program for teacher professional development was organized into two main parts (Figure 4): a 2-week webinar course and a public open online course (MOOC).



Figure 4. Delivery format of an online training program for teacher professional development

Most webinar-type trainings are conducted in the form of traditional lectures, and the teaching activity of transferring information from one side to the other is dominant, and it has the disadvantage of very little student participation [20]. Since ensuring student participation is the basis for improving learning results [21], teachers participating in webinar training Students were divided into teams as a part of the training activities, and the active learning methods were

modeled to ensure participation, such as discussing well-executed tasks prepared by teams during training, and using lean learning methods. According to international standards, the best practice of online learning is MOOC courses, but the dropout and dropout rates of students are still high, which shows that using only MOOC format is ineffective [22]. Therefore, the combination of webinar courses enriched with active learning methods and MOOCs that provide opportunities for independent learning is an advantage of an online training program for improving the professional skills of teachers. The first test of the online training program to improve teacher professional skills was jointly organized by NBT and the Institute for Teacher Professional Development (BMDI) from December 7 to 18, 2020, and a total of 73 teachers representing Mongolian universities participated in the training teacher involved. The purpose of this trial training is to study the possibility of further dissemination of the content of the program to the public, to identify and improve errors in the implementation of the program, to train the team that will implement the program or to conduct the training, and to test the reliability of the electronic platforms used in the training. The pilot training was divided into 3 groups: a management team with a total of 18 teachers and employees, a basic training team, and a technical support team. Online training for improving the professional skills of teachers at MUST was chosen to be implemented from January 14 to 25, 2021, taking into account the lack of time for self-development of university teachers [5], it was organized when the teacher's workload was low. Although the webinar courses were conducted using many active learning methods in the previous pilot training, it was identified that there is a need to improve the participants' activity and increase the teacher's leadership. Therefore, additional modules called MUST-CAFE were created in the human resource capacity improvement training for teachers and staff of MUST, and the purpose of this additional module was to select talented leading teachers from among the community and create a field to share their first experience in the field of online learning. Also, these additional modules aimed to increase the digital skills of the teacher and were aimed at providing practical skills such as preparing electronic content and introducing the possibilities of the MS-Office 365 training platform that is intended to be newly localized. A total of 784 teachers and employees participated in this training, and an average of 450-500 teachers actively participated in the webinar training every day. Of the 784 teachers and employees of MUST, 94% of them were from Ulaanbaatar, and 6% were from local branch schools. 51.0-63.7% of all participants actively participated in the daily webinar training. Also, 69.0% of all participants or 541 studied the MOOC on the edx.edu.mn platform. 1.8% of participants (14 participants) registered for the program but did not participate in the training activities. By gender, 76.6% were female and 23.4% were male teachers. In terms of social generation, 70.2% are 39-56 years old or the intermediate generation, 24.9% are 27-38 years old or the transitional generation, 3.2% are over 57 years old or the socialist generation, and 1.7% are 20-26 years old or the new youth. 61.6% of the participants had a

Master's degree, 67.0% had a Doctorate degree, and 1.4% had a Doctor of Science degree.

During the training was taken the survey. The survey consisted of (1) 6 questions to evaluate the content of the course, used materials and methods, (2) 7 questions to evaluate the training management and infrastructure, (3) 3 questions to evaluate the participation of the participants, (4) the active initiative of the teacher who participated in the training. It was determined by 5 evaluation questions. Each question is worth a maximum of 5 points. The questionnaire was developed using the SURE model of structure-based evaluation of online learning outcomes [23, 24], and objective evaluation coefficients were determined for each questionnaire and group of questions.

Results (maxThe evaluation coefficient (Ksure) of the SURE model [23, 24] developed for the survey results is shown in the last column (highest evaluation coefficient = 1.0). According to the results, the evaluation of the content of the course, used materials, and methodology was between 4.3 ± 0.3 and 4.6 ± 0.7 ; the assessment given to training management and environment infrastructure is between 4.0 ± 1.0 and 4.7 ± 0.7 ; the score for students' participation is between 4.3 ± 0.7 and 4.6 ± 0.6 ; The evaluation of the teacher's own initiative was between 4.0 ± 0.8 and 4.5 ± 0.7 , respectively. If you look at the results of the evaluation coefficient of the SURE model, which is the evaluation coefficient for the implementation of the entire program, was 0.95, and 0.96 for the content of the training, the materials used, and the methodology; 0.98 for training management and infrastructure; 0.94 for student engagement; and for the self-initiative of the trained teacher was 0.92, respectively.



Figure 5. Results of the survey taken during the training (maximum score = 5)

The lowest results of the evaluation coefficient were the quality and stability of the Internet connection 0.81, the knowledge acquired by the student from the course content 0.81, the ability 0.84, and the ability of the software 0.84.

IV. Discussion

Through this research work, I intend to share with industry researchers and e-learning participants the experience, implemented methods, and the evaluation results of the "online program to improve the professional skills of teachers" that will encourage the transition from traditional classroom training to online training. Since information on curriculum planning and learning design, implementation, and training is detailed in the research methodology section, this section of the article will further describe the results of program implementation analysis and training evaluation. The results of the survey from the teachers were developed using the SURE model. It can be seen that the training has content that is relevant to the times (evaluation coefficient, $K_{sure}=0.96$), good organization, integrated planning ($K_{sure}=0.98$), good attention to the participants' participation ($K_{sure}=0.94$), and was implemented using active learning methods. Although the curriculum was rated as high quality, student teachers' mastery of knowledge and skills related to the content of the course was rated low (K_{sure} , between 0.81 and 0.84) compared to other indicators.

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School teachers’ understanding and attitudes toward teacher leadership in Mongolia

TuyachimegTumentsogt²⁷

Abstract: *The aim of this study is to determine the understanding and attitude of teachers of secondary education schools in Mongolia. When collecting research data, 20 teachers were selected based on the years of teacher's work in the secondary school, teacher's achievements, school location, and local*

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representation. According to the results of the research, teachers in Mongolia define teacher leadership in terms of official work and duties such as educational degrees and positions, students' academic success, and educational advancement, as well as making individual choices and increasing their skills in using ICT in their lessons.

Keywords: teacher leadership, school teacher, Mongolian school teacher leadership skill

Introduction

The understanding, definitions and concepts of teacher leadership are broad. Katzenmeyer and Moller (2001) identified seven dimensions that promote teacher leadership in schools, which are the developmental focus, recognition, autonomy, collegiality, participation, open communication, and positive environment. According to Hong Kong scholars Xu and Li, teacher leadership does not create a different professional position where a teacher is a leader, and each teacher recognizes that all teachers are (or need to be) leaders in order to achieve quality education (Jia “Grace” Liang et al. 2019).

According to Tuya (Tuya et. al., 2019) study in Mongolia, teacher leadership was studied in connection with the continuous professional development of teachers, and the issue of continuous professional development of teachers in Mongolia was reflected in policy documents to a certain extent. Another study on the leadership of educational executives (Uyanga. B, 2014) concluded that autocratic leadership styles became more prevalent with age. These studies show that the concept of teacher leadership is broad and can be identified along multiple dimensions.

Article 3 of Chapter 1 of the Mongolian Law "On Support for Teacher Development" (2019) states that *"teacher development" means the continuous process of improving a teacher's knowledge, methods, skills, and education.* As mentioned in the UNESCO report on the review of education policy in Mongolia, according to the management of the Institute for Teacher Professional Development, the cascade model of learning (organized by a trainer) is still widely used, and in international practice, this model has come to be regarded as inadequate. In 2022, the professional development training for teachers was organized online throughout Mongolia, which was a manifestation of the flexible government policy to ensure the professional development of teachers.

The Ministry of Education and Culture analyzed the results of the educational evaluation center's diagnostic evaluation and school-based evaluation to identify the development needs of teachers, and based on that, identified 175 modules to support continuous professional and personal development of teachers. 110 modules of 80 teams of targeted and optional training for professional development were organized using APLUS and Moodle platforms.

The aim of this study is to determine the understanding and attitude of teachers of secondary education schools in Mongolia.

The leadership plans of 20 teachers were selected from the personal leadership plans of 1,500 teachers who participated in the Teacher Leadership Skills module online course. In this study, attention was paid to the following questions.

- What do you mean by teacher leadership?

- What is more important in teacher leadership?
- Is there a difference between male and female teachers' understanding of leadership?

Method

In October 2022, 1,500 teachers participated in the "Teacher Leadership Skills" module course organized online, and a teacher's personal leadership plan was developed. From them, personal leadership plans of 20 teachers were selected and analyzed. In this study, (1) teachers' understanding of leadership, (2) what is important in teacher leadership? (3) is there a difference in male and female teachers' understanding of leadership? analyzed according to questions such as

Result and Discussions

The researcher used Katzenmeyer and Moller's (2001) model of teacher leadership to determine teachers' understanding and attitudes about leadership. According to Katzenmeyer and Moller's (2001), teacher leadership was defined as “teacher leaders lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others towards improved educational practice; and accept responsibility for achieving the outcomes of their leadership”

This teacher leadership model was selected for analysis because (1) it can account for teacher leadership outside of the classroom, (2) it takes into account relationships with other teachers, colleagues and students, and (3) teachers can influence school decision-making through their leadership.

The teachers, who are representatives of local \ province, sum \ and city schools, as well as their achievements and years of service, were randomly selected.

Table 1. Teacher profile

School Location	Teacher	Gender	Subject	Years of Teaching	Leadership role	Highest honor
Local	High class	M	History	5	None	Local level
Local	High class	M	English	6	None	-
Local	High class	M	History Philosophy	2	None	-
Local	High class Middle class	M	Social studies	3	None	Local level
Local	High class	M	Social studies Civil education	6	None	National level
Local	High class	M	Social studies	4	None	Local level

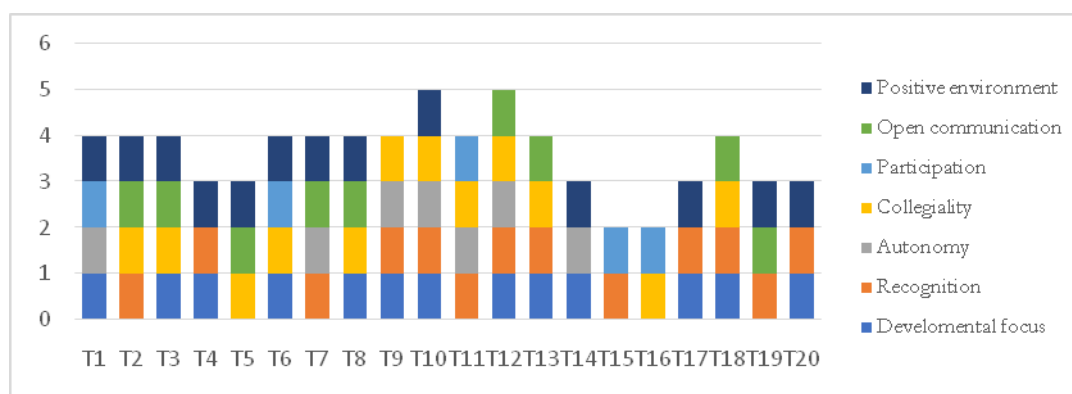
	Middle class					
Local	High class	M	Social studies Civil education	7	None	National level
	Middle class					
Local	High class	M	History Social studies	6	None	National level
Local	High class	M	History Social studies	14	None	National level
Ulaanbaatar city	High class	M	History Social studies	6	None	District level
Local	High class	F	History Social studies	5	None	National level
local	High class	F	History Social studies	7	None	Local level
Ulaanbaatar city	High class	F	History Social studies	6	None	Local level
	Middle class					
Local	High class	F	Social studies Civil education	7	None	National level
Local	High class	F	History Social studies	13	None	Local level
Ulaanbaatar city	High class	F	Social studies Civil education	5	None	-
Local	High class	F	Social studies geography	5	None	-
Local	High class	F	History Social studies	22	None	Local level
	Middle class					
Local	High class	F	Social studies geography	6	None	Local
Ulaanbaatar city	High class	F	History Social studies	6	None	District level

Note. In Mongolia, the structure of schools at the national level is the same as general education schools. There are elementary, middle, and high school levels according to the classes taught inside. Local= Aimag's school, Ulaanbaatar city= capital city school and district school in Ulaanbaatar.

Perceptions of teacher leadership

When analyzed using Katzenmeyer and Moller's (2001) model, each teacher's understanding of leadership was different and unique. Looking at the dimensions of teacher leadership by Katzenmeyer and Moller's (2001), for T15 and T16, participants focused on activities and skills focused on teacher leadership participation and recognition dimension, while T10 planned a personal leadership plan on positive environment, collegiality, autonomy, recognition, and participation dimension.

Figure 1. School teacher perception of teacher leadership



In general, positive environment and development focus dimension and recognition dimension were repeated more often than other dimensions of teacher leadership in the study of secondary education teachers' understanding of teacher leadership.

Recognition dimension:

[...]I have to learn to plan and plan my work at work, separating my work and my personal work, because I often do my work at home. I also want to learn to value myself and improve my self-worth[...] (T15)

[...] I am dissatisfied with my social science and history teaching methods. Therefore, I aim to become a teacher who can improve my teaching methods and share with others how I have improved my teaching methods. Even though I have been working for 22 years, today I feel ashamed that I am dreaming of improving my teaching methods. [...] (T18)

Developmental focus dimension:

[...]I work with Batnyam²⁸ and Timurhuku,²⁹ professional consultants, to develop the public speaking and speaking skills of my students. In the future, we will open a public speaking club in our school and cooperate with a professional public speaking club called “+300” to conduct regular activities.[...] (T16)

[...]In the near future, I hope to have a YouTube channel where I make history programs for my students and other professional teachers to use in my classes. [...] (T6)

T12: “I will spread my good experience in teaching methods and advance my professional degree to qualify as a leading teacher”. Teachers perceived leadership as a formal achievement, professional advancement, or the process of publishing a professional book or work.

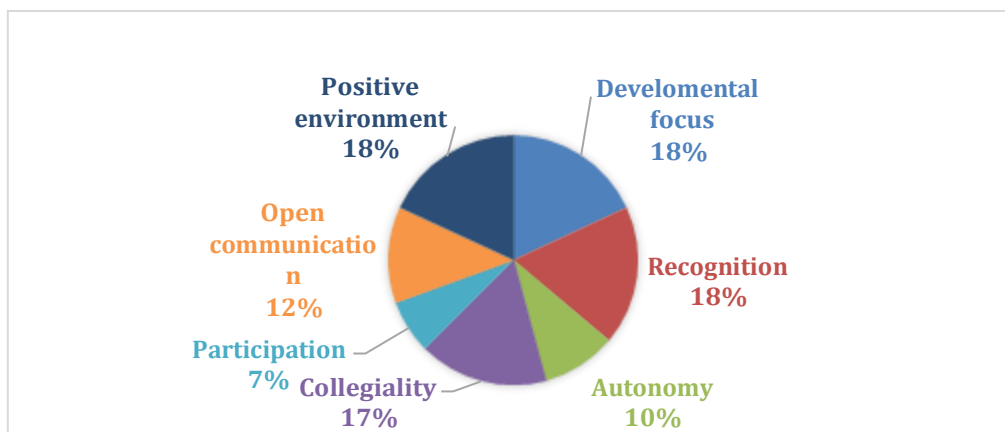
What to focus on teacher leadership?

In teacher leadership plans, participation, initiative, and use of teacher empowerment resources were less common than other dimensions.

Figure 2. Mongolian secondary education school teachers' understanding of leadership

²⁸ Mongolian name

²⁹ Mongolian name



According to the researcher Four-Factor Model of Teacher Leadership by Angelle (2017), teacher leadership is explained by four factors: sharing expertise (SE), sharing leadership (SL), supra practitioner (SP), and principal selection (PS). These four factors can be summed up as the verb "to share". This verb refers to the use of resources for self-teacher leadership development, the sharing and transfer of knowledge and experience with others, and working together to achieve the school's goals. "Sharing" is one of the most important teacher leadership skills, using teacher participation and other school resources to influence school decision-making together.

The medium-term plan for the education sector of Mongolia includes implementation of management and teacher exchange programs in schools in the province and Sumy, which will contribute to the creation of opportunities for teachers to cooperate and share their experiences.

Mongolian secondary education school teachers generally include in their leadership plans improving the academic achievement of students, improving the methodology of teaching professional subjects, and improving their professional knowledge as the skills of a leading teacher. It is understood that the teacher's leadership is related to the teacher's success in official work and professional work. Also, all teachers generally considered teacher leadership as a skill to be used in technology and ICT lessons. In the teacher leadership plan for the use of technology and technology in work: [...] google forms, Kahoot, and EvalBee are actively used to prepare and train students for the general entrance exam. In the future, together with our professional teachers, we will upload lessons to www.medle.mn[...] (T5)

[...]I will use my strengths to promote my profession and make many podcasts that brand the teaching profession and develop my profession as a hobby. [...] (T10)

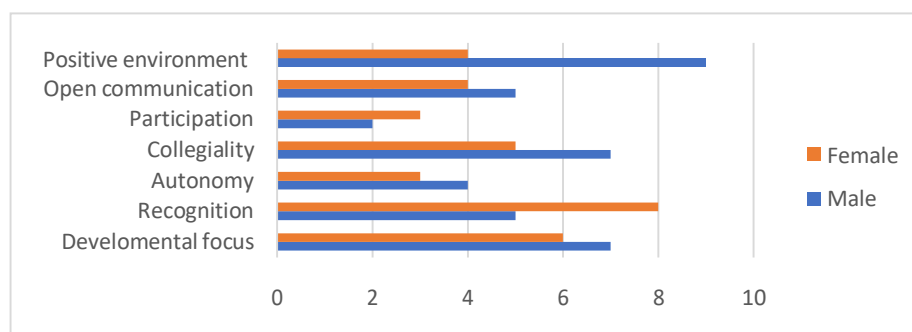
[...]including this year, I will upload my lessons made with Camtasia, ActivePresenter, storyline, Powtoon, ppt to the e-learning website that I opened at Thinkific.[...] (T6)

Differences in male and female teachers' leadership perceptions and attitudes

In the analysis and study of the development of the teacher's personal leadership plan, male teachers paid attention to positive environment, open communication, collegiality, autonomy, and development dimensions, while female teachers included the

actions and activities of recognition and participation dimensions in their plans. Male teachers' understanding of leadership is broad and many activities are planned.

Figure 3. Perceptions of male and female teachers of Mongolian secondary education schools about teacher leadership



Coleman's study in 2001 proves that females' career aspirations related to education leadership are impacted by family obligations and finally women choose their family over their work. Female teachers included balancing family and teacher workloads in their teacher leadership plans.

[...]during teacher leadership training, my stress levels are high and my work stress is at risk of affecting other areas of my life. Therefore, I will change my stress management methods [...] (T18)

[...]I will be taking maternity leave in the spring semester of 2023. I will focus on being a good mother and a good mistress who will not lack love and care for my son, and I will spend time with my family. Also, the newborn baby will be raised healthy and fed with breast milk[...] (T12)

According to Swanson(2000), teachers must make a choice; the first step in becoming a teacher leader is to choose such a responsibility. Whether purposeful or not, all teacher leaders make choices that lead to accepting or avoiding extra responsibilities outside the classroom. Therefore, female teachers consider their choice of how to balance family and teaching work as a step towards success.

Conclusion

In this study, the researcher used Katzenmeyer and Moller's model of teacher leadership to determine the understanding and attitude of teachers of general education schools in Mongolia. In teacher leadership plans, participation, initiative, and use of teacher empowerment resources were less common than other dimensions. Also, all teachers generally considered teacher leadership as a skill to be used in technology and ICT lessons.

Teachers of secondary education schools in Mongolia consider teacher leadership to be related to success in professional work and teacher's official role.

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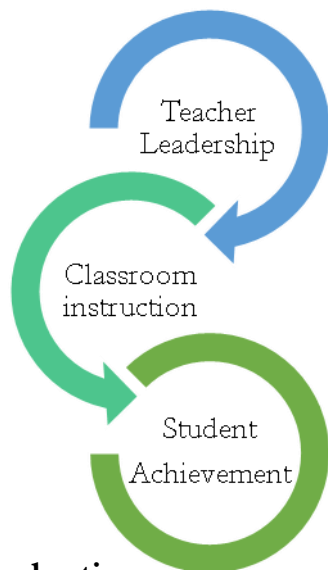
The importance of teacher leadership to effective teaching and learning

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Abstract: *To be effective, teacher education programs must include teachers in learning and teaching as professionals. In order for teachers to assume leadership and mentoring roles in their classrooms and in collaboration with universities, this includes learning experiences based on classroom practice and professional development assistance. The success of students in the classroom is decided by the*



Introduction

Nowadays, a new concept of teachers as leaders considers the core of the educational instruction process. Some teachers are driven to advance their teaching by taking on teacher leadership roles. Because teacher leadership has been developed to support teachers who are seeking opportunities to take on new leadership roles. Moreover, teachers take part in a variety of duties and tasks that may need leadership.

To optimize the teaching and learning process for both themselves and their students, all teachers need to be thought leaders in education. They must take all required actions to succeed as professionals (Badiali, B. 2018). Considering that teaching is one of the most challenging and critical professions around the world. Teachers have a crucial role in facilitating learning and improving its effectiveness, and this role will only grow in the future.

One of the most powerful and motivating learning opportunities for teachers is grounded in classroom experiences. Many teachers believe classroom experiences are the only meaningful way to learn about teaching (Shen, J., 2020). However, providing access to classrooms is insufficient to guarantee teachers will develop appropriate knowledge and skills. Due to the fact that teacher leadership plays an important role in the effectiveness and improvement of education institutes.

The development of the teacher leadership

The term "teacher leadership" is frequently used in educational contexts (Warren, L. L. 2021). The relationship between principal leadership and student learning is significantly mediated by teacher leadership, so it's critical to understand how principal and teacher leadership relate to student learning. It is well established that school leaders have mostly indirect effects on student outcomes, but there is less clarity on what the critical mediating processes are and how they matter for student achievement (Oyunchimeg, M, 2018).

teachers. This research aims to demonstrate the idea of teacher leadership in the classroom and how it relates to student performance and accomplishment. Because good teachers must act as leaders for their students. Teachers must be leaders because these abilities are essential to improving their teaching in the classroom. Excellent classroom management abilities and a greater capacity to motivate students toward academic success are both traits of teacher leaders.

Keywords: educational instruction, teaching and learning experience, effective teacher, mentor, student achievement

Teacher Leaders have a variety of effects on students' learning as well as they have a noticeable impact on the growth in academic achievement. See Figure 1.

There are many different approaches that principals may take to achieve their goals for school improvement and many ways in which they might foster shared leadership(Calderone, S., 2018). For most of them, the collaborative approach was more effective for educational instruction. However, teacher leadership is about creating and implementing new ideas, as well as helping others do so. Through collaboration, teachers can develop a more comprehensive approach to teaching that involves the whole community and allows for students' needs to be met in socially-relevant ways.

Teacher-leaders prioritize the education of their learners and try to raise requirements for achievement in their own classrooms. This should be one of the most fundamental practices of teacher leadership. Additionally, teacher-leaders collaborate with other educators to extend their own learning and advance successful school improvement efforts through professional development (Sebastian, J., 2016).

Good leaders have excellent communication skills. They have conversations and practice active listening that develops new ideas, and makes students feel valued and "heard". Practicing communication skills is an excellent way to improve leadership ability (Merideth, E. M., 2006).

The importance of teacher leadership

Teachers as leaders have an enormous impact on their students and make a significant, positive impact in their classrooms. Teacher leaders take on different roles such collaborate, research, innovate, mentor, and advise, among numerous other responsibilities (Merideth, E. M., 2006). See Figure 2.



Figure 2. Teacher-leader

Leadership does not only involve teachers based positions of power and authority formally but tends towards a level of knowledge and skills (Muhammad Faisal et al., 2011). Since teaching and leading are both based on intent, teacher-leaders demonstrate integrity, honesty, and professional ethics. In addition to being effective educators, teacher leaders are also decent human beings (ASVAB Career Exploration Program 2022). Teachers who positively influence students' learning in formal and informal environments, both within and outside the classroom, are considered to have demonstrated teacher leadership skills such as knowledge, abilities, and values(Phelps, 2008).

In addition to being skilled teachers, teacher-leaders also engage in the learning process as intellectual and critical students. Educators now have a more definite function that requires teacher leadership. It means that teacher leadership functions most effectively when it is natural, when the teacher leader is respected but not feared, and when they work together and nurture rather than impose.

Research method

We have conducted this research and have approximately 10 groups of on a Dual degree program (Foreign Language Training Classes) and ESP for academic courses including 200 students on average. We used questionnaires and observation methods in our research.

Using the REACH model in the classroom

We considered REACH model teacher leadership as a function of identifying teachers' personal and career goals, as well as educational institutes. Teachers improve the conditions within their schools and add to the professional knowledge and skills of their colleagues, they interact with and mentor other teachers. Most teachers keep getting involved in a variety of leadership positions throughout their frequently varied careers and have an impact on other educators. As teacher-leader activities are realized through leadership roles and actions. See REACH model in Figure 3

Risk-taking: Seeking challenges and developing innovative methods.



Effectiveness: Becoming the best role model, professional growth, and kind-hearted.



Autonomy: Getting initiative and having independent thought, and responsibility.



Collabrative: Promoting community and interactive communication skills.



Honor: Demonstrating integrity, honesty, and professional ethics



Figure 3. REACH model

The REACH model for teacher-leaders is including strategies for strengthening initial leadership steps for any teacher willing to REACH his or her capabilities (Merideth, E. M., 2006).The REACH model provides strategies for strengthening initial leadership steps for any teachers of their capabilities in the classroom.It helps you analyze whether your lesson will effective for students' outcomes and organize it step by step.

Analysis result

We examined the need for an effective leadership model in our university that works both for students and teachers. The push for school reforms to improve student learning should not overlook the leadership potential of classroom teachers. In particular, in contrast to traditional forms of leadership emanating from school administrators newly recognized classroom-based teacher leadership may provide the most promising approach to meaningful improvement in any university.

We took to conduct research on teacher leadership using a variety of methods. It begins by describing how we came up with an operational definition for the "REACH teacher leadership" model, and then it goes into detail on what each of the results means in terms of the behaviors, methods, and activities of teachers (John William Triska.2007). The 15 main results in our research are listed in Table 1, REACH Teacher Leadership. This table shows how teacher leaders carry out each lesson activity following the model. At the beginning of the lesson, the teacher has to plan each category and decide how to focus on students' motivation and efficiency.

Table 1. REACH model and Teacher Leadership

REACH model	Our Leadership Behaviors	Activities
Risk-Taking / <i>Seeking challenges and developing innovative methods. /</i>	<ol style="list-style-type: none"> 1. We tried modifications in our classroom to help all our students succeed. 2. We seek out the best teaching practices and strived to implement them in our classroom. 3. We formally or informally conducted research using our students in order to determine ways we could improve our teaching. 	TPR - Roleplay - Debate - Movie Discussion
Effectiveness / <i>Becoming the best role model, professional growth, and kind-hearted /</i>	<ol style="list-style-type: none"> 1. Our relationship with our students was the most important factor in their success. 2. We were responsible for the successes and failures of the students in our classroom. 3. We spent time thinking about what worked and what didn't work in our classroom and made changes to improve our teaching. 	Blended learning methods - Kahoot - Jamboard /Google tools/ - Edpuzzle
Autonomy / <i>Getting initiative and having independent thought, and responsibility /</i>	<ol style="list-style-type: none"> 1. We strived to extend the successes and relationships we had with our own students to all the students. 2. We spoke out about the needs of all students to make sure they were addressed. 3. We modeled reflection and improvement in our classroom. 	Student-centered learning methods - Speech Contest - Book Discussion - Movie Discussion - Vocabulary Challenge
Collaboration / <i>Promoting community and interactive communications skills. /</i>	<ol style="list-style-type: none"> 1. We candidly shared our ideas about teaching and learning with each other. 2. We shared teaching problems we have with other teachers in order to gain from their insights. 3. Together with other teachers, we worked to create solutions to problems. 	Co-teaching / <i>To work together with groups of students; sharing the lesson plans, organizing the classroom, delivering knowledge, and assessing students</i> (Nissim, Y., & Naifeld, E. 2018).
Honor / <i>Demonstrating integrity, honesty, and professional ethics. /</i>	<ol style="list-style-type: none"> 1. We believed each other in this classroom are respectful of our opinions and beliefs. 2. We felt supported in our work by each 	Co-teaching / <i>To work together with groups of students; sharing the lesson</i>

	other. 3. We were happy to hear each other share different views from our own.	<i>plans, organizing the classroom, delivering knowledge, and assessing students. /</i>
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By using REACH model, we have already known how to help students build confidence to speak in the classroom and participate in English.

- The first is to build a supportive environment that encourages and rewards participation. This means, that students don't feel bad about making mistakes. If they make a minor mistake with vocabulary or grammar, we ignore it. If they make a mistake that means we can't understand what they are trying to say, we ask them to repeat their comment, in a way that is encouraging.

- The second strategy to build students' confidence is to make sure students know you don't expect perfect English. This means that you don't correct every mistake they make with English. Instead, focus on the main idea of what they are communicating. If you think a student has made a mistake that affects comprehension of meaning, then you can write that down and either talk to the student after class or make a brief mini practice on that topic in a future class, if you think it is an area that many students struggle with.

Conclusion

Currently, it is possible to research the REACH model of how teachers influence others within their field of educational instructions. Our research has showed that teacher leadership is critical for student achievement.

1. Teacher leadership is related to teacher collaborative, reflection learning community and professional development that would affect the classrooms.
2. Teacher leadership successfully can grow in education sectors.
3. Leadership does not only involve teachers based positions of power and authority formally but tend towards a level of knowledge and skills.
4. The knowledge, abilities, and skills shown by teachers who positively influence students' learning in the classroom.
5. The academic achievement of students is also improved by teacher leadership.

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Formation of a teacher-leader's communicative competence through the development of emotional intelligence

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Abstract: *The article substantiates the need to form emotional intelligence as a component of the communicative competence of a teacher-leader. The authors generalized and concretized the concept of "communicative competence," defining it as a system of internal resources necessary to build effective communication in interpersonal interaction. In addition, the components of the communicative competence of the teacher-leader are indicated, one of which is emotional intelligence. The effectiveness of the purposeful formation of teachers' emotional intelligence through socio-psychological training is proven. Confirmation is the presented results of*

the experimental study, which showed a positive trend in the level of formation of emotional intelligence.

Keywords: communicative competence, emotional intelligence, socio-psychological training.

1 Introduction

Leadership as a socio-psychological phenomenon arises due to the interaction of a person and the specific circumstances of the activity of which he is the subject. At the same time, a set of leadership qualities is fixed that corresponds to the content of the activity of this group. The content of pedagogical activity determines the set of leadership qualities of the teacher. Pedagogical activity is realized through the content-functional structure proposed by N.V. Kuzmina, who identifies constructive, organizational, communicative, and gnostic components. Each component of pedagogical activity aims to solve a specific pedagogical task, the practical solution of which is provided by leadership qualities.

In our study, special attention was paid to the communicative competence of a teacher-leader since a modern teacher faces situations where there need to be more competencies associated only with the educational process. (Asmolov A.G. Shadrnikov V.D.). The teacher must interact effectively with students to create conditions for cooperation with the surrounding society. The high level of the teacher's communicative competence makes it possible to optimize learning, simulate safe communication situations, and broadcast adequate, flexible, and variable models of communicative behavior.

Communicative competence is an integrative personal education with cognitive, emotional, and behavioral components (Emelyanov Yu.N.). Emotional intelligence, according to several authors (J. Goleman, N. Hall, D.V. Lyusin, M.A. Manoilova), is the sum of a person's skills and abilities to recognize emotions, understand the intentions, motivation, and desires of other people and their own, as well as the ability to manage their emotions and the emotions of other people in order to solve practical problems. The level of development of emotional intelligence determines the emotional component of communicative competence.

Emotional intelligence gives teaching skills that help create conditions for high productivity in professional activity, which requires additional effort to develop.

2 Materials and Methods

The purpose of the experimental study was the formation of the communicative competence of the teacher-leader through the development of emotional intelligence.

The objectives of the study included

- the systematization of the theoretical and methodological foundations of the concept of "communicative competence,"

- the identification of its components,
- the experimental study of the development of emotional intelligence as a component of teachers' communicative competence through socio-psychological training.

Twenty-eight National Center for Advanced Studies teachers of the Republic of Kazakhstan, "Orleu," took part in the pilot study.

As a psychodiagnostic tool for studying the level of development of emotional intelligence among teachers, we used R. Hall's "Emotional Intelligence Test." The advantage of this technique is to identify not only the level of integrative emotional intelligence but also the levels of partial emotional intelligence: emotional awareness, managing one's emotions, self-motivation, empathy, and recognizing the emotions of other people.

Teachers were asked to be tested to assess emotional intelligence before and after the socio-psychological training. We used the Wilcoxon statistical T-test to assess the dynamics of the development of the emotional intelligence level.

The study's results' reliability was ensured by the observance of the methodological principles of work, the use of a standardized methodology that was adequate to the purpose and objectives of the study, and the statistical significance of the results obtained.

3 Results

The formation of readiness to perform leadership functions among teachers is a dynamic, holistic state of the individual, an internal mood for a specific behavior, and the mobilization of all forces for active and expedient actions, which include psychological, theoretical, and practical readiness. Theoretical readiness is a system of knowledge of a teacher about the problem of leadership, leadership potential, the conditions for its implementation, personality and interpersonal relationships in a group, features of business and interpersonal communication, own capabilities, decision-making processes - individual and group, organizational activity algorithms. Practical readiness is a system of skills and abilities to use existing knowledge to realize leadership potential in various situations, their combination, or random and unexpected circumstances.

The construction of the leadership field is a set of various situations created by the organizers. The future teacher is included to realize his leadership potential or use real-life situations for these purposes.

Psychological development is one of the areas of psychological and pedagogical support for the formation of leadership qualities among teachers. Psychological development in work with teachers is an active work of a psychologist, carried out in the form of socio-psychological training. The advantage of this type of activity is that it allows you to put into practice the necessary conditions that contribute to the development of leadership potential among teachers and their ability to self-knowledge.

We have compiled and conducted a two-day training marathon, "Emotional Intelligence and Leadership." The duration of each training day is 7.5 hours.

The following methods were used to organize and conduct the training: exercises, mini-lectures, group discussions, debriefing, role-playing games, and various relaxation techniques.

The purpose of the socio-psychological training was to develop the emotional intelligence of teachers to increase flexibility, the effectiveness of interaction with the outside world, and accelerate the achievement of goals.

Expected results:

- increasing the emotional background of the training participants;
- increasing the adaptation of training participants to change conditions;
- increasing the effectiveness of interpersonal relationships;
- awareness of one's own emotions and experiences and the ability to clothe them in the form of behavior that is adequate to the situation.
- acquiring the skills of understanding the emotions of other people;
- development of communication skills and empathy;
- comprehension of the emotional state of others through non-verbal communication;
- introspection of the level of development of emotional intelligence, the components of emotional intelligence.

Before the start of the training and after its completion, we diagnosed emotional intelligence and its components in the participating teachers. The diagnostic results are reflected in Table 1.

Table 1 - The results of diagnosing the emotional intelligence of teachers before and after the training (n=28)

Components of emotional intelligence	Levels					
	Low		medium		high	
	Before	after	before	after	before	after
emotional awareness	7 % (2 people)	7 % (2 people)	75 % (21 people)	64% (18 people)	18% (5 people)	29 % (8 people)
emotions control	28 % (8 people)	32 % (9 people)	54 % (15 people)	43% (12 people)	18% (5 people)	25 % (7 people)
self-motivation	36 % (10 people)	28 % (8 people)	46 % (13 people)	54 % (15 people)	18% (5 people)	18% (5 people)
empathy	11 % (3 people)	7 % (2 people)	64 % (18 people)	68% (19 people)	25 % (7 people)	25 % (7 people)
recognizing other people's emotions	32 % (9 people)	18% (5 people)	54 % (15 people)	46 % (13 people)	14 % (4 people)	36 % (10 people)
integrative indicator	14% (4 people)	7 % (2 people)	68% (19 people)	64 % (18 people)	18% (5 people)	29 % (8 people)

Resource: Compiled by authors.

An analysis of Table 1 showed that most of the teachers participating in the training before it had an average level of integrative emotional intelligence, they were able to distinguish emotions from each other, they tended to experience conflicting feelings (for example, love/irritation), however, at the same time could hardly choose the course of action that would be most effective in a given situation.

Teachers with a low level of emotional intelligence were characterized by a lack of understanding of other people's feelings, a tendency to rationalize everything, a tendency to hide their feelings, perfectionism, sudden bursts of aggression, bouts of sadness, and fatigue. The low level of integrative emotional intelligence was characteristic of the smallest number of teachers, which can be explained by the formed professional skills in the framework of pedagogical activity.

Teachers with a high level of emotional intelligence are distinguished by the ability to adapt to changes, the ability to say "no," the resistance to sudden mood changes due to other people's actions, and the ability to switch from one thing to another. A small number of teachers with a high level of emotional intelligence is explained by insufficient attention in the professional training of future teachers to the development and formation of communicative competence and its components, as well as the peculiarities of education.

After the socio-psychological training, the number of teachers with a high and medium level of integrative emotional intelligence increased. The number of teachers with a low level also decreased.

It should be noted that such components of emotional intelligence as recognition of other people's emotions and emotional awareness underwent the most significant positive development during the training. Teachers began to understand their emotions better, replenished their emotional vocabulary, and became more aware of their internal state, which made it possible to improve the skill of influencing the emotional state of people around them.

The least changeable components of emotional intelligence were empathy and self-motivation since they are defined as personality traits and have a complex affective-cognitive-behavioral nature, the development of which requires more time.

To assess the statistical significance of the dynamics of the development of the level of integrative emotional intelligence in teachers before and after the socio-psychological training, we used the Wilcoxon T-test (Table 2).

Table 2 - Empirical values and the accepted hypothesis of the Wilcoxon T-test on the level of teachers' integrative emotional intelligence (n=28)

Variable	Empirical data	Accepted hypothesis
Level of Integrative Emotional Intelligence	T emp. = 92	H1 ($\alpha \leq 0,01$)

Resource: Compiled by the authors.

A statistically significant shift was revealed in the empirical value of the level of integrative emotional intelligence after the participation of teachers in socio-psychological training.

Thus, the formation of communicative competence through the development of teachers' emotional intelligence is possible if they participate in socio-psychological training.

4 Discussion

Emotional literacy programs should be included in the formal education educators receive (D. Goleman, 2020).

A teacher's successful performance of professional functions depends on his ability to control his emotions, assess the emotional state of students and colleagues and adequately respond to them. Therefore it is desirable to form the quality necessary for a teacher even at the stage of preparation for pedagogical activity (N. Agarwal, R. Gupta, G Chandra, 2020).

Suppose the training of psychologists includes many hours of group and individual work aimed at generating interest and the ability to understand the emotional state of another. In that case, the university training of teachers does not imply this (I.V. Serafimovich, N.N. Posysoev, 2020).

The training of future teachers should be focused on the formation of communicative competence through the development of emotional intelligence.

5 Conclusion

Analyzing the study results allows us to conclude that social and psychological training is practical as a means of developing the emotional intelligence of a teacher-leader and, consequently, communicative competence in general. A sufficient level of formation of the teacher's communicative competence allows him to build and maintain contacts successfully, understand his emotions and those of other people, manage them, and on this basis, make good decisions, work in a team and cooperate.

Socio-psychological training can become part of a general professional training program aimed at creating conditions for practitioners' and future teachers' professional and personal growth.

Acknowledgments

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Impacts of teaching methods, learning motivation, and anxiety on student learning achievement

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Abstract: *The student's learning achievement depends on the teacher's teaching method. The teaching and learning process is based on communication between teachers and students. This study determines antecedents of student learning achievement. The survey was developed using questionnaire structural equation analysis using SmartPLS 4.0. A total of 212 students, studying at the Mongolian University of Life Sciences, participated in the survey. The results of the study that teaching methods strongly influence student learning achievement. This finding suggests that student-centered teaching methods are a significant effect on motivation and student learning achievement. Teacher-centered teaching methods can have a negative impact on motivation and student learning achievement.*

Keywords: student learning achievement, learning motivation, learning anxiety, teaching methods, SEM

I. Introduction

In higher education, success can be measured in various ways, such as academic performance, student success, graduation rates, employment outcomes, and the achievement of student and teacher goals. Students learning achievement has been determined depending on the teaching method. Elvis Munyaradzi Ganyaupfu (2013) indicated that the teaching method is an effect on students' achievement. Roorda and Koomen (2011) determined that a teacher's teaching method increases students' participation, activation, and achievement. Teachers who use active learning techniques can be effective leaders in their classrooms because they create an environment where students feel engaged, motivated, and empowered to take ownership of their learning. Especially, teaching activities are based on communication between teacher and student, and it relates to their behavior. Also, teachers' classroom leadership is the most important issue in higher education. because it has been a growing recognition of the importance of teacher leadership in improving classroom learning and promoting students success. It can be concluded that if teachers have high leadership skills then they can be built effective learning management in the classroom. It can be concluded that if teachers have high leadership skills then they can be built effective learning management in the classroom. Learning management is the use of technology and it is based on the behavior of teachers and students Brophy, (1999). According to scholars, teaching techniques are divided into two parts: teacher-centered or traditional learning and student-centered or active learning. Traditionally, education has been focused on teacher-centered or lecture-based learning, where the teacher is the central figure and the students are passive receivers of information. Also, the teacher-centered learning method allows students to focus only on the teacher, and the teacher mainly talks and demonstrates actions, and during the learning process, the student learns alone. Also, the student is only responsible for listening and being dependent. However, the disadvantage of this method is that the students will work independently and they rarely collaborate, which means that there is little opportunity for them to freely express their opinions. In recent years, however, there has been a reforming that towards student-centered or active learning, where the focus is on engaging students in the learning process and promoting their active participation. Consequently, attention has been paid to the issue of teacher leadership in classroom adaptation by researchers in various contexts. This study will be answered the following research questions: 1). How does the teacher's teaching methodology affect the student's learning achievement? 2). Which teaching method has a greater impact on student learning achievement? A teacher's teaching method and working methodology with students depend on the teacher's leadership skills. Therefore, teacher leadership in the classroom is the most important issue. A review of the existing literature on teacher leadership in the classroom shows that the emphasis of scholars has been identified on teachers' skills, and personality, teaching method, and teaching activity. (James Sebastian et al., 2016; Louis Langdon Warren et al.,

2021). The purpose of this study is to investigate the concept of teacher leadership in the classroom and its relationships to teaching methods and learning motivation, anxiety, and student learning achievement. Our study will contribute a teacher leadership in classroom management. This study will focus on how teachers' leads can make improvements to student achievement through their own teaching methods in the classroom.

II. Literature review

Student learning achievement

According to the attribution theory the sensory control of the learner's needs will directly affect the results of learning goals. Educational research aims to improve teaching and learning by investigating various aspects of education, such as curriculum design, pedagogy, assessment, student motivation, and teacher training, among others. Student learning achievement refers to the level of performance and success. Student achievement is an important goal for educators and policymakers. The many socio-economic factors that influence student learning achievement are then divided into three types: 1). Intrinsic factors (factors from within students such as belief, responsibility, and accountability) 2). Extrinsic factors (factors from within teachers such as teacher leadership skills, communication, empathy, and teaching methods), and 3). Social factors (environmental factors such as family, income, age, and school environment). In the learning process, student learning achievement depends on the teacher's methods and communication skills. Therefore, teaching methods have the most important effect on students' learning goals.

Teaching method

Teaching activity is a continuous process and the teacher must be a proactive leader in the learning process. A good teacher must be proactive and take a leadership role in the classroom to create a good performance for students. Also, the quality of the learning process is influenced by the teacher's methodology. In order to bring changes to student's studies outcome, educators need to choose the appropriate teaching methods and concepts in connection with students' skills, mental development features, demands, and interests (Ayeni, 2011). Bharadwaj & Pal (2011) suggested that the teaching method is the course learning outcome and if you can understand your student's demands then every student will try to answer your question. Thus, the teacher needs to choose the methods that influence students' learning based on their demands. (Zeeb, 2004). Researchers described that the teacher-centered methodology refers to an approach in which the teacher is central in the classroom, and the learning process is followed by the teacher (Zohrabi, et al., 2012;). Researchers described the teacher-centered method differently, for example: "It is the activity which is the teacher control the study in one level and student gaining knowledge from the teacher." (Boud & Feletti, 1999). It tends to go practice less and memorize

information at the theoretical level (Teo & Wong, 2000). It is possible to transfer greatly knowledge and it doesn't fit knowledge to use and decide problems that occur in real life. It has been studied that students to less actively learn more than with the student-centered method. The teacher-centered methodology has less motivation for innovation and teaching (Ive Emaliana, 2017). Student-centered methods become a pioneer in the development of the learning approach. In this approach, students' activities are important indicators of the learning process and the quality of the learning product (Zohrabi, et al., 2012). Many researchers agree with the student-centered approach is effective in the teaching and learning process (Nagaraju (2013;). In a student-centered classroom, the teacher acts as a facilitator or guide, rather than a lecturer, and the students are actively engaged in their own learning. This methodology can be important of student activities suchas problem-solving, critical thinking, collaboration, and self-reflection, as indicators of learning progress and quality of learning outcomes. Teachers have been using diverse teaching methods then students can study positively and compare observe, think creatively, and use knowledge (Hesson & Shad, 2007). Therefore, this study follows the hypothesis.

Hypothesis 1: Teacher-centered method positively influences a) student learning motivation and b) negatively influences student learning anxiety.

Hypothesis 2: Student-centered method positively influences a) student learning motivation and b) positively student learning anxiety.

Learning motivation

The ARCS model (John Keller, 1987) is suggested to enhance motivation in the learning process. This motivation model includes four components which are attention, relevance, confidence, and satisfaction. The many intrinsic and extrinsic factors motivate students learning. Especially, in the classroom, teachers must be more leaders in learning activities through their own teaching strategy example to attract the student's attention: can use a variety of strategies such as multimedia, humor, storytelling, and other digital techniques. Building student confidence is an essential aspect of effective teaching. When students believe in themselves and the teacher then they can be more likely to engage in class. According to Weimer (2006), teaching content and methods are inextricably linked and co-dependent; teaching material impacts student learning more than the number of topics covered in class. Satisfied students are effective learners and more motivated to achieve. Therefore teachers must be providing students with a sense of accomplishment and reward. The lessons and their concepts are very important and relevant to students in student-related motivation. Especially, during the class, the teacher motivates the student's referring quality which is a very important one. Example: to use a new studying method, to have a potential for understanding the lessons which are used in the future and adjust their needs, and so on. The motivation which creates hope for students is the way to generate belief in achieving more success for students and teachers. For example, learning

objectives, goals, and performing work and assessment are understandable, it becomes the motivation for the student can do the job to be certain. Furthermore, it creates beliefs such as listening to students' requests, promoting them, and do constant control. Satisfied encouragement is the main element of motivation theory. Thus, the teacher who uses motivation becomes the one step that enhances students' achievement. We concluded that students' learning motivation increases student learning achievement. Therefore, the following hypothesis:

Hypothesis 3: Student learning motivation positively influences student learning achievement.

Learning anxiety

Student anxiety is a common phenomenon in the teaching and learning process. Particularly, during the covid-19 pandemic students have been learning anxiety because of limited training some students cannot learn by some psychical problems. Unfortunately, some teachers and students have faced difficulties dueto limited training in online-based teaching and learning (Li et al., 2020). Student learning anxiety refers to concern and nervousness feelings in the learning process which is don't understand the subject, teacher communication, and teaching methods. Also, lower self-efficacy in students can lead to higher levels of anxiety (Ahmed, Minnaert, Kuyper, & van der Werf, 2011). The researcher suggested that methods of teaching activities affect student behavior and increase their learning and self-confidence, also it reduces learning anxiety. (Zelazo and Lyons, 2012). But most teachers don't observe students' behavior and their learning anxiety in real life. If the teachers can understand their problems, they can helpstudents to decrease their anxiety. Also, learning anxiety influences the students' learning achievement. If a student can be self-confident, it is possible to enhanceachievement and drop anxiety (Ader and Erktin, 2010). Higher levels of anxiety, depression, and worry can lead to lower academic performance and poorer working memory function (Owens et al., 2012). Thus, our survey is in order to find the learning anxiety level among our students and how it influences students' achievement. Therefore, the hypothesis is that learning anxiety negatively influences student learning achievement.

Hypothesis 4: Student learning anxiety negatively influences student learning achievement.

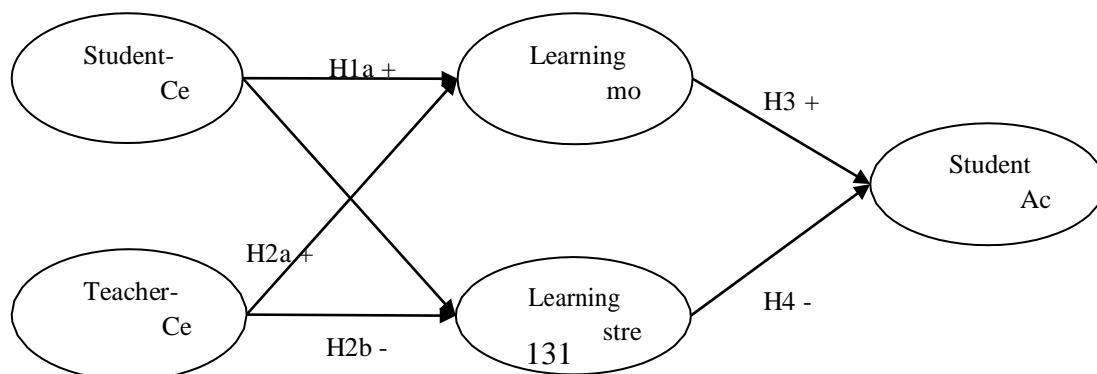


Figure 1. Conceptual Framework of Student Achievement

III. Methodology

Data analysis and method

This study was conducted using a questionnaire survey method combined with a quantitative methodology. The hypothesis model was estimated by structural equation modeling in PLS-SEM. The questionnaire was distributed to students at the Mongolian University of Life Sciences. The respondents were students who studied and were selected from teachers using student-centered and teacher-centered methods. A total of 212 students participated in the study, 56.0 % of them were male and 44.0 % were female students.

Measures

We conducted a survey which has 45 questionnaires from students who participated in this survey. All questions were taken from 5 Likert scale: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. The questionnaire was used in the questionnaire approved by previous scholars. (Chung-Ho Su, (2016); Elvis Munyaradzi Ganyaupfu, (2013).

Measurement model analysis

The measurement analysis is to determine the internal consistency reliability of latent variables. For the assessment of validity, two types are examined: convergent validity and discriminate validity. As recommended by Hair et al., (2017), indicators with weaker outer loadings can be retained if other indicators with high loadings explain at least 50 percent of the variance ($AVE = 0.50$). Composite reliability (CR) is also used to measure internal consistency and must not be lower than 0.7 (Werts et al, 1974). Hence, AVE for all constructs was found to be an adequate-learning achievement (0.564), learning anxiety (0.696), motivation (0.548), teacher-center method (0.637), Student-center method (0.582), thereby confirming the convergent validity of the constructs. Also, the results provided in Table 1 indicate that CR (composite reliability) values for all the constructs were above the cut-off value of 0.7, for example, learning achievement (0.838), learning stress (0.872), motivation (0.858), teacher-center method (0.839), Student-center method (0.805), thereby specifying the high internal consistency of the measures. Discriminate validity (DV) refers to the extent that the constructs

used in the model are distinct from one another (Hair et al., 2017). Discriminate validity is established if a latent variable accounts for more variance in its associated indicator variables than it shares with other constructs in the same model (Fornell and Larcker, 1981). Our data shows data all AVE exceed the squared correlation, so all constructs have discriminated validity.

Table 2: Discriminate Validity (Fornell-Larcker Criterion)

Constructs	1	2	3	4	5
Learning achievement (1)	0.751				
Learning anxiety(2)	-0.045	0.834			
Motivtion(3)	0.694	0.061	0.740		
Teacher center method(4)	-0.052	0.837	0.055	0.798	
Student center method(5)	0.485	0.083	0.596	0.062	0.763
Source: PLS-SEM generated results					

Table 1. Internal consistency reliability and convergent validity

Constructs	Items	Loadings	Cronbach's alpha	CR	AVE
Learning achievement	SP1	0.743	0.742	0.838	0.564
	SP3	0.730			
	SP4	0.797			
	SP9	0.731			
Learning anxiety	SA1	0.758	0.787	0.872	0.696
	SA2	0.850			
	SA3	0.889			
Motivation	SM1	0.754	0.794	0.858	0.548
	SM2	0.752			
	SM3	0.716			
	SM4	0.729			
	SM5	0.751			
Teacher-center method	TCLM5	0.886	0.728	0.728	0.839
	TCLM8	0.787			

	TCLM9	0.713			
Student-center method	SCLM1	0.841	0.639	0.639	0.805
	SCLM2	0.788			
	SCLM6	0.646			

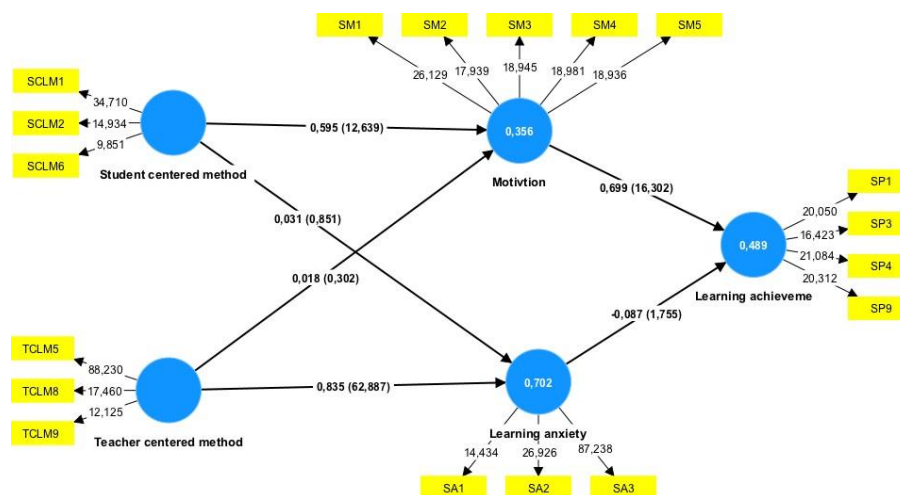
Structural Model

Structural models assess the causal relationship between the constructs. Hair et al., (2017) suggested using the bootstrapping technique with resampling (5000 resamples) for estimating the statistical significance of the hypothesized model. The results of the study that student-centered methods (H_{1a} $B=0.595$, $t=12.639$, $p >0.197$) were significant in learning motivation. But H_{1b} $B=0.0031$, $t=0.851$ $p >0.197$;) was not supported. Also, teacher-centered methods (H_{2a} $B=0.381$, $t=0.302$, $p >0.381$) were not supported. Teacher-centered methods (H_{1b} $B=0.845$, $t=62.8$ $p>0.00$) have a positive direct effect on learning anxiety. learning motivation ($H3$ $B=0.699$, $t=16.302$, $p >0.000$ has significant effect on learning achievement. learning anxiety ($H4=-0.087$, $t=1.755$, $p >0.040$; has significant effect on learning achievement. (Figure 1 and Table 3).

Table 3: Summary of Hypothesis Testing Result (Bootstrapping Report)

Hypotheses	Relationship	Standard deviation	T statistics	P values	Results
H1a	Student center method-> Learning stress	0.037	0.851	0.197	Not Supported
H1b	Student center method -> Motivation	0.047	12.639	0.000	Supported
H2a	Teacher center method -> Motivation	0.059	0.302	0.381	Not Supported
H2b	Teacher center method -> Learning stress	0.013	62.887	0.000	Supported
H3	Motivation -> Learning achievement	0.043	16.302	0.000	Supported
H4	Learning stress -> Learning achievement	0.050	1.755	0.040	Supported

Figure 2. Path (correlation) Coefficient of PLS algorithm and Bootstrapping.



Source: Empirical data analysis by Smart PLS.

R-square (R^2)

The value of R^2 was 0.498 which was almost 49 % and investigated that hypothesized structural model. Teaching methods influence the learning motivation R^2 was 0.356, and learning student-centered method R^2 0.702.

4. Conclusion

As a result of this study, student achievement was influenced by the following factors. The teaching method was divided into two categories. Our study found that student-centered or active learning methodology was significant in student learning motivation. It seems that the active learning approach can be helpful to develop the learning process and motivate students. Also, this study suggested that student-centered methods do not learning anxiety. But a teacher-centered method impacts learning anxiety for students. This is because, in a teacher-centered approach, the students may feel pressure to perform well and meet the expectations of a teacher, then leading to anxiety and stress. Our study results show that learning motivation has a positive relationship with learning achievement.

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Organizational sustainability in DESST project as a component of quality assurance

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***Abstract:** Management decisions aimed at creating a competitive advantage have been informed by the concept of organizational sustainability (OS). The paper considers the results and effectiveness of the project in the case of M. Kozybayev North Kazakhstan University and explores the concept of quality assurance. Quality of the project design and implementation has been considered.*

***Keywords:** leadership, higher education, development, mobility program, communication.*

In numerous studies (Hunzicker, 2017, Underdal, 1994), leadership is depicted as a sphere of interaction in which the leader functions as the subject of managing effective communication within a group. In this regard, the teacher-leader appears as a person of dialogue whose goal is to establish or regulate dialogic unity. "Leadership can be defined as an asymmetrical relationship of influence in which one actor guides or directs the behavior of others toward a certain goal over a certain period of time" (Horner, 1997). Poekert, Alexandrou, and Shannon (2016) stated that teacher leadership is "one approach with empirical evidence demonstrating its viability as a solution for sustaining systemic teacher quality and school improvement efforts" (p. 310)

The creation of the DeSTT - Development of Skills and Teachers Training for leadership project under the European Union funding in the framework of the Erasmus+ Ka2 was a became the starting point for creating conditions for the development of teacher leadership. Moreover, the exchange of international experience is an integral part of the improvement of teacher leadership at the present time.

The project intended to develop and modernize formal and informal education curriculum in professional development and training of teachers in Mongolia, Kazakhstan, and Russia with the aim of empowering target groups with the deficient competences in the field of leadership. The project's outcomes include a multidisciplinary module program for 2nd cycle of formal education which combines pedagogical, sociological, psychological, law, economics, and management elements and professional development program "Teachers as Leaders". (DESTIT website)

Taking into consideration the issues covering the problems of leadership, the following **objectives** have been developed

1. Developing a Master's program for training teachers in the formal system of education (MA 1 year 30 ECTS).
2. Developing programs for professional development of teachers for leadership in integrated formal and informal educational formats
3. Establishing Education Centres for Leadership as platforms for the design, development, and promotion of socially significant ideas of the local community, for networking of educators with the local community

When it comes to the implementation of a particular project, it would be advisable to note the effectiveness of the project. For several years, project quality assurance has been an integral part of project performance. Accordingly, the following quality assurance components were developed within the framework of the project, which acted as a regulator of the activities.

- **Coherence:** the overall project design ensures consistency between project objectives, methodology, activities and the budget proposed. DeSTT presents a coherent and comprehensive set of appropriate activities to meet the identified needs and the expected results.

- **Methodology:** the logic of the intervention is of good quality, planned outputs and outcomes are coherent and feasible, and key assumptions and risks have been clearly identified.

- **Quality control:** control measures (continuous quality evaluation, peer reviews, benchmarking activities, mitigating actions etc.) and quality indicators ensure that the project implementation is of high quality.

- **Environmental sustainability:** the DeSTT project is designed in an eco-friendly way and incorporates green practices in all different project phases.

It's generally known that teacher leadership is a critical issue in education. As schools face increasing pressure to improve student outcomes, the role of teachers as leaders has become more important.

Within the framework of the project, many activities were carried out both to strengthen the potential of the teacher's leadership and for international cooperation.

The development of educational courses on leadership at Kozybayev University gives an advantage in improving the course Psychology of Leadership for undergraduates.

Mobility programs for university faculty can play a crucial role in fostering their professional growth and fostering intercultural understanding. These programs provide instructors with opportunities to travel abroad, learn about diverse educational systems, and engage in intellectual exchange with their counterparts. The faculty can acquire new perspectives on teaching methodologies, curriculum development, and classroom management through these programs. They can also learn about different cultures and languages, which can help them communicate with and better understand their diverse student populations. Moreover, mobility programs can assist educators in establishing international networks and partnerships, which can result in collaborative research projects, joint publications, and other professional opportunities. "For international universities where there is increased mobility of students, faculty, programs, and higher education institutions in global networks". (Hou, 2012; Varonism, 2014).

Organizational sustainability (Dzhengiz, 2020; Mohrman & Worley, 2010; Wales, 2013) in a project refers to the ability of an organization to maintain its operations and achieve its goals over the long term. This includes ensuring that the project is financially viable, environmentally responsible, and socially beneficial.

To achieve organizational sustainability in a project, it is important to:

1. Develop a clear and comprehensive project plan that outlines the goals, objectives, and strategies for achieving sustainability.

2. Identify and engage stakeholders who can support the project and provide resources, expertise, and feedback.

3. Implement sustainable practices and technologies that reduce waste, conserve resources, and minimize environmental impact.

4. Monitor and evaluate the project's progress and impact on a regular basis to identify areas for improvement and make necessary adjustments.

One of the specific objectives is establishing Centers for Non-Formal Education for Local Community Leaders with Public E-Lab as a platform for e-networking, design, development and promotion of socially significant ideas of the local community. An Education Centre for Leadership was intended to set up and outfitted in each of the two partner countries (Kazakhstan and Mongolia) to facilitate informal education and the networking of educators with local groups working on socially important projects. The educational center launched in the framework of the DESTT Project aims at encouraging educators to continue sharing their knowledge through practitioner inquiry by providing resources for teacher-led professional learning activities like "Teaching- Meets" and related pedagogical events. The staff at the Centre organizes activities to enhance teacher leadership professional learning (including eLearning activities), helping educators from the EU and the partner nations hone their leadership skills via open dialogue and teamwork. As a result of the project, it is worth noting that the School of Leadership was opened within the framework of the educational center of leadership, which will function regardless of the timing of the implementation of the project.

The School of Leadership performs the following functions:

1) Conducts scientific seminars, round tables and other scientific events on topical issues of leadership in education.

2) Attracts the teaching staff of the University, practitioners, including near and far abroad, to conduct joint events specified in paragraphs.

3) Provides consulting services: diagnostics of leadership qualities / competencies of teachers, schoolchildren, university students and TVE organizations.

The main goal of the School of Leadership will be the development of the potential of educators, future teachers with the involvement of stakeholders and practitioners for more development of a practice-oriented approach to learning.

To conclude, sustainability of the project as the ability of an organization to continue its mission or program far into the future. Further activities held on the topic of leadership at the School of Leadership as part of the Center are a guarantee of the sustainability of the project, which can lead to further implementation of developments to improve the potential of the future teacher.

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PART 3

INTERDISCIPLINARY NATURE OF LEADERSHIP

Leading the change in personnel selection

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Abstract: *This paper deals with the change in personnel selection processes in organizations since the social and economic environments change and, therefore, the processes must also change to adapt to the new circumstances and continue to meet their objective. This paper includes three parts: the first one tries to explain the characteristics of the classic and / or stable environment of organizations and its differences with the modern and/or changing environment; In addition, the different strategies that have been used in personnel selection to adapt to both environments are exposed. The second part deals with the strategic criteria that must be followed to carry out an adequate personnel selection process: what organizational criteria are to be predicted, and what statistical techniques must be used. The third part deals with the most appropriate selection methods to be used in organizations that are in modern environments and in a changing environment. In conclusion, this communication presents a proposal for a personnel selection protocol with the instruments with the best statistical values (reliability and validity) to guarantee the fit between the candidates and the job position.*

Key words: **environments, personnel selection, statistical techniques**

1. Personnel selection in organizations

Personnel selection is important in organizations for several reasons: personnel selection allows to separate the candidates most prone to success from those with less qualities; it identifies those people who have the necessary skills and abilities to perform a task optimally and improves the fit between personal characteristics and the requirements of the job position; therefore, personnel selection by identifying people with high job performance improves organizational performance. Finally, from an ethical point of view, personnel selection ensures equal opportunities for all people in making hiring decisions.

Personnel Selection in traditional and modern environments

There is a relationship between economic environments and personnel selection processes; while in traditional environments the selection processes are related to stable jobs with few changes over time, in changing environments the selection of personnel is oriented towards a set of jobs that are constantly changing and adapting to new economic environments.

Traditional economic scenarios are characterized by a group of jobs, means and systems to produce products or services. These products or services will be valid for a long time and customers or users will continue to demand them. Furthermore, jobs are made up of sets of tasks and functions that are stable for a long time.

Personnel selection process in traditional environments is mainly based on answering two questions: does he/she know how to do the job? and can he/she do the job? From this perspective, the candidates were evaluated on their knowledge, experience, physical condition, and availability to do the job. Personnel selection methods, in this case, were professional tests, the Curriculum, interviews, personal references, medical examinations and observation in work simulation tests.

On the other hand, modern economic scenarios are characterized by their volatility and quick changes; products and services have an increasingly shorter life cycle, and jobs become more unstable and changeable in their tasks and functions.

Personnel selection process in modern environments is not only focused on knowing if the candidate knows and can do the job, but also if the candidate can learn and if he/she can improve; in addition, it is necessary to answer the question about whether the candidate wants to do the job. From that perspective, candidates must be evaluated for their cognitive ability (intelligence), personality, customer service orientation, quality orientation, and for their integrity. The selection methods, in this case, will be tests of cognitive abilities (intelligence tests), personality questionnaires, structured behavioral interviews, customer service orientation questionnaires, quality orientation questionnaires, simulations and biodata.

The objective of personnel selection is to predict several organizational criteria: job performance, career progress, the prediction of withdrawal and abandonment behaviors, counterproductive behaviors at work (theft at work, destruction of property, misuse of information, time and resources, alcohol and/or drug use, inappropriate physical or verbal actions, etc.), safety behaviors, etc.

Of all the organizational criteria, the most important, and the most frequent, is job performance, which has two parts: task performance and contextual performance.

Task performance refers to those activities of the position, activities that have been agreed by both parties in the employment contract, are the activities and behaviors that the organization expects us to do.

On the other side, contextual performance refers to those extra-role behaviors, behaviors that are not stipulated in a contract, but that are highly valued in organizations because these behaviors promote a good work environment and performance. Some examples of contextual performance are cooperation and help to colleagues, courtesy, motivating colleagues, loyalty to the organization, persistence and tenacity at work, initiative, etc.

Statistical techniques to use in personnel selection methods.

Personnel selection methods must be chosen based on psychometric criteria, that is, they must be chosen based on their psychotechnical characteristics. On the one hand, it is necessary to consider the reliability coefficient of the instrument to be used, the precision in the measurement and, on the other hand, the predictive validity coefficient of the instrument on job performance. In addition, it is necessary to consider the adverse impact that the use of the evaluation instruments could create on minority groups, groups protected by law, etc.

The reliability coefficient of a test indicates the degree of error in the measurement of a variable. A high reliability indicates a measurement made free of error, and a consistent and stable measurement over time. The reliability coefficients have a range between 0 and 1 and those coefficients greater than 0.70 are considered acceptable.

The validity coefficient of a test indicates the degree of prediction of a variable x (for example, personality, cognitive ability, etc.) on a criterion variable y (for example, job performance). The validity coefficients have a range between -1 and +1. The predictive validity coefficients are considered acceptable when they are greater than 0.20 or less than -0.20. A coefficient close to 0 indicates that the correlation between the two variables is null and a coefficient that tends to +1 or -1 indicates that there is a direct or indirect correlation between the two measured variables. For example, some cognitive ability scales have shown validity coefficients around 0.60, and some studies have shown correlation coefficients between job stress and job performance around -0.50.

The selection methods that provide the best statistical coefficients and that should be used in strategic selection processes are the following:

- Test of general mental ability
 - Cognitive tests
 - Personality questionnaires
 - Personality disorders questionnaire
 - Job knowledge tests
 - Situational judgement tests
 - Structured behavioral interviews.
 - Assessment Centers
 - Simulations and games
 - Rol play
 - Personal references
 - Biodata
- The most frequently criteria in organizations are:

- Job performance
 - Task performance
 - Contextual performance
- Training performance
- Absenteeism
- Job rotation
- Job satisfaction

The following figure shows a list of different personnel selection methods with reliability coefficients and predictive validity coefficients (in job performance and training).

Methods	Reliability	Validity Performance
General Mental Ability	0.80 - 0.90	0.62 ^a
Situational Judgements	0.80 - 0.90	0.26 ^b
Personality (single stimulus personality inventories)		
I. Conscientiousness	0.70 - 0.80	0.22 ^c
II. Emotional stability	0.70 - 0.80	0.11 ^c
III. Agreeableness	0.70 - 0.80	0.08 ^c
IV. Extraversion	0.70 - 0.80	0.12 ^c
V. Openess to Experience	0.70 - 0.80	0.05 ^c
Personality (quasi-ipsative forced choice personality inventories)		
I. Conscientiousness	0.70 - 0.80	0.38 ^c
II. Emotional stability	0.70 - 0.80	0.20 ^c
III. Agreeableness	0.70 - 0.80	0.16 ^c
IV. Extraversion	0.70 - 0.80	0.12 ^c
V. Openess to Experience	0.70 - 0.80	0.22 ^c
Integrity	0.70 - 0.80	0.42 ^d
Service Orientation	0.70 - 0.80	0.50 ^d
Structured Behavioral Interview	0.70 - 0.80	0.62 ^e
Job Knowledge	0.70 - 0.80	0.48 ^d
Conventional Unstructured Interview	0.60 - 0.70	0.20 ^f
Conventional Structured Interview	0.60 - 0.70	0.35 ^f
Assessment Center	0.60 - 0.70	0.36 ^d
Biodata	0.60 - 0.70	0.48 ^d
References	0.60 - 0.70	0.26 ^d

Figure 1. Reliability and validity coefficients of different personnel selection methods. Note^aFrom Salgado et al. (2003a,b); ^bFrom McDaniel et al. (2007); ^cFrom Salgado et al (2015); ^dFrom Salgado et al. (2001); ^eFrom Salgado and Moscoso (2006); ^fFrom Huffcutt et al. (1996).

2. Development of a Personnel Selection Program

A personnel selection program has two perspectives: one, from the organization, and another, from the candidates.

The personnel selection program from the organization

The personnel selection program includes four main phases:

Job analysis

Job analysis consists of identifying which are the relevant dimensions and competencies of the position: the knowledge, skills, abilities, and other personal characteristics necessary for optimal performance.

Development of instruments for measuring dimensions and competencies.

The development of instruments consists of the elaboration of tests, questionnaires, structured interview formats for measuring dimensions and competences required for the position; for example, “Raven's Progressive Matrices”, “NEO-PI Questionnaire”, etc.

Validation of instruments

These instruments are validated by experimental analysis with samples of subjects.

Use of selection instruments and information processing.

This phase consists of candidates completing the tests, questionnaires, interviews, etc., and processing the results obtained and establishing a ranking based on the scores obtained by each candidate.

The personnel selection program from the candidates

The personnel selection program from the candidates includes four phases:

Curriculum Vitae / Application Form

Applicants send a Curriculum and/or fill in an application form to the organization and HR managers make the first assessment using disqualifying factors.

Battery of tests, questionnaires, interviews, and others

Applicants complete a battery of tests, questionnaires and they are interviewed by one or more evaluators.

Applicants are ranked based on results.

Applicants are ranked based on tests, questionnaires, interviews, and other activities results.

Final hiring decision.

HR managers make the final hiring decision based on the ranking of applicants.

3. Personnel Selection Instruments in modern environments

Next, several personnel selection methods that are suitable for use in modern contexts are going to be exposed:

1. Structured behavior interviews
2. Personality dimensions
3. Cognitive abilities
4. Personal references

3.1. Structured behavior interviews (SBI)

SBI is a personnel selection's instrument that includes behavioral questions that are related to dimensions relevant to job performance (leadership, customer orientation, problem solving ability, stress tolerance, etc.). Questions refer to the past behavior of the interviewee, preferably work behavior.

SBI is based on the Principle of Consistency of Behavior (Janz, 1982): the best predictor of future behavior is past behavior under similar situations; the more recent the past behavior, the greater its predictive power; and the longer the behavior's existence time, the greater its predictive power.

SBI show different characteristics, advantages, and disadvantages shown below.

SBI characteristics

- Questions are developed from a job analysis (critical incidents).
- All candidates are asked the same questions.

- Assessment scales with behavioral anchors are used to reduce assessment errors.

- The same process is carried out with all the candidates.
- Interviewer training.
- The selection decision is made after all the interviews have been carried out.

SBI advantages

- It has a high predictive validity, like the best personnel selection instruments.

- By using an objective evaluation system this interview is much "fairer".
- It is more related to the relevant dimensions of the job.
- It is better accepted by the interviewees.
- It offers security and confidence to the interviewers.

SBI disadvantages

- Previous training and experience in conducting and evaluating the interviews necessary (reduces the number of possible users).

- Its generalizability is less than that of conventional interviews since it is conditioned to families of jobs.

- Its production costs are more expensive than those of the conventional interview.

An example of anSBI

One of the relevant dimensions of a job is "stress tolerance". In our work context we define "stress tolerance" as "maintaining emotional stability and the level of effectiveness and efficiency in situations of pressure, opposition, disagreement and difficulties or failures, releasing tension in a way acceptable to others". Some of the possible questions to evaluate this dimension would be the following:

"All managers go through moments of stress in our work, and it affects our behavior. Please, tell me the most stressful situation you have experienced in your workplace":

- How was the situation?
- What did you feel?
- What did you do?
- How did you deal with the situation?

To evaluate these questions in a structured way, we must use scales with behavioral anchors, and we show the following example:

1. The candidate has reported unstable behaviors even under little pressure.
2. The candidate has reported unstable behavior in cases of medium stress.
3. The candidate has sometimes reported unstable behavior in situations of medium stress.

4. The candidate has reported stability and efficiency behaviors even in critical situations.

5. The candidate has referred to situations of great stability and efficiency even in very critical situations.

The behavioral anchors allow the assessment of the candidates' answers and establish a ranking of scores.

Personality dimensions

Personality is a set of traits that characterize a person and make them different from others. Traits show consistent forms of thoughts, feelings, and behaviors. Personality traits are grouped into factors and these into models. There are several personality models, although the personality model based on five factors of personality, also known as “The Big Five” has been one of the most frequently used in research and practice in personnel selection.

The Five Factor Model states that normal personality could be explained in five big dimensions:

- Conscientiousness
- Emotional Stability
- Openness to Experience
- Extraversion
- Agreeableness

Conscientiousness refers to impulse control; it is the active process of planning, organizing, and carrying out tasks, in a purposeful way and without the need for supervision. Some characteristics related to conscientiousness are scrupulous, conscientious, meticulous, orderly, hard-working, loyal, prudent, rigorous, reliable, organized, careful, high goals, etc.

Emotional Stability refers to adjustment and control of emotions, the tendency to experience positive and negative affectivity, such as joy, sadness, fear, anger, guilt, or disgust. Some characteristics related to emotional stability are happy, sad, tense, anxious, confident, controlled, relaxed, hostile, irascible, upset, angry, worried, stressed, dissatisfied, etc.

Openness to Experience refers to the tendency toward exploring and experimenting with new values, ideas, behaviors, or emotions. Some characteristics related to openness to experience are imaginative, intuitive, creative, artistic, adventurous, divergent, experimenter, unconventional, curious, independent, etc.

Extraversion refers to the tendency towards association in groups and towards interpersonal relationships. Some characteristics related to extraversion are optimistic, jovial, assertive, active, talkative, energetic, vital, gregarious, sociable, impulsive, reserved, excitable, stimulating, leader, egocentric, etc.

Agreeableness refers to the tendencies of sympathy and antagonism in relationships with other people, desire, or refusal to help and support others. Some characteristics related to this factor are altruistic, cooperative, friendly, supportive, trusting, straightforward, skeptical, competitive, tolerant, antagonistic, sincere, unsympathetic, etc.

Several meta-analyses have shown that Conscientiousness and Emotional Stability factors show high predictive validity on job performance in any position. (Salgado, 1997). On the other side, Extraversion, Openness to Experience and Agreeableness factors have shown high predictive validity depending on the content of the job post.

General Mental Ability (GMA)

GMA is a general capacity of the individual by which he consciously adjusts his thinking to new requirements; it is the general mental adaptability to new problems and conditions of life. This ability shows a person's willingness to learn a task, subject, or skill accurately and rapidly under optimal instructional conditions; less time and more accuracy indicate greater general mental ability.

Some examples of general mental ability are solving problems correctly, quick adaptation to new situations, making quick and correct decisions, judging situations accurately, being able to use abstract reasoning and acquiring knowledge and be able to use it in new contexts.

There are different specific mental abilities or cognitive abilities, for example, verbal reasoning or ability, abstract reasoning, logical-symbolic reasoning, numerical/mathematical reasoning, spatial/mechanical reasoning, perceptual ability, memory, etc.

Verbal ability is the ability to understand the meaning of words and use them effectively; ability to comprehend language, understand the relationships between words, and understand the meaning of large sentences and paragraphs. Numerical ability is the ability to understand numerical-mathematical relationships effectively and the ability to understand quantitative material. Spatial/Mechanical Ability refers to the ability to understand and handle two- and three-dimensional objects and the ability to mentally understand relationships in objects. Abstract reasoning is the ability to understand the relationships between abstract elements, to think logically and solve problems presented in a schematic way, as well as to plan and establish conclusions from premises. Perceptual/attentional ability is the ability to perceive stimuli very quickly and give clear and precise responses. Memory refers to the ability to store and retrieve (remember) information presented in different sensory modalities (e.g., visual, auditory, etc.).

Personal References

Personal references are the most frequently used instrument along with the curriculum vitae and selection interviews. Personal references are based on the belief that “the best way to find out about someone is to ask someone who knows them “.

Two frequent ways to assess personal references are letters of recommendation and reference checks. Reference checks method allows confirm details of a candidate's cv, check discipline problems, discover new information about the applicant and predict future performance.

Reference Checks have two main characteristics: one, the more structured the references, the more reliable the instrument; and, two, the more work-focused

the references, the more predictive validity of the instrument. The best way to get reliable and valid references is through the candidate's previous manager in an interview, using forms by mail, e-mail, etc.

The most frequently requested information about candidates has to do with job competencies such as technical knowledge, learning capacity, motivation, and willingness to learn, quality of the tasks performed, relations with colleges, relations with clients, ability to work in a team, planning and organization skills, etc.

Conclusion

In times of changes in organizations, new personnel selection methods are needed to incorporate people with the best fit for the position into the organization. It is necessary to lead the change using psychometric criteria to choose the selection tools: reliability and validity. The reliability and validity of the personnel selection instruments guarantee the precision of the measurement of the personal characteristics and the prediction of the performance of the candidates.

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Walking towards feminist educational leadership: framework, participatory methodologies, and feminist leadership 4.0

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Abstract: *Leadership has been approached and presented primarily through the lens of hegemonic masculinity, which also affects the educational realm. Therefore, it is necessary to transcend leadership styles based on patriarchal ideology, as these place us in a hierarchical approach based on unequal power distribution. As a result, it is essential to rethink leadership towards other frameworks that consider feminism as a cross-cutting axis, specifically, the model of feminism for educational leadership. In order to provide an approximation to feminist educational leadership, a theoretical work is presented that aims to contextualize this framework, demonstrate the application of different participatory methodologies, and reflect on feminist leadership within the current digital society. The feminist educational leadership framework, as concluded in this theoretical essay, is an alternative for changing leadership styles' paradigm, as it challenges social injustices, focuses on the ethics of care, shared and productive power, empowerment, resistance, and social change to build community together. Another finding is that participatory methodologies contribute to generating and strengthening feminist educational leadership. Furthermore, feminist educational leadership also requires inclusive digital environments that support a digital feminist leadership that genuinely promotes plural and democratic values.*

Keywords: Feminist educational leadership; Participatory methodologies; Feminism 4.0; Higher education.

1. Introduction

On many occasions, leadership is perceived as associated with ideas of hierarchy, verticality, or even authoritarianism in professional or academic relationship models. However, the resulting association of meanings has little or nothing to do with the essence of the task of leading.

It is the styles, forms, and ways of being a leader that will determine how interactions within teams or communities will be constituted and, consequently, how individuals will develop in different work and teaching-learning environments, depending on the adopted leadership approach.

This chapter aims to present a feminist approach to the concept of leadership. Specifically, it will argue the relevance of feminist educational leadership, a way to generate educational spaces where equality, horizontality, equitable power distribution, and care are at the center.

Thus, in contrast to the hegemonic, masculinized leadership with a patriarchal slant, in which there is a boss or superior whose vision and decision prevail over everything and everyone, a leadership style constituted within feminist interpretive frameworks will be proposed. This leadership works from dialogue, the exercise of democracy, active cooperative participation, and an ethics of sensitivity.

In this way, throughout the document, the concept and framework of this feminist educational leadership will be presented, along with the principles and practices that characterize its action, as well as some of the sex-gender stereotypes that affect the development of different leadership styles.

Secondly, various experiences for feminist educational leadership in the university will be explained; both for acting as leading faculty within the feminist educational leadership (FEL) framework and for stimulating the development of competencies favorable to the learning of this leadership style in students. Strategies framed within participatory methodologies will be described, such as social theater, narrated body maps, and social and pedagogical cartography from urban feminism.

In a third section, an approximation to Feminist Leadership 4.0 will be made, exploring practices and role models, and the chapter will conclude with some ideas about the limitations for this feminist educational leadership, in contrast to its necessity and importance. The relevance of implementing this FEL and the interest in continuing to address gender gaps in technology will also be highlighted, as well as the essential need to promote feminist leadership in the digital age.

2. Feminist educational leadership

The leadership approach has been primarily addressed and presented from a perspective of hegemonic masculinity, which, of course, also affects the educational sphere. This has placed us in a hierarchical approach based on the unequal distribution of power, making it crucial to overcome leadership styles based on patriarchal ideology. It is, therefore, essential to rethink leadership from other frameworks, considering feminism as a cross-cutting axis.

For this reason, it is important to start by explaining that feminism can be understood, following Sau (2000), as a:

Social and political movement that formally began in the late 18th century – although not yet adopting this denomination – and which implies women's awareness as a group or collective, of the oppression, domination, and exploitation they have been and are subjected to by the male collective within patriarchy under its different historical phases of the production model, which moves them to action for the liberation of their sex with all the transformations of society that this requires (pp. 121-122).

Moreover, feminism is also a critical theory that seeks to undermine the established vision of society, enabling a new way of seeing and interpreting reality. It involves subverting dominant codes, challenging the social and cultural order rooted in the cisheteropatriarchal ideology. Thus, its purpose is to make visible and conceptualize everything related to power relations that are considered natural and immutable (Amorós& Miguel, 2018).

As Cobo (2022) states, the feminist interpretive framework is transdisciplinary, drawing from all sciences to unveil, conceptualize, and transform the structures and power hierarchies that remain hidden. Within this analytical framework, it has been shown that leadership theories are predominantly written from a male perspective (Edwards, 2018), which is one of the factors that have led various authors to address leadership from feminist critical theories (Fuller, 2022; Lagarde, 2000).

In this regard, Lagarde (2000) proposes carrying out endearing leadership, embedded in the commitment "to a society that is a space for development and welcoming of people" (p. 9).

Similarly, she points out that the term endearing implies a different way of conceptualizing, escaping from the masculinized languages that predominantly occupy the world of politics and leadership itself (Lagarde, 2000). Likewise, by adjectivizing leadership as endearing, she refers to it being carried out "from the guts, from the heart, with what we are and what we want to be" (Lagarde, 2000, p. 9), thus constituting, from this approach, a type of leadership that involves questioning what style we want to build and exercise for individual and collective development.

There is not a single way to lead or, consequently, to be a leader. However, it seems that there are styles, types, that favor the promotion of more or less just, equitable, and egalitarian worlds, teams, and communities. Hence the importance of placing leadership at the center of the feminist interpretive framework, in order not to lose sight of the need to work for a humanity free from oppression, violence, and discrimination.

Thus, following the critique of androcentrism in research, theory, and practice of leadership applied to education, the concept and framework of FEL will be presented below, understood as a theoretical-practical corpus favorable to both individual and collective well-being and to that feminist vision of a more inclusive world for and by everyone.

Feminist Educational Leadership: Concept and Framework

FEL is based on emancipatory policies that arise from women's fundamental experiences, attitudes, and beliefs, encompassing a broad emancipatory agenda that includes issues of race, class, sexuality, and diverse abilities (Strachan, 1999). Thus, despite its scarce literature, it could be defined as an anti-sexist and anti-racist interpretive and practical framework for leadership, which consists of "doing feminism" by leading from questioning and criticizing hegemonic institutional practices (Blackmore, 1996, as cited in Strachan, 1999), identifying injustices and oppressions, and directing change from this emancipatory knowledge towards transformation and even repair of the world.

In this sense, as Strachan (1999) reflects, FEL also focuses on fighting inequalities and violence, using power in a facilitative way, not exercising control but providing support, respect, validation, recognition, etc., with the aim of ending institutional domination. In this regard, power, its use and abuse, as Strachan (1999) reflects, will be central themes for educational leadership from a feminist perspective.

Likewise, the ethics of care will also be crucial, for its ability to help detect and address the needs that emerge from situations of oppression. But also, for the importance of matters such as consideration, respect, and compassion, which build a sense of community and belonging, of caring and being cared for (especially in school or any learning-teaching institution). As McCall (1995, as cited in Strachan, 1999, p.310) states, "a feminist interpretation of caring may also interrupt the systems and practices that oppress women, people of color, and the poor". Thus, men must take responsibility for their role and their part in the practice of care, both in public and private.

As Strachan (1999) points out, there are four characteristics that define and frame FEL:

- working towards a feminist agenda, focusing on improvement, social justice, and gender equality: is about 'doing of feminism' and leading in a way that challenges and changes hegemonic institutional and socio-cultural practices, looking for real justice for everyone.
- acting from the ethics of care: caring helps to address the needs that arise from being oppressed and repressed, creating a sense of community, of belonging, of being cared for.
- sharing power: power is shared among learning communities/teams through relational, consensual, and mutually beneficial objectives for the leader and others.
- acting towards empowerment, resistance, and challenge: creating an empowering experience for everyone, taking efforts to fight against injustices, resisting and challenging the violence's (sexism, racism...) of the sociocultural system, inside and outside of teaching-learning institutions.

Taking into consideration this concept and framework of FEL, its principles and practices will be presented below.

Principles and Practices of Feminist Educational Leadership

The practice of FEL requires not only conceptual clarity regarding what is meant when discussing feminist educational leadership and why but also actions based on specific principles and practices. Following the works of Strachan (1999), Schiffecker and McNaughtan (2022), Christensen (2011), and Blackmore (2005), the following are proposed:

- Self-awareness: accepting our vulnerabilities, keeping our egos in check, and valuing our strengths.
- Caring's: caring about our and their well-being, supporting ourselves and others, and sharing compassion.
- Sensitivity: becoming aware of our own and others' capacity to have emotions and feelings and being attentive to them.
- Inclusion: valuing diversity, creating ways for everyone to be treated equally.
- Critical thinking: being aware of how different privileges can produce discrimination.
- Intersectionality: being aware of how different cultural elements intersect, increasing discrimination.
- Productive power and empowerment: working together and sharing objectives, trusting ourselves and others.
- Active participation and cooperation: making decisions democratically, learning and growing together, and valuing the team's successes.
- Empathic communication: listening more than speaking, being assertive, and speaking affectively and respectfully.
- Resilience: confronting difficulties; building trust, believing in our decisions, and renewing passion and creativity.
- Anti-violence: calling out any form of discrimination and abuse of power; fighting for justice.
- Responsibility and proactivity: being consistent with our decisions, having initiative and motivation.

Having presented the principles and practices of FEL, it seems important to point out some of the sex-gender stereotypes that affect the imaginaries about leadership. In the following section, a brief reference will be made to them.

Gender Stereotypes in Leadership

The human context, practically in any territory, presents an unequal situation for men and women, as well as different opportunities for access to leadership, which inevitably leads to a lack of equity. Moreover, this inequality is also reflected in the treatment received by male and female leaders, both in the governmental, business, and educational sectors, among others.

When we are invited to think about the figure of a leader, it is possible that specific people quickly come to mind. Do we think more of men or women? Do we think of both, and would we say that these images are proportional? And are the images similar or different?

In any case, that figure that appeared in our imagination, predominantly male, is assumed to have many characteristics: charisma, confidence, strength, decisiveness, the ability to act justly... And while it is true that both men and women are capable of developing these attributes, because from a psychobiological point of view both are able to learn, leadership roles in any field are still predominantly held by men.

If we place this in teaching-learning contexts, following Lagarde (2000) and Schiffecker&McNaughtam (2022), we see that women are underrepresented in managerial positions. Moreover, those who do become leaders face numerous challenges and are questioned in their ability to lead when they dissent from the norm, from the masculinized homogeneous leadership that is favored. But also, the difficulties for the leadership of some and the undemocratic styles of others stem from patriarchal influences, in terms of gender stereotypes.

Gender stereotypes are learned through differential socialization and indicate the place we must occupy in the sociocultural framework and how we must perform to establish ourselves there, within the norm, in the most adaptive way possible concerning the group. Thus, as Lagarde (2000) points out, women and any excluded group, bodies in which gender, ethnicity, ability, etc., intersect, participate from the periphery of democracy, which is de facto patriarchal; a "non-place" of participation that seemingly lies within democracy but is actually outside it.

These stereotypes can bias our perceptions and, in fact, create differentiated images of male leaders, concerned with dominating and controlling, assertive, strong, decisive, aggressive, achievement-oriented, self-confident, forceful, and competitive, versus female leaders, concerned with well-being, kind, warm, friendly, emotional, passive, dependent, intuitive, and submissive (Blackmore, 1989; Heiman, 2001; Rudman, 2001).

Considering this framework, the feminist proposal applied to educational leadership necessarily involves socialization free from these stereotypes and critical confrontation of this symbolic situation to reverse its consequences on access to leadership for women and those styles or ways of leading that both women and men assume as their own and even natural.

In other words, an education in favor of an inclusive civilization is needed, expanding spaces, distributing resources, and applying inclusive sociopolitical strategies to build genuinely active citizenship for all.

In conclusion, as Lagarde (2000, p. 111) reflects, "without freedom, there can be no equality, development, democratic participation, or a conjunction of efforts to achieve objectives." And everything else that makes us eminently human, freedom, like equality, is learned. Thus, in the following section, some experiences of participatory methodologies for the exercise and learning of feminist educational leadership in the university context will be explained.

3. Participatory methodologies: proposals for feminist educational leadership in the university

From the university setting, it is essential to promote participatory methodologies that foster meaningful learning related to the everyday realities we experience and the context we are part of. Our experiences, influenced by economic, political, social, cultural, and ideological factors, are sources of individual and collective learning, especially when realities that have been made invisible are brought to light. That is, experiences and knowledge of people and groups whose voices have been silenced by issues of gender, class, ethnicity, place of origin, identity and/or sexual orientation, functional diversity, among others.

In connection with the above, it is crucial to commit, as Freire (2002) asserts, to life, to think about existence and to implement, as educators, the "practice of freedom" (p. 9), where people who live oppressive practices can discover themselves, conquer themselves reflexively and critically, become aware, and determine their own historical destiny. To this end, this author proposes applying, in the field of education, a "pedagogy rooted in the life" (Freire, 2002, p. 9) of people and their cultures. This pedagogy he proposes, based on popular culture that raises awareness and politicizes, can only be achieved through interaction, with communication and a culture of dialogue being essential. In this vein, Freire (2002) points out that people, together and collaboratively, rework the world, humanize it, and in this process, we humanize ourselves.

Freire's (2002) learning method criticizes the "banking" education. For him, this type of teaching perseveres in keeping certain aspects of life, people, and their relationships hidden. To do so, it mystifies reality, obstructs the culture of dialogue, promotes mechanical memorization, the passive role of students, and turns education into a form of assistance, as it is complicit in domination. This banking education, according to Freire (2002), inhibits students' creativity, domesticates them, and disconnects them from their historical character. Therefore, he proposes a problematizing and conscientizing learning method rooted in life, where all people have an active role and are both learners and educators. His method is based on action-transformation.

Freire's (2002) learning method seeks to generate critical thinking and action for change. The classroom is presented as a space of resistance, and education has an emancipatory and transformative function at the individual, group, and social levels (Villamizar, 2020). Especially in contexts and societies dominated by the inequalities and injustices based on gender, class, culture, redistribution, and representation. These inequalities and injustices are reproduced in the educational system, which in turn contributes to legitimizing the inequalities present in the social structure (Subirats, 2022).

Faced with these realities, in which issues related to gender, class, ethnicity, place of origin, functional diversity, among others, intersect, it is essential to approach them from a feminist interpretive framework.

From this framework, returning to that point where feminism and leadership meet, Lagarde (2000) warns that we cannot forget that the hardest line of leadership lies in the everyday, in the personal, work, educational, and family environment of each woman. Therefore, she proposes a leadership style in which women are not responsible for meeting needs, insisting that to lead, one must

commit to building together and representing individual and collective interests. To this end, she also emphasizes the importance of observing, arguing, convincing, and carrying out actions for social transformation. As Lagarde (2000) explains, there is no single way to exercise leadership, as it is mediated by personal experiences, and the social, political, economic, and cultural space from which it is carried out. However, she does point out an ethical code that includes: personal development, empowerment, an ethics of care, sorority, solidarity, equality, equity, and freedom. A code in tune with the leadership proposed by the Women's Collective of Matagalpa (2011) from Nicaragua, who have trained us in their participatory, creative, and feminist methodologies, based on the principles of Freire. The foundations of their participatory methodologies are addressed below.

Participatory Educational Methodologies

Knowledge is socially constructed, therefore, it is not neutral (Fuller, 2022). As Ara and Huber (2021), from the Women's Collective of Matagalpa, argue, the educational process is inserted within a context determined by economic, political, cultural, and social factors that influence society and interactions between people. These authors, experts in participatory methodologies, argue that many educational processes are designed to adapt people to society, rather than enhancing all their talents and abilities so that they can be agents of change, both in their own lives and in the social context.

University students have told us in recent courses that they have taken on a passive role in their learning process and that creativity has faded throughout their academic career. This is especially true in secondary and higher education due to the influence of tradition in education. In contrast, participatory methodologies break with this "banking" approach to teaching, placing students at the center of the learning process (Ara and Huber, 2021). Therefore, it is essential to start from their experiences and life stories, seeking to build learning within real contexts, acting from a critical, complex, and comprehensive approach.

Participatory methodologies are based on the pedagogy of questioning, starting from subjectivity, so feelings and emotions matter, and involve personal and group work (Ara and Huber, 2021). These authors argue that participatory methodologies seek to enable students to make informed decisions, manage and solve problems, and produce individual changes and collective transformations in a dialogue between different types of knowledge. The analysis of power relations, empowerment, care among people, participation, and the pursuit of more just and equitable societies are hallmarks of these methodologies, in which the role of the educator is to facilitate the learning process.

For the Feminist Alchemy School (n.d.), these participatory methodologies, based on feminist popular education, start from diverse realities, from the critical analysis of these realities, to theorize and carry out transformative actions. The principles that stand out in these methodologies are: a) starting from practice, from a transformative feminist action; b) contextualized and useful knowledge; c) participatory process and collective construction of knowledge; d) articulation of

the personal with the political, the individual with the collective; e) comprehensive approach (mind, heart, and body); f) shared knowledge, tools, and wisdom; g) creation of safe and trusting spaces; h) culture of dialogue and systematic doubt; i) building alliances; j) facilitation as a pedagogical and political effort.

In this regard, Abarca (2016) significantly summarizes participatory methodologies with the following statement: Participatory methodology is not seen; it is felt and breathed, it is perceived through the senses used by the participants in the processes in which it is applied, promoting spaces with utility, intentionality, comprehensiveness, and meaning for the participants (p. 96).

Application Experiences of Participatory Methodologies for Feminist Educational Leadership in the University Context

In this section, experiences of applying participatory educational methodologies with university students from the Degree in Social Work, and the Degrees and Double Degree in Early Childhood and Primary Education at the University of Santiago de Compostela are presented.

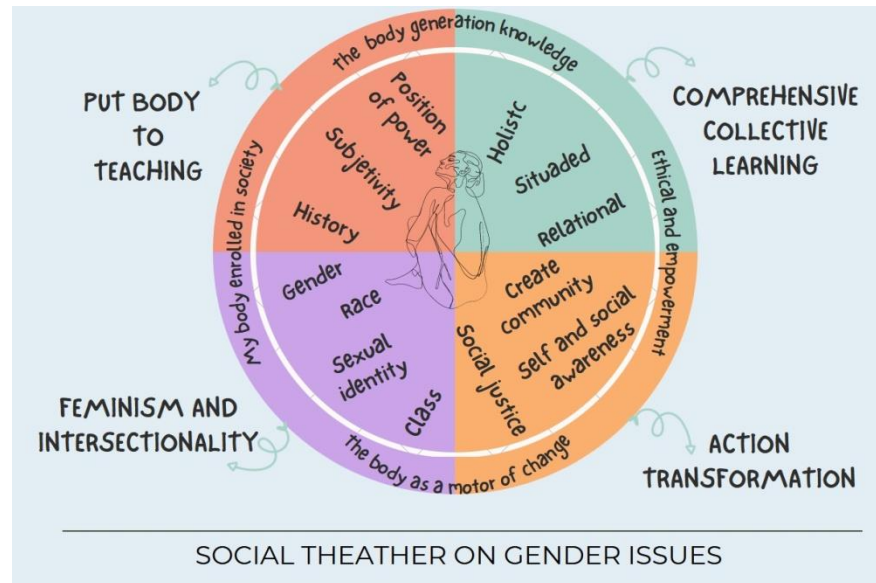
Social Theater: Giving Body to Knowledge

Social theater is a participatory methodology that allows giving body to knowledge (Christensen, 2011). This type of theater facilitates learning, enables empathy, feeling, reflection, and has empowering and transformative capacity (Caravaca&Pedregal, 2020). Among its aims is to "make visible the sociopolitical reality to induce both personal and community change under ethical principles and a structured process" (Caravaca&Pedregal, 2020, p. 8). Boal's (1980) Theater of the Oppressed, based on Freire's (2012) Pedagogy of the Oppressed, emerged as a liberating practice and community work to fight social injustices and is a precursor to social theater (Caravaca and Pedregal, 2020). People embody their experiences through social theater, and in this process, situated and integrated knowledge is generated.

From university classrooms, social theater has been applied as a participatory methodology for FEL, specifically for Social Work students. For this purpose, a theater workshop applied to social intervention was developed, promoted by the NGO Farmamundi and led by Ana Ara and Bea Huber from the Women's Collective of Matagalpa. This culminated in a street theater piece on gender issues within the framework of the project "From Reflection to Action through Solidarity Service-Learning," funded by the Xunta de Galicia - Cooperación Galega.

The premises of social theater within the FEL framework are presented in Figure 1. In summary, it is about giving body to knowledge, carrying out collective and comprehensive learning from feminism and intersectionality to create community and transform social and gender injustices.

Figure 1
Social Theater within the FEL Framework



The results of this experience can be viewed through the following link: <https://www.youtube.com/watch?v=FSKZOrzGiCQ>. This experience has allowed the participants to feel, connect, weave movements, and give a physical presence to teaching, in order to learn collectively and integrally.

Narrated Body Maps: Revisiting Inequalities and Injustices from a Feminist Perspective

Narrated body maps are defined as a methodology that generates information allowing for the telling of a story that reflects social, political, and economic processes visually, as well as personal experiences and meanings embedded in the body, attributed to life circumstances that shape individuals and who they have become (Gastaldo et al., 2012). Body mapping helps stimulate dialogue and share knowledge with audiences through visual and oral material.

The precursor to body mapping is the so-called memory box, designed by clinical psychologist Jonathan Morgan from the University of Cape Town in South Africa. Originally, it was a therapeutic method for women with HIV/AIDS who recorded their stories through the handmade memory box, which could be given to loved ones as a keepsake. In 2002, Jane Solomon adapted this initiative and called it body mapping because her goal was to facilitate reflection through a narrative process that would allow for the telling of what it was like to live with HIV/AIDS. To this end, she created a guide and trained facilitators internationally (Gastaldo et al., 2012). Body mapping evolved and was applied to the field of qualitative research with Latin American workers in irregular administrative situations in Toronto by researchers Gastaldo et al. (2012). Subsequently, Gastaldo et al. (2018) conducted a literature review on body mapping focused on health and found that it was also applied to group processes, leading Dr. Rivas-Quarneti to apply it with Occupational Therapy students at Brunel University in London to address gender issues. Based on the teachings

received from Drs. Magalhaes and Rivas-Quarneti, Dr. Añón-Loureiro introduced narrated body mapping to work with students in the Social Work and Gender course, in 2018 and 2019, at the School of Social Work (EUTS) in Santiago de Compostela (see Figure 2).

Figure 2
Narrated Body Maps to Revisit Where Inequality Begins



In the 2019/2020 academic year, the application of narrated body maps was also proposed in the Social Work and Gender subject, titled *Body-Territory: Building and Reflecting from a Feminist and Intersectional Interpretive Framework*. This activity had to be adapted due to the unexpected outbreak of COVID-19. Although the recommendation for body mapping is to create it life-sized and in person, some students created body maps of their own stories using digital tools (Figure 3).

Figure 3
Body Maps in Times of Pandemic



In the elective subject of Social Work, Migration Processes and Cultural Diversity at the EUTS, students also created narrated body maps based on the stories of migrants during the 2021/2022 academic year.

Figure 4
Padlet of narrated body maps of migrants



This activity demonstrated the students' leadership capacity by organizing a conference and creating a collaborative learning space (https://padlet.com/Lorena_AL_euts/mapas-corporales-narrados-de-personas-migrantes-de-construir-wfax8a3le2ngd9ud) that contributed to decolonizing knowledge and raising social awareness about migration. Therefore, it can be stated that these activities generated shared and transformative leadership, within the framework of FEL.

Narrated Body Maps: Revisiting Inequalities and Injustices from a Feminist Perspective

Throughout the first semester of the 2022/2023 academic year, a learning and service project called "Community Health: Social and Pedagogical Cartography from Urban Feminism" was carried out with university students from the Degree in Early Childhood and Primary Education. This initiative is based on the collaborative work developed between the NGO Farmamundi and Dr. Añón-Loureiro, coordinator of the project and lecturer in the subject of Sociology of Education, at the Faculty of Education Sciences, University of Santiago de Compostela, and the Women's Collective of Matagalpa.

Social and pedagogical cartography is defined by Barragán and Amador (2014) as: "a methodology that allows characterizing and interpreting the community-educational reality of a human group, which is based on the participation, reflection, and commitment of the social agents involved" (p. 134).

This definition serves as a reference for the objectives of this project based on social and pedagogical cartographies from urban feminism, specifically: a) acquiring skills and abilities in the application of participatory social research techniques such as photovoice or Jane's Walk; b) identifying factors generating

inclusion and exclusion from the interpretive framework of urban feminism, taking into account the cross-cutting axes of education and health; c) identifying and describing assets and resources for education and health; d) reflecting and developing measures for social and political impact.

The work of social and pedagogical cartography, whose transversal axes were feminism, health, and education, was carried out in 6 stages: 1) Contextualization and documentation; 2) Participatory methodologies workshop; 3) Selection of theme, techniques, and type of map; 4) Mapping and cartography creation; 5) Socialization of cartographies; 6) Final report. To this end, students were trained in research and participatory methodologies that they applied in the community. These participatory actions promoted learning, a culture of dialogue, reflection, and alternatives for change.

Through the following link, you can access some of the results for consultation: <https://padlet.com/lorenatsredes/cartograf-a-social-y-pedag-gica-desde-el-feminismo-urbano-bcgwvp6ynrcngg9l>

Figure 5

Example of Social and Pedagogical Cartography from Urban Feminism



4. Feminist educational leadership 4.0

The digital environment has become an essential tool in the development of the fourth wave of feminism, identified as cyberactivist. In this way, we can highlight an influential trend, cyberfeminism, which has at least three constantly growing aspects: creation, alternative information, and social activism.

In 1991, the VNS Matrix collective in Australia released the Cyberfeminist Manifesto for the 21st Century, in which Sadie Plant, in collaboration with Donna Haraway, proposed a definition that characterized cyberfeminism as a cooperation between women, machines, and new technologies. From this perspective, Cornelia Sollfrank suggests that cyberfeminism is a feminism oriented towards the digital realm (Varela, 2019).

On the other hand, Judy Wajcman argues that the digital reality represents a new space to challenge old social relationships, becoming a place of freedom and liberation from traditional gender roles, which can also promote feminist leadership practices. Wajcman adds that digital networks offer women new opportunities for global information exchange, as well as the promotion of participatory democracy. The effectiveness of the internet in political mobilization is evident, making the network a resource that women can use for their social and political objectives, resulting in highly subversive action. In this way, cyberfeminism emphasizes mobilization and the dissemination of alternative information and counter-information, challenging the control exerted by traditional media (Varela, 2019).

In general terms, information and communication technologies (ICT) must function as instruments of change and empowerment, aiming to combat inequalities and promote equal opportunities between genders. Therefore, it is necessary to address ICT from a gender perspective and a feminist approach that supports the fight for real and effective equality (Young Women's Federation, 2018). At the present time, this becomes an urgent necessity as we have begun to be aware of the multiple uses of artificial intelligence in 2023, with all its implications and consequences that must be guided by ethical and non-exclusive criteria, making it an equitable tool for promoting equality. By this, we mean, for example, that these technological improvements can promote decisions about artificial intelligence being made by minority groups that promote an exclusionary culture. In this way, and through the underrepresentation of feminism, visibility and therefore feminist leadership in artificial intelligence environments would be limited. If feminist leadership is not visible, there will be no data, so we will not be present in today's digital reality. For this and many other reasons, feminist leadership today must be clearly technological.

In this regard, UN Women (2019) emphasizes that the Sustainable Development Goals (SDGs), particularly those related to gender equality and women's empowerment, require transformative changes, integrated approaches, and innovative solutions. For this reason, the UN prioritized innovation in technology as one of the "drivers of change" in its 2018-2021 Strategic Plan. In this regard, it has focused its efforts on raising market awareness, investing, and taking action at the industry level to promote gender equality and the empowerment of women and girls; developing tools and methodologies with industrial partners; fostering innovation and entrepreneurship; and investing in innovations and technologies that respond to the needs of feminist leadership.

It must be borne in mind that currently, the presence of women in public events in the innovative entrepreneurship sector is scarce, as it is characterized more by absence than presence. This generates a domino effect that prevents women from becoming references in the field of innovation. In this regard, if we focus on some figures, 93% of new businesses started by women belong to low-tech sectors, while 7% belong to high or medium-tech sectors (Ministry of Science and Innovation, 2022).

Given the current situation described, the theme of International Women's Day on March 8, 2023, was "For an inclusive digital world: Innovation and technology for gender equality." The need to address this issue was in line with the 65th Commission on the Status of Women, which focused on innovation and technological change and education in the digital age to achieve gender equality and the empowerment of all women and girls (UN Women, 2022). In the same vein, the Coalition for Action on Gender-based Violence (2021) aims to ensure that by 2026, women and girls, in all their diversity, enjoy equal opportunities to access, use, manage, and design in the field of technology and innovation safely and substantively, with freedom of expression and unlimited potential. For this reason, by 2026, they have set the goal of increasing investment in feminist technology and innovation by 50% to support women's innovative leadership.

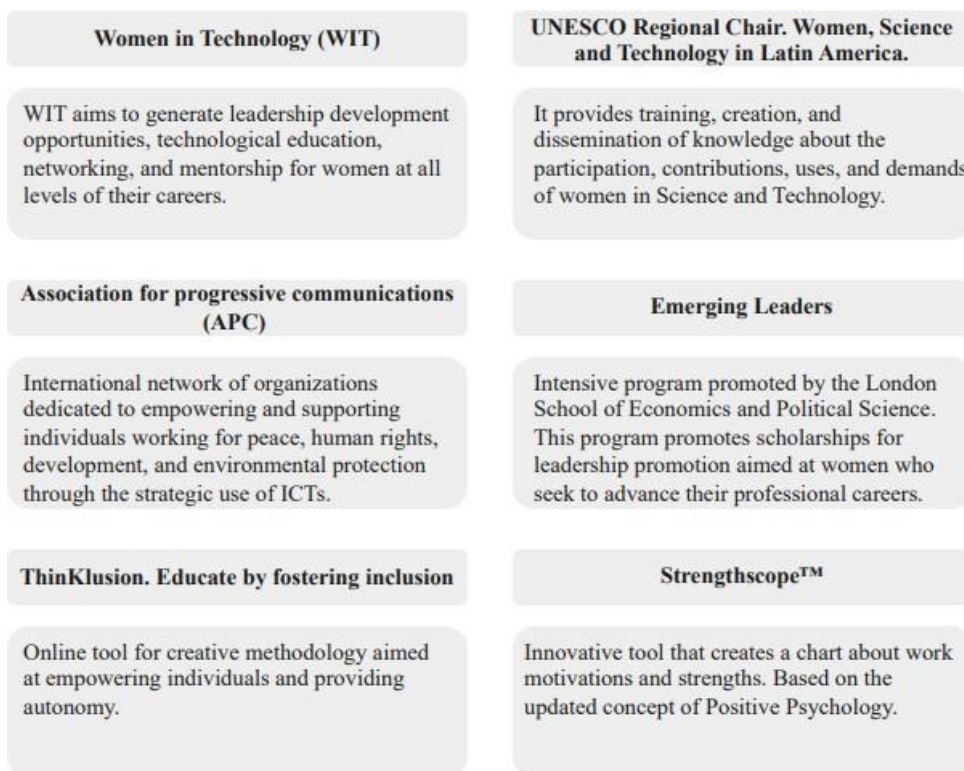
Exploring Practices and Role Models

If we focus on leaders in the technological field, we can easily find role models such as Ada Lovelace, a pioneer in programming language as early as 1843; or Margaret Hamilton, director of the MIT team that developed the navigation language for Apollo 11; or another example, Grace Hopper, crucial for the development of the COBOL language and the second large UNIVAC computer in the 1950s. Although these women are flagship figures in their discipline, the prominence and relevance of their names have been limited when compared to their male scientific counterparts (Saínz et al., 2020). At present, and despite a positive increase in the number of female role models, there is a recognized need to compile and promote initiatives that drive an updated feminist leadership.

In this document, we proceed to compile a collection of various resources, projects, and actions that help build a more feminist and egalitarian society (see Figure 6). Thus, a compilation scheme is proposed of some inspiring experiences, practices, organizations, and specific tools for fostering feminist leadership (Federación Mujeres Jóvenes, 2018).

Figure 6

Resources for the Promotion of Feminist Leadership 4.0



At this point, we return to the approach made about the fourth wave. There is no doubt that access to ICT has been essential for significant feminist victories in recent years. The large mobilizations in defense of rights of the latest feminist wave were born on the internet, such as #MeToo in the United States, #Noesno and #Yositecreo in Spain, #AbortoLegalYa and #Niunamenos in Argentina, #BringOurGirlsBack in Nigeria, or #Mahsaamini in Iran. These and other online actions have contributed to generating enough social pressure to achieve legislative changes, such as the legalization of abortion in Argentina or the Law on Comprehensive Guarantee of Sexual Freedom in Spain. The participation and leadership of women in online social initiatives, like those mentioned, has led to the construction of proposals for the common good from intersectional feminist perspectives through the mobilization of women from Asia, Europe, Africa, or America (Saínz et al., 2020).

As indicated, it is fair to highlight and reflect on the contributions of feminist leadership in areas such as technology, as many women have contributed to fundamental discoveries for today's society with their work (FederaciónMujeresjóvenes, 2018). However, this will be insufficient if not accompanied by policy design that considers gender mainstreaming, investing in technological planning and innovation with a feminist perspective. On the other hand, the availability of a large volume of data that we have today can favor the creation of accountability frameworks on the subject at hand, feminist leadership. Creating networks in digital or innovation centers can also help promote the creation of support resources for fostering inclusion and diversity in today's digital society. In short, it is essential that the tools provided by the digital environment

are promoted and recognized as a global public good, in an inclusive, transparent, democratic, and feminist way.

5. Conclusions

In patriarchal societies, there are gender inequalities in leadership, which is why it is important to put on our purple glasses: anti-sexist, anti-classist, and anti-racist. Also, ask yourself how do I lead? And where am I leading from? Be aware of my position in my world. Because leadership is related to the political, economic, cultural, and social aspects, and this must be taken into account. For all these reasons, it is necessary to lead to a change in the hegemonic institutional practices.

FEL provides the necessary tools to analyze and evaluate leadership practices and priorities. FEL puts the focus on social justice and gender equality, shared power, ethical care, empowerment, resistance, and challenge. In relation to the above, participatory methodologies contribute to feminist educational leadership.

On another front, the digital environment has proven to be a vital space for the development and growth of cyberfeminism and the fourth feminist wave. The collaboration between women and technology has enabled the creation of new opportunities and the promotion of participatory democracy, challenging traditional structures and promoting gender equality. Despite progress, it is imperative to continue to address gender gaps in technology, as well as to foster feminist leadership in the digital age. Therefore, to achieve an inclusive digital world, it will be necessary to invest in innovation and technologies that support the empowerment of women and girls, ensuring that ICTs function as real instruments of change. Ultimately, today's interconnected society requires a digital media that is driven by and recognized as a public good, inclusive, global, transparent, democratic, and feminist.

Because this is the ultimate goal of feminism and education too, to build a better world for everyone.

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Case of developing leadership skills based on national way of thinking

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Abstract: *In order to motivate effectively the activities of university professors who support student-centered education, and to put forward common goals and objectives which could be aligned with the vision and medium-term strategic planning of the Mongolian government, the University Professor is faced with the need to work at a new level as a social enlightener, an industrial professional consultant, an innovator, a researcher, and a teacher.*

Although it may be expressed differently in Western and Eastern cultures, and may be translated differently, we have decided to interpret our concept which created by national thinking and mapped by semiotics theory. Then Professor's workload capacity was expressed by function with 5x5 matrices defined by professor's responsible activities as well as their coefficient of activity types, which can be used as key performance index.

The concept model was developed based on the idea derived from the "Think Tank" group of the Mongolian University of Science and Technology as a continuation of research from previous studies and discussions as well as domestically and internationally. A number of studies

and international sources related to teacher development framework, teacher's standards, and teacher leadership were investigated over the past 7 years.

The model offers new opportunities to develop quantitative assessment tools for professors' performance which lead to the adoption of the Professorship career development system in the Mongolian Higher education system and updating and enhancement of the existing compensation or leadership promotion system. The developed concept model can be used firstly as a benchmark for further development of the professional development framework of teacher standards at state-owned universities then as well as a national system of Higher educational capacity building.

Keywords: Concept model, higher education, teacher development, leadership, system models

1. Introduction

Research Methods: Systematic thinking method was used to illustrate complicated traditional philosophical meanings to nowadays life style. There were also used interpretation methods of Semiotics theory to explain Educational concepts of the national spirit for the teacher respect.

Analysis Result:

The initiative to clarify the roles and responsibilities of the teacher in the system of modern education, reflecting the characteristics of the national mentality, and the leadership skills required for university professors presented to the senior management team were reflected in the organization's strategic plan. Also, there was created a method including a matrix to investigate the comprehensive set of skills appropriate for the teacher level.

2. National mentality in education sector

In order to define the national mentality, it is necessary to consider historical concepts related to honor, and in general, it is worth mentioning the cross-cultural difficulties that occur in the use of concepts such as dignity. A term written in English as "dignity" is used and may have a difficult meaning to translate into other languages and cultures. It is therefore important to define its precise meaning in this paper context, The tradition of human dignity theory stems primarily from European perspectives (i.e., Greek Antiquity, the Middle Ages and Renaissance perspectives; Düwell et al. 2014), and more recently dignity has been influenced substantially by US perspectives. It is, in Pinker's view, through the conceptual vagueness of dignity that it can be used globally, not only to promote the good, but also to legitimize oppression in name of dignity of a people (Hollenbach 2013).[4].

Although it can be better defined and understood by national thinking, but like the historical concepts related to Dignity, there is a possibility that it will be misunderstood during translation, anyway we decided to interpret here the concept we mapped according to the theory of semiotics. Concepts such as Wisdom, Dignity, Quiddity, Humanness and Enlightenment etc. may be expressed differently in Western and Eastern cultures, but in this paper, it is more important how to be related those separate meanings to each other through the system thinking and how to ensure their internal relationship.

One of the precious dignity that exists and continues to be inherited in Mongolian national thought and culture is the spirit of honoring the teacher. We can focus on the religious meaning of the “БАГШ” (Teacher in Mongolian language) in Buddhist teachings, where the teacher is one of the three Jewels. It is worth mentioning here the fact that the name “Багш”(pronounced as “Bagsh”) is used as the same name for teacher in kindergartens, schools, universities and even for lama in traditional monasteries in Mongolia. Since we have a noble tradition of respecting teachers, if we take this into account when creating a new model for university teachers in the future, it will be closer to the hearts of the learner and easier to implement.

Even when trying to explain the modern understanding of education from a philosophical point of view, it is appropriate to explain it based on the national spirit of respect for the teacher. The following model was created in order to explain what education is, its mission, cognition, understanding, awareness, enlightenment based on the importance of teacher involvement, responsibility, and future impacts in education by a national-specific way of mindset.

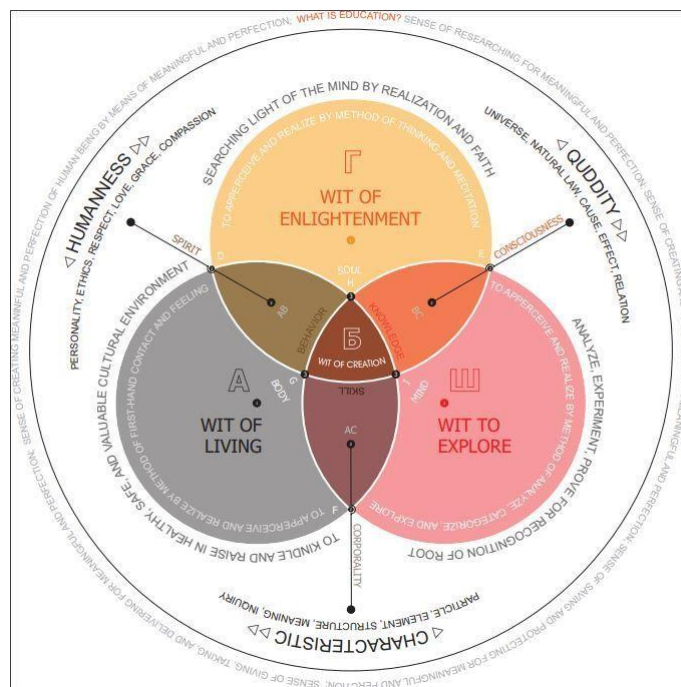


Figure 1. Figure 2. Model for National of mindset on education

Our visual model reveals the systematic relationship between the three basic minds, such we named the “Wit of Living”, the “Wit to Explore” and the “Wit of Enlightenment”. The word “Wit” should have the meaning: “be the capacity for inventive thought and quick understanding; keen intelligence”, by the Oxford Language. The Wit of Living means here, experiencing and understanding the wisdom of life in order to master it and leave it in own descentens a healthy, safe, and valuable cultural environment. The Wit of Explore or “Attributional mindscape” means the ability to identify the root matter of thing through analysis, testing, and explore, which is gained through analysis, classification, and syntesis to understanding characteristics of existence of everything. There is a slight difference between Attributional Mindscape and Attributional theory. Attributional theory is concerned with how individuals interpret

events and how this relates to their thinking and behavior.[7].Where the Attributional Mindscape or the “Wit to explore”is closer to Scientific method of procedure that has characterized natural science since the 17th century consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses. The Wit of Enlightenment means the expression of the wisdom of searching for the light of the soul from the Understanding and Beliefs that have been recognized and understood by means of deep concentration and mind fullness or meditation.

Above defined three basic Wits or Mindset creates a mental existence called the Good and the Right and the Truth, which is based on the interaction between them. Meaning of the Characteristics, the Humanness and the Quiddity can be found in the states of being that are good, right and true. All of these concepts may combine to form the Wit of Creation, which creates a noble presence that honors the teacher. Umberto Eco, the Italian semiotician and novelist, proposed that every cultural phenomenon may be studied as communication. Therefore, if we explain by semiotics again, the mission of education can be related to the respect of the teacher who leads the ability to create by directing the learner's pursuit of perfection for the good, the truth and the right. Here is an opportunity to discover and apply leadership skills for teachers who reflect the national mindset.

3. Penta-Persona model development for the MUST

Some researchers discussed that university governance requires implementing good experience in organizational leadership, developing strategy, rules, and regulations, making policy and implementing management, monitoring, evaluating, and controlling.[2].

It is commendable that the Mongolian University of Science and Technology (MUST) has done a lot of work in recent years in order to develop good governance, update the vision and mission of the university, enhance university governance transparency, and increase community participation in important decisions. It should be noted here that Prof. Namnan.T, who was recently elected as the rector of the MUST, introduced his plan to implement collective impact activities at MUST during his inauguration speech, which was a new governance culture in the Mongolian Higher education system.

One of the main principles of the proposal developed by the "Think Tank" group of the Mongolian University of science and Technology together with the administrative unit is the concept of a new teacher development program, including the initiative to develop an education model with national mindset. The idea was already has been discussed with researchers past 7 years actively. This new concept was intended to develop the activities of university teachers in five directions, thus creating a model of a university teacher's leadership with equal activities, and determining the required skills within the scope of the work to be performed.[2].



Figure 2. Penta-Persona model for University professor

Above illustrated University Professor’s model defines the professor’s capability by five-axis activities, such as: efficient teaching, adequate research, emerging innovation, professional service and civic contribution. There can be created some possibilities to evaluate and analyze the department’s and the professorship’s activities and how these activities could meet the duties of the individuals. Although each of these fields of activities are not really new concepts, and have been used separately, as well. In this time of rapid changes, the new generation of university teachers is faced with the need to think about how to create the right balance of the system and what new skills need to be acquired in order to actually implement it. At this time of global change and digital transition in the field of education, another important thing to pay attention to is the need to take into account the national characteristics of the people's values and thinking.

4. Matrix development for teacher leadership skills

As part of the development of the "Vision 2030" program of the MUST, we developed the following standards, presented them to the senior management team, and developed organizational regulations for further implementation.

Table 1 General requirements for professors of the MUST.

A. KNOWLEDGE	B. A VALUABLE THINGS	C. SKILLS
A1. branch scientific and professional knowledge	B1. Adherence to and compliance with legal norms	C1. Communication skill
A2. Have knowledge of educational theory and methodology, educational studies, and educational psychology	B2. Maintain personal and researcher ethics, personal and organizational confidentiality	C2. Systematical thinking skill
A3. Have knowledge of teaching and learning, knowledge of educational research	B3. Be friendly to individual and social interests	C3. Team working skill
A4. Knowledge of scientific study, analysis, and research methodology	B4. Continuously develop professional and research knowledge and skills and be a lifelong learner	C4. Empathic and manage emotions
A5. Knowledge of social and personal responsibility	B5. To respect international and national history, culture and tradition and to be motivated to contribute to development	C5. Ability to solve complex problems
A6. Knowledge of education	B6. Enforce the safe and	C6. Leadership skills
		C7. Ability to experiment and create knowledge
		C8. Ability to use information technology
		C9. Digital skills (social media, data analytics, video)
		C10. Ability to

and related law A7. Knowledge of nature and environment A8. Knowledge of society and culture (individual psychology and social psychology, gender equality, public health education) A9. To have knowledge of using new and advanced technologies in training	responsible ethical use of information and communication technologies B7. To be humane, compassionate, merciful, honest and responsible B8. Have the desire to create an organizational culture that values national culture and traditions and open and equal participation of many parties, and have ethics that follow traditional culture	communicate in foreign languages C11. Ability to learn continuously
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Where:

- Knowledge - The general requirement of "Knowledge" (A1-A9) required for professors of the MUST (A1-A9), is an individual who uses it professionally and makes opinions.
- Values - The intern teacher shall respect and follow the common requirements of "Values" (B1-B8) for professors of the MUST.
- Competence - The intern teacher shall respect and follow the general requirements of "Competence" (C1-C12) for professors of the MUST.

It is going to be regulated to respect the general requirements of "Knowledge" (A1-A9), "Values" (B1-B8) and "Skills" (C1-C12) for teachers of the MUST, which are specified specifically for teacher degrees from September 2023.[6].

As we had proposed the University Professor's model before, the professor's capability defined by five-axis activities, such as: efficient teaching, adequate research, emerging innovation, professional service and civic contribution are now realized as Professor's actions in the 5 fields such as: Teaching, Research, Innovation, Social services and Professional engagement. You can see the case of Skills model for developing teacher leadership at Mongolian university of Science and Technology, Table 2.

Table 2. Some of requirements for professors of the MUST.

D.Actions				
D1. Teaching	D2. Research	D3. Innovation	D4. Social service	D5. Professional
D1.1. Plan, modify and improve learning activities D1.2. Curriculum development, evaluation and improvement	D2.1. Constantly carry out teaching methods and research work independently and in teams within the field of science, interdisciplinary and professional D2.2. Participation	D3.1. Creation and introduction of new directions of research D3.2. Implementation of research results and benefits D3.3. Creation of new knowledge and innovations	D4.1. To lead the student to respect and cherish history, culture, ethics and traditions D4.2. To guide and support the development of students as professionals-	D5.1. Preparation of professional theoretical and methodological recommendations for students and the public,

<p>D1.3. To plan, organize, evaluate and support teaching and student learning activities based on educational psychology D1.4. ---</p>	<p>and implementation of national and international projects and programs D2.3. Develop, discuss, manage, participate in, and implement basic scientific research, projects, and programs related to your work and profession D2.4. ---</p>	<p>that are environmentally, environmentally and socially friendly D3.4. ---</p>	<p>individuals with the right attitude and responsibility D4.3. Preparation of professional theoretical and methodological recommendations for students and the public, advice on work methods, and support D4.4---</p>	<p>advice on work methods D5.2. Actively participate in the dissemination of research results and scientific knowledge at the request of professional fields, associations, graduates, and employers D5.3. Participating in professional solutions to problems encountered in production and workplaces, organizing, managing and resolving activities D5.4. ---</p>
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Then Matrix for investigating teacher leadership skills at the MUST has been created to show the balance and interrelations of all necessary skills for the professors. See the Table 3.

Table 3. Matrix for investigating teacher leadership skills at the MUST.

	A. Be creative and a discoverer of knowledge	B. Behavior of ethical attitude	C. Creative practices
TEACHING	<p>Critical thinking: <i>The mental process of objectively examining a situation by gathering information from all possible sources, and then evaluating both the tangible and intangible aspects, as well as the implications of any course of action.</i></p>	<p>Self-directed: <i>The personal quality where the individual assumes the primary responsibility and takes the initiative to learn or achieve something (without help of others)</i></p> <p>Reflective: <i>The ability to examine explore and self-appraise both growth &</i></p>	<p>Digital fabrication: <i>The ability to use of digital tools and processes to conceive, develop and prototype analogue and digital interactive products.</i></p> <p>Iterative prototyping: <i>Learning by doing in an iterative process of marking, trying, testing rough mock ups from cardboard to system prototypes.</i></p>

	<p>Synthesis: The art of sense making, the ability to organize and combine different things and information to form new meaning.</p>	<p><i>frustrations in relations to one's learning experience leading to personal discoveries, growth & development.</i></p>	
INNOVATION	<p>Implementation thinking: The ability to organize ideas and plans in a way that they will be effectively carried out.</p> <p>Creative thinking: The mental capacity to generate new ideas by approaching problems or existing practices in innovative or imaginative ways.</p>	<p>Curiosity: The strong desire to know or learn about something. Inquisitiveness that activates the person to inquire, investigate, or seek after knowledge.</p>	<p>Numeracy skills: The ability to evaluate the quality of numerical and statistical information on the basis of its sources & the methods used to generate it, it includes the ability understand & reason with numbers & statistical data.</p> <p>Tinkering: To repair, adjust, or work with something in an unskilled or experimental manner in an attempt to improve or repair it.</p>
RESEARCH	<p>Analytical thinking: The capacity to examine a problem or situation in depth. It involves breaking down evidences and opinions into their strengths and weaknesses to reach some conclusions.</p> <p>System thinking: Mode of thinking that takes a holistic view of events or phenomenon, and it involves ability to identify patterns, linkages. Relationships and how everything is connected.</p>	<p>Optimistic: The tendency to expect the best possible outcome or dwell on the most hopeful aspects of a situation.</p> <p>Resilient: The ability to thrive, grow, and develop competence in the face of adverse circumstances.</p>	<p>Experiment: The ability to conduct test, trial, or procedure to learn or discover about something: a principle, idea, hypothesis, product, etc.</p> <p>Diagramming skills: The ability to use sketching, drawing or plan to explain things by outlining their parts and relationships and workings, etc.</p>
PROFESSIONAL	<p>Visual thinking: The use and exploration of images as tools for communication, understanding, analyses and problem solving.</p> <p>Divergent thinking: The mental process of drawing on ideas from across disciplines and fields of inquiry to reach a deeper understanding of the situation or problem.</p> <p>Convergent thinking: The ability to bring together</p>	<p>Open minded: Being receptive and willing to consider and incorporate different views, ideas and suggestions from others to the problem or situation at hand.</p> <p>Empathy: Ability to identify & understand another's situation & feelings. It is the basis of caring relationships & allows one to connect & understand those who may be different.</p> <p>Personal responsibility: Being accountable for what one</p>	<p>ICT (info-com technology) skill: The ability to use ICT as a tool to research organize, evaluate, and communicate information effectively in a knowledge – based economy.</p> <p>System integration: The ability to apply and implement hardware and software solution components into technology, sound products and services.</p> <p>Fabrication skill: The ability to safely use tools and fabrication processes to make models that encompass a wide variety of</p>

	<i>information and ideas focused on solving a problem. It involves the ability to select and synthesis diverse ideas.</i>	<i>thinks, says and does. It involves working on one's own character and skill development.</i>	<i>materials, techniques, & end result.</i>
SOCIAL SERVICE	<p>Spatial thinking: <i>The ability to seeing in the mind's eye, to visualize or picture the locations of objects, their shapes, their relations to each other and the paths they take as they more.</i></p> <p>Mathematical thinking: <i>It is a process of looking at things, of stripping them down to their numerical, structural, or logical essentials, & of analyzing the underlying patterns.</i></p>	<p>Intrinsic motivation: <i>The internal drive that activates behavior and guides direction to learn or achieve something because of one's own interest or enjoyment, without needing pressure from others.</i></p> <p>Adaptable: <i>The trait that enables one to adjust readily and respond appropriately to different conditions.</i></p> <p>Perseverance: <i>Display the self-discipline to continue a task of being confronted with difficulties along the way.</i></p>	<p>Communication skills: <i>The ability to present & articulate views, thought and ideas effectively using oral, written, multimedia and nonverbal communication skills and a variety of forms and contexts.</i></p> <p>Teamwork and collaboration: <i>Ability to work effectively and respectfully with diverse teams. Assume shared responsibility for collaborative work, and valuing the individual contributions made by each team member.</i></p>

Conclusion and Discussion

The initiative to clarify the roles and responsibilities of the teacher in the system of modern education, reflecting the characteristics of the national mentality, was presented.

The roles and responsibilities of teachers reflecting the characteristics of the national mindset and the leadership skills required for it were presented to the MUST's senior management team and were reflected in the organization's strategic plan. as well as initiated.

In the reform of the MUST's teacher development program, a matrix was also developed to investigate the comprehensive set of skills appropriate for the teacher level. The rules developed according to this matrix are planned to be implemented from September 2023 at MUST.

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Influence of Teacher Leadership and Academic Culture on the Job Satisfaction

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Abstract: *Academic culture can build on teachers' job satisfaction. This study investigated how teacher leadership and academic culture affect job satisfaction. The survey was developed using questionnaire structural equation analysis using SmartPLS 4.0. A total of 136 teachers, working at the Mongolian University of Life Sciences, participated in the survey. The results of the study shows that teacher leadership influences academic culture and job satisfaction. This finding suggests that teacher leadership has a significant impact on academic culture that enhances values, beliefs, and norms among teachers. In addition, it has been proven that academic culture has a positive effect on job satisfaction.*

Keywords: *job satisfaction, academic culture, higher education, teacher leadership, SEM*

I. Introduction

Teacher job satisfaction is one of the main essential partsof job performance. Job satisfaction refers to teachers' overall feelings about their jobs. Spector (1997) defines job satisfaction as the degree of satisfaction that employees have towards their jobs and other aspects of the jobs, and it also indicates the level of fairness and good treatment in the workplace. Job satisfaction is directly related to the quality of the work outcomes. When teachers are satisfied with their

jobs, they are more likely to be committed to their institution and students, which can lead to better teaching and learning experiences. Teachers who work in universities with positive academic cultures tend to report higher job satisfaction as they feel more supported and valued also believed by the teams and administrations. Therefore, academic culture can be an important aspect of job satisfaction. Academic culture encompasses a wide range of values, practices, and norms that are intended to foster intellectual curiosity, critical thinking, and the pursuit of knowledge. The education researchers are more attention to the teacher's leadership (York-Barr and Duke, 2004;), and their academic culture (Mehdi Ghassabi Chorsi et al., 2022). Since the origin of higher education studies, the cultural dimension of universities has received significant attention. This study was to explore from a theory of planned behavior perspective and through teacher leadership behavior resulting from belonging to a teacher academic culture and job satisfaction regarding the dimension of meaning. The main objective of this study is to investigate models of teacher leadership and academic culture on job satisfaction. Our research questions are about the following situation based on the Mongolian University of Life Sciences. 1). What are the dimensions of academic culture? 2). Does teacher leadership affect academic culture? 3). How to influence academic culture for teachers' job satisfaction. A strong academic culture can foster a sense of community, collaboration, and innovation, and can facilitate the achievement of the university's mission and goals. On the other hand, a weak academic culture can result in a lack of coherence and shared understanding among academic professionals, which can lead to fragmentation, conflicts, and a lack of direction. Also it can have a negative impact on the quality of the teaching, research, and service provided by the university. In digital transformation, teachers are expected to play an active role by investing in the field of academic culture and job satisfaction.

II. Literature review

Teacher's leadership

Leadership is the practice of empowering teachers to take on leadership roles within their schools or educational organizations. Teacher leadership plays an important role in the continuous professional development of teachers and the long-term improvement of educational outcomes (Curtis, 2013; Mangin & Stoelinga, 2008; York-Barr & Duke, 2004). Teacher leadership involves giving teachers opportunities to take on leadership roles and responsibilities beyond the classroom. It recognizes that teachers have valuable expertise, experience, and insights that can contribute to improving the overall effectiveness of a school or educational organization. Teachers create values and value in the university environment through their leadership skills. In other words, the teacher's informal leadership is not a formally assigned role, but a process that is created informally through a certain action (Danielson (2006). Because every teacher needs to be a leader in the subject, class, school, and community he/she teaches. We would like to emphasize that leadership is highly dependent on the teacher's own behavior

and skills. In the school environment, teachers share their beliefs, values, and attitudes with other students, teachers, and employees, and spread culture. Especially, the teacher's personal beliefs, values, ethics, character, and positive attitudes are imparted to the university environment through teacher leadership.

In the school environment, teachers spread their culture by sharing their beliefs, values, and attitudes with other students, teachers, and staff. In particular, the teacher's personal beliefs, values, ethics, character, and positive attitude reach culture in the university environment through the teacher's leadership. "Leadership" is the process of influencing the values, behavior, and attitudes of others, and every teacher should have it. Therefore, recent years have witnessed urgent calls from Educational Leadership and Management (EDLM) scholars to re-conceptualize school leadership to include all school personnel, particularly teachers, and to examine its influence on teaching and learning (Nguyen et al., 2019; York-Barr and Duke, 2004). In particular, teacher leadership in education has a greater impact on the creation of academic culture in the university. Therefore, we will be following the hypothesis.

H1: The teacher's leadership positive influence on the academic culture (a) value; b) beliefs; c) norms)

Teacher's job satisfaction

Job satisfaction is an emotional state of a person associated with positive and negative assessments from within the individual of his work (Ma & Mac Millan, 1999). Teacher job satisfaction (TJS) is an administrative psychology variable resulting in many important for the school, the individual teacher, the students, the teaching profession, and society (Niki Glaveli et al., 2023). Because satisfied teachers can be high invest in their work. They not only share knowledge and skills with students but also invest in the development of their school. Teacher's job satisfaction refers to a teacher's affective relation to his/her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher" (Zembylas & Papanastasiou, 2004). According to scholars teachers' feelings and job satisfaction have more influence on student performance. Also, the teacher's positive feelings are building happiness in doing the job. Happy teachers are to motivate organizational performance. It means that when we are satisfied with our job then more creative and also have more leader work engagement.

Academic culture

In higher education, academic culture is a fundamentally important issue based on culture theory. Culture is building the value, beliefs, and ethical norms of the University. Shen & Tian (2012) defined that the academic culture of Universities mainly consists of academic outlooks, academic spirits, academic ethics, and academic environments. Also, they explain the academic culture construction as follows University should stick to its mission, enhance cultural confidence and cultural consciousness, integrate culture into the process

of talent cultivation, and promote cultural development and innovation (Shen & Tian, 2012). Academic culture refers to the values, beliefs, practices, and norms that define the norms and standards of behavior within academic institutions. Academic culture is directly related to the university environment and ethics. Teachers' study reviewing academic production in higher education has become increasingly relevant in the last decade (Brunner et al., 2019a; Huang et al., 2019; Kosmütsky; Krücken, 2014; Vlegels; Huisman, 2020). A university's academic culture can be evaluated by examining the values, beliefs, assumptions, and norms that shape the behavior and expectations of teachers. These factors are more important than teachers' job conditions and influence how teachers approach their teaching and research, interact with their colleagues and students, and contribute to the overall academic community. The values held by teachers within a university shape their attitudes and behaviors toward their work. For instance, if a university values academic excellence, teachers may prioritize the quality of their research and teaching, and seek out opportunities to improve their skills and knowledge. Beliefs: Teachers' beliefs about the nature of learning, the role of education, and the purpose of their work, and trust for university sustainable development. For example, if a teacher believes that students learn best through hands-on, experiential activities, they may design their courses to include more active learning opportunities. If a teacher believes that their role is to inspire and motivate students, they may prioritize building relationships with their students and creating engaging classroom experiences. Also, teachers' beliefs can be built to satisfaction. Norms are teachers' main standards that have moral, social, and legal norms. For example, moral norms: teachers are expected to act with integrity, honesty, and fairness in their interactions with students, colleagues, and parents. Also, teachers are expected to dress and behave professionally, and to adhere to social norms related to appropriate language, behavior, and conduct in the classroom and school setting. They are expected to create a positive learning environment that is conducive to academic success and respectful interaction among students and with the teacher. Hence, in terms of the university level, this present study also hypothesized that academic culture impacts teachers' satisfaction.

H2: Academic culture a) value; b) beliefs; c) norms are a positive influence on teacher satisfaction

Conceptual Framework

According to the literature review, the researcher found two hypotheses with three main constructs as well as three dimensions. Therefore, hypotheses were developed structurally based on the research conceptual framework, which was investigated by survey data to statistically measure variables (Figure 1).

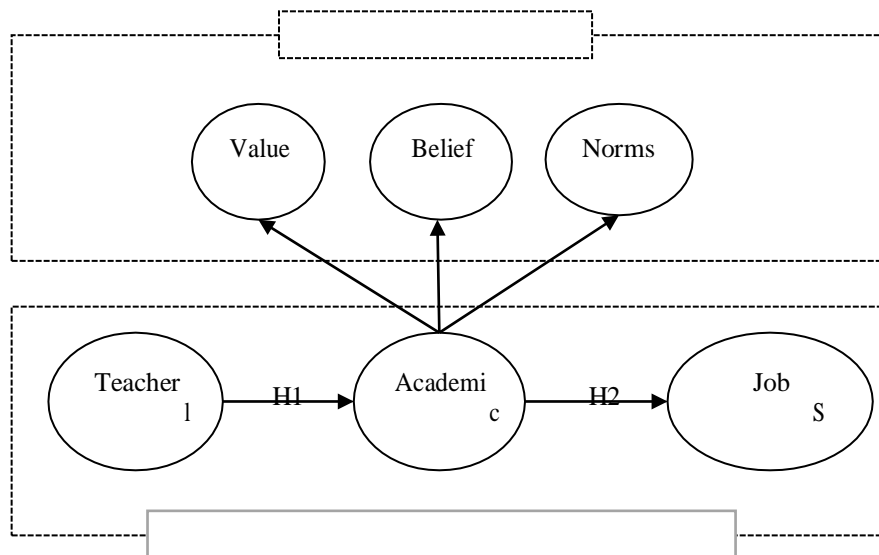


Figure 1. Conceptual Framework

III. Methodology

Method

In education science, the research method generally used involves three paradigms: qualitative, quantitative, and mixed methods. This research was conducted using a questionnaire survey method combined with a quantitative methodology. This research was conducted with the SEM technique to justify the conceptual framework, which is extensively useful in education and social sciences to develop the model or to test the theory. The use of SEM in social science and education research is a powerful tool for theory development, hypothesis testing, and model validation (Josep F. Hair et al., 2021, Farhat Shaheen et al., 2017). In our study, we tried to determine how teachers' leadership and academic culture influence their job satisfaction. Job satisfaction was used as the dependent variable of the study, and the main academic culture such as values, beliefs, and norms was taken as the mediated on teacher leadership and job satisfaction. The scale of these variables is determined by the following 5 points. These include: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. The target respondents were teachers at the Mongolian University of life sciences. A total of 150 questionnaires were distributed and, finally, 135 respondents were selected as a final data set for the empirical analysis. Based on the theoretical research done by previous researchers, 8 questionnaires used in the research of Sally Ann Sugg (2013) were used to determine the variable of teacher leadership. In addition, the teacher job satisfaction and academic culture questionnaire by Susan Febriantina and Suparno Marsofiyati (2020) was obtained from 63 questionnaires.

Sample and data collection

The survey was conducted among teachers of the Mongolian University of Life Sciences from January to March 2022. A total of 136 teachers participated in the study, 25.0 % of them were male and 75.0 % were female teachers. Our university teacher's job position has 5 levels including assistant teacher, lecturer, senior lecturer, associate professor, and professor. In the survey, there were participants which 2.9 % of assistant teachers, 39.7 % of lecturers, 39.7% of senior lecturers, 14.7 % of associate professors, and 2.9 % of professor teachers participated. It seems to the participants of the research, respondents' levels of equal participation that they can differentiate and evaluate the teacher leadership, academic culture, teacher satisfaction knowledge, and skills. (table 1).

Data analysis

In the current study based on SEM technique was used to analyze data (Ringle et al., 2015). The analysis of the structural equation model was carried out in the following two stages. The first is to estimate the measurement model, then to estimate the structural equation model. (Hair Jr. et al., (2017).) (A two-stage analytical procedure, i.e., testing the measurement model and assessing the structural model, was followed as suggested by Hair Jr. et al., (2017).

Measurement model

The measurement analysis is to determine the internal consistency reliability of latent variables. For the assessment of validity, two types are examined: convergent validity and discriminant validity. As recommended by Hair et al., (2017), indicators with weaker outer loadings can be retained if other indicators with high loadings explain at least 50 percent of the variance ($AVE = 0.50$). Composite reliability (CR) is also used to measure internal consistency and must not be lower than 0.7 (Werts et al, 1974). Hence, AVE for all constructs was found to be adequate-teacher leadership (0.641), value (0.820), belief (0.864), norm (0.873), and job satisfaction (0.604) thereby confirming the convergent validity of the constructs. Also, the results provided in Table 2 indicate that CR (composite reliability) values for all the constructs were above the cut-off value of 0.7, for example, teacher leadership (0.914), value (0.932), belief (0.927), norm (0.954), and job satisfaction (0.943). It seems to specify the high internal consistency of the measures (Table 2).

Table 1. Respondents' characteristics

Respondent's Characteristics		Frequency	Percentage (%)
Gender	Male	34	25
	Female	102	75
	Total	136	100.0
Experience	Up to 5	17	12.5
	6-11 years	15	11.0
	11-15 years	29	21.3
	16-20 years	28	20.6
	20 and more	47	34.6
	Total	136	100.0

Position	Professor	4	2.9
	Associate Professor	20	14.7
	Senior lecturer	54	39.7
	Lecturer	54	39.7
	Assistant teacher	4	2.9
	Total	136	100

Discriminant validity

Discriminant validity (DV) refers to the extent that the constructs used in the model are distinct from one another (Hair et al., 2017). Discriminant validity is established if a latent variable accounts for more variance in its associated indicator variables than it shares with other constructs in the same model (Fornell and Larcker, 1981). Our data shows that all AVE exceed the squared correlation, so all constructs have discriminant validity.

Table 3: Discriminant Validity (Fornell-Larcker Criterion)

	1	2	3	4	5
Belief (1)	0.930				
Job satisfaction(2)	0.803	0.777			
Norm (3)	0.819	0.843	0.934		
Teacher leadership(4)	0.603	0.667	0.554	0.801	
Value(5)	0.832	0.798	0.792	0.686	0.906

Table 2. Internal consistency reliability and convergent validity

Constructs	Items	Loadings	Cronbach's alpha	CR	AVE
Teacher leadership	Tlead2	0.777	0.671	0.914	0.641
	Tlead3	0.867			
	Tlead4	0.808			
	Tlead5	0.776			
	Tlead6	0.787			
	Tlead7	0.785			
Value	Val1	0.924	0.958	0.932	0.820
	Val2	0.892			
	Val3	0.901			
Belief	Bel1	0.929	0.843	0.927	0.864
	Bel4	0.930			
Norm	Norm1	0.917	0.926	0.954	0.873
	Norm2	0.941			
	Norm3	0.945			
Job satisfaction	Sat1	0.753	0.933	0.943	0.604
	Sat12	0.709			

	Sat17	0.847			
	Sat18	0.750			
	Sat19	0.855			
	Sat20	0.768			
	Sat21	0.795			
	Sat23	0.745			
	Sat24	0.708			
	Sat27	0.804			
	Sat3	0.798			

Multicollinearity

Discriminant validity is higher correlations then must be multicollinearity checked. Multicollinearity can be accessed through the variance inflation factor (VIF). According to Burns (2008), a VIF value greater than 10.0 indicates the issue of multicollinearity, also Hair et al. (1995) recommend a cut-off value of 10.0 for multicollinearity. The VIF results are provided in Table 3 for each of the 39 latent constructs. Since the VIF values were lower than the threshold value of 5.0 -this indicated no issue of multicollinearity between the latent constructs.

Table 4: Inner VIF Values

	Belief	Job satisfaction	Norm	Teacher leadership	Value
Belief		4.184			
Job satisfaction					
Norm		3.450			
Teacher leadership	1.000		1.000		1.000
Value		3.705			
Source: PLS-SEM generated results					

Hypothesized Structural Equation Model (SEM) by PLS-Bootstrapping)

Structural models assess the causal relationship between the constructs. Hair et al., (2017) suggested using the bootstrapping technique with resampling (5000 resamples) for estimating the statistical significance of the hypothesized model. The research results show that teacher leadership (H_{1a} \square $t=8.607$, $p >0.000$; H_{1b} $t=8.823$, $p >0.000$; H_{1c} $t=12.838$, $p >0.000$;) has a positive direct effect on academic culture. Also, Academic culture (H_{2a} $belief$ $t=2.578$, $p >0.010$; H_{2b} $norm$ \square $t=6.267$, $p >0.000$; H_{2c} $value$ $t=2.960$, $p >0.003$) has a significant effect on teacher job satisfaction. (Figure 1 and Table 5). The value of r-square in the second-order structural model for the construct of a relationship with three dimensions was strongly influenced by an exogenous variable with predictor dimensions of belief, norm, and value. Value achieved 47.1%, belief 36.5%, and norms 30.7. 5% (Figure 2).

Table 5: Summary of Hypothesis Testing Result (Bootstrapping Report)

Hypotheses	Relationship	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Results
H1a	Teacher leadership Belief ->	0.070	8.607	0.000	Supported
H1b	Teacher leadership Norm ->	0.063	8.823	0.000	Supported
H1c	Teacher leadership value ->	0.053	12.838	0.000	Supported
H2a	Belief -> Job satisfaction	0.079	2.578	0.010	Supported
H2b	Norm -> Job satisfaction	0.076	6.267	0.000	Supported
H2c	Value -> Job satisfaction	0.084	2.969	0.003	Supported

Source: PLS-SEM generated results

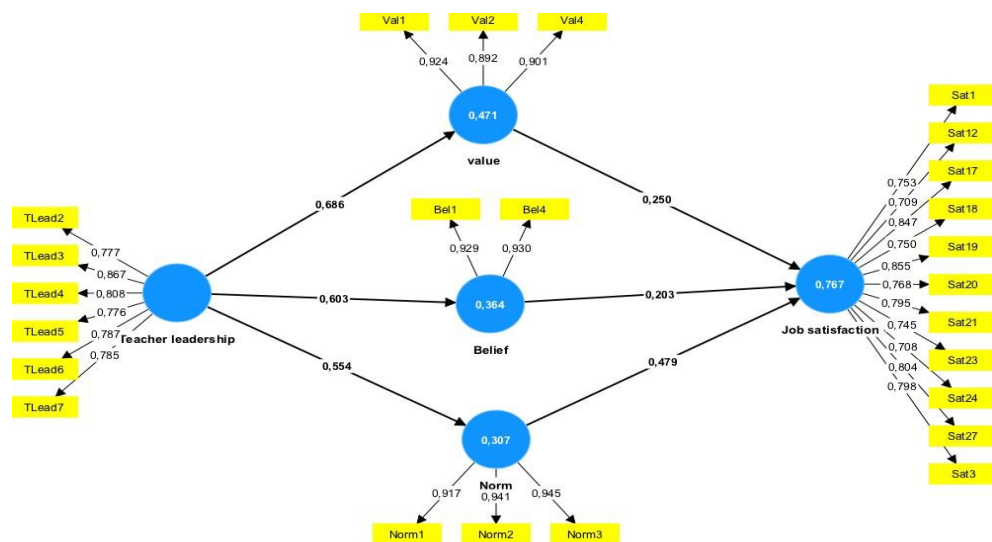


Figure 2. Path (correlation) Coefficient of PLS algorithm. Source: Empirical data analysis by SmartPLS.

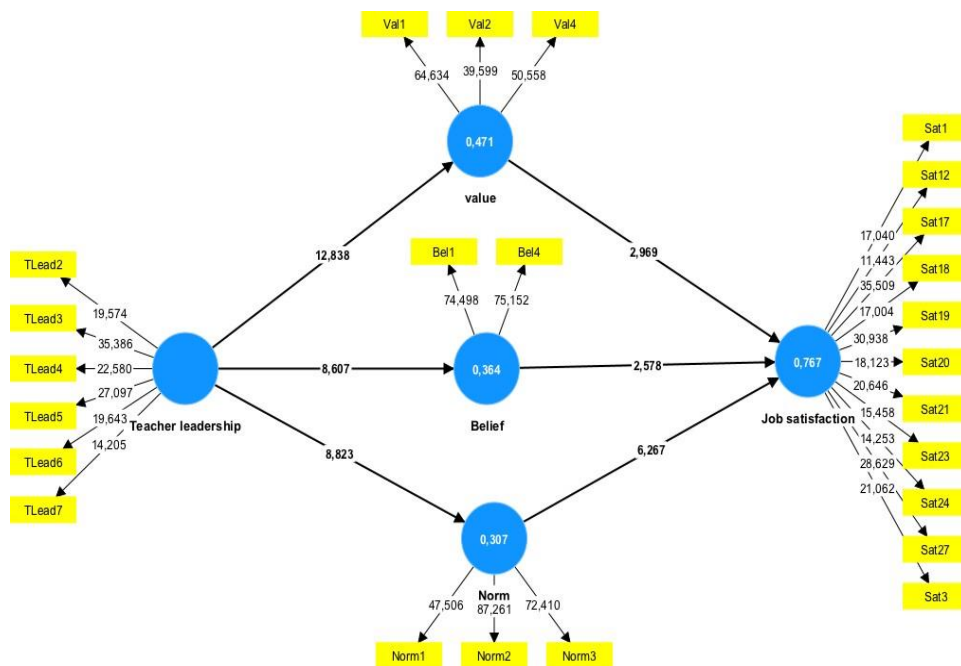


Figure 3. PLS-SEM hypothesized model using Bootstrapping.
Source: Empirical data analysis by SmartPLS.

R-square (r^2)

The value of R was 0.7678 which was almost 76 % investigated that hypothesized structural model.

IV. Conclusions and Discussion

The aim of this study was to determine that academic culture is mediated effects on teacher leadership and job satisfaction. Also to design a PLS-SEM-based structural equation model that could be used to evaluate the mediated influence of academic culture on teacher leadership and job satisfaction. As a result of the survey data analysis, the hypothesis was suggested that teacher leadership has a strong influence on academic culture. Recent research on teacher leadership has provided a more complete understanding of the physical process. Current findings suggest that the psychological process that teacher academic culture has a strong influence on job satisfaction. The conclusions of the study are indicated below:

Research question: 1 What are the dimensions of academic culture? the dimensions of the academic culture that include values, beliefs, and norms. According to the data analysis, these dimensions are strongly significant.

Research question: 2: Does teacher leadership affect academic culture? Teacher leadership can have a strong effect on academic culture. When teachers have high leadership roles they can be built to positive academic culture in other teachers, students, and even parents perceive the educational environment.

Research question: 3 How to influence academic culture for teachers' job satisfaction. Teachers' job satisfaction is related to the academic culture. This study indicated that academic culture's dimensions which values, beliefs, and

norms are significantly affect teacher job satisfaction. This finding suggests that the academic culture in which teachers work can greatly influence their job satisfaction levels. By understanding the key dimensions of academic culture that impact job satisfaction, schools and other educational institutions can work to create a more positive and supportive environment for teachers. Finally, it can be highly beneficial for school administrators to support and encourage teachers in developing themselves as leaders. Because teachers play a critical role in driving change and innovation in schools and empowering them to take on leadership roles helps foster a culture of collaboration, continuous learning, and improvement.

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The teacher as a compassionate leader - how to build psychological safety (at work / school)

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Abstract: *The purpose of this publication is to show how the role of the teacher as a supportive leader is seen today. The authors queried articles published on the Center for Creative Leadership website, paying attention to the content related to practical leadership and new approaches to supporting colleagues in the work environment - they sought answers on what skills a compassionate, supportive leader should have and how to build psychological safety (at work/school). Based on the publications analyzed, we know that the latest research confirms that teachers as leaders should build psychological safety by creating the right climate, mindset and behavior in their teams. Being compassionate leaders, they act as catalysts, through their own example they point out desirable forms of behavior that lead to strengthening concern for the well-being of others and enable students/co-workers in the team to acquire competencies through which they themselves will be able to create conditions for creating a psychologically safe environment. Mental safety is the most important driver of effort, willingness to face difficulties and creativity in carrying out assigned tasks.*

Keywords: *teacher, compassionate leader, psychological safety*

1. Introduction

In an era of tremendous changes in civilization and rapid growth of knowledge, an adult is faced with the need for repeated and, in fact, systematic contact with new content and the skills that follow, as the threat of "being out of date" contributes to adults trying to keep up with the new and thus becoming slaves to various forms of educational activity. So, since adults feel a strong need to update their knowledge, we need to provide them with a cadre of educators who are up to the task and, fully aware of their mission, can take action to support adult learners in achieving the goals they have set. Nowadays it is often said that a teacher should be a leader. Above all, leaders are expected to be effective, that is, capable of achieving the set goals within a certain period. In order to achieve them, every (responsible) leader/leader must be equipped with a number of

qualities, which include, among others: prioritization, ability to influence, integrity, ability to create change, ability to solve problems, open-mindedness, vision and self-discipline.

An adult in the role of learner (just like children and adolescents) faces various obstacles on his educational path. However, teachers of adults should be aware of what differences there are in the approach to learning between these groups. Adult people have their own experience and usually a different motivation to learn than the younger generation. Adult education is determined by several specific conditions and relationships.

Among the main ones we can include individual conditions related to the learner and his biography, cultural and social conditions, as well as factors related to intrinsic motivation and internal belief in one's abilities.

A professional approach to one's work, is related to the expertise and efficiency of the tasks performed. This is especially important when it involves a person teaching others.

The quality of education is closely related to the professionalism of the teacher. A professional approach (professionalism) indicates a high degree of expertise, which should be characterized by the performance of a profession, the performance of activities or the performance of some professional function (A. M. Kaniowski). Emphasizing a professional approach in carrying out one's professional tasks is particularly important in education when the teacher becomes (is) a significant person/role model for learners.

The teacher as a leader sets and helps to achieve the goals set, determines, or helps to determine the tasks to be performed by his charges, solves problems and makes decisions, is a role model, inspires and motivates for action, acts and strives for effective results. The result of his actions are individuals prepared to function independently in the changing conditions of life.

2. Research methodology

The topic of the ongoing DeSTT project concerns teachers' leadership competencies. Taking this into account, the authors decided to go to the sources, i.e. to check what are the latest trends in leadership skills of leaders. The chosen method was to search the content of publications from 2020-2023 on the website of the Center for Creative Leadership - an organization established to support managers and leaders. To narrow the search field on the Articles tab a selection by topic was made - highlighted: (Better) leadership (Leading Effectively, 2023). The list currently (as of April 15, 2023) includes 16 articles. Analyzing the subject matter of the selected publications, attention was paid to the content related to the practical approach to the issue of leadership and new approaches to supporting colleagues in the work environment, and above all, answers were sought: what skills a compassionate, supportive leader should have, and how to build psychological safety (at work/school)?

As a result, the content analysis of selected publications forms the basis of the presented subject matter of this article.

3. Results

Based on the identified publications and using other sources, we can determine 1. Desirable qualities of a good leader/leader, 2. What is psychological safety, 3. How to build safety at work/school according to specialists from the Center for Creative Leadership.

Desirable qualities of a good leader/leader

An adult in the role of learner (just like children and adolescents) faces various obstacles on his educational path. However, adult educators should be aware of what differences there are in the approach to learning between these groups. Adult people have their own experience and usually a different motivation to teach than the younger generation. Adult education is determined by several specific conditions and relationships.

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The teacher as a leader set and helps to achieve the goals set, determines, or helps to determine the tasks to be performed by his charges, solves problems and makes decisions, is a role model, inspires and motivates for action, acts and strives for effective results. The result of his actions are individuals prepared to function independently in the changing conditions of life.

Desirable qualities of a leader have been analyzed and presented in the literature for years. In this text we present three proposals while taking into account the passage of time i.e. the end of the 20th century John Adair listed seven qualities of a leader that he believes are important: (1) enthusiasm, (2) integrity, (3) toughness, (4) honesty, (5) warmth, (6) humility, (7) self-confidence[4]. In the first decade of the 21st century, Simon Sinek stated that the best leaders should (1) have a defined strong vision that they know how to communicate effectively, (2) should inspire people with their work ethic and perseverance towards a specific goal, (3) must build a strong emotional connection, i.e., (4) must skillfully balance caring for people, the team. must skillfully balance caring for people, the team, (4) they should keep people motivated to complete tasks, make others successful; build team spirit and a sense of belonging, (5) they are to set high standards for themselves and the team and stick to them, (6) they must be able to get more out

of people than they think i.e. (6) must be able to get more out of people than they think, i.e. help them gain faith and confidence, (7) are constantly learning, (8) are humble, i.e. able to admit that they are not always right, (9) effectively implement what they have decided, (10) make courageous decisions and decisive actions (S.Sinek, 2021). A leader - is a person who is often willing to sacrifice his comfort for us (even when he disagrees with us) because he cares about our welfare, trusts us, is ready to sacrifice something of his own for us; his time, energy, money, maybe even food from his plate. When the need is there, it decides to eat last. Sinek points out to us that one of the basic qualities of a leader is faith in people. It is the task and even the duty of a leader not only to allow them to develop, but also to allow them to be independent, and then they will surprise us with their ingenuity. People like to feel important in some way. Minimizing control over them (and therefore an expression of trust) makes such people feel important and they try not to disappoint our trust.

At the beginning of the third decade of the 21st century, according to Lakshmi Puthanveedu the most important component of leadership, which at the same time constitutes a kind of pillar of action, is to properly influence a group of people and/or convince them to believe in their own abilities to act for some good (use of human capital) (L. Puthanveedu, 2023). She stresses that a modern leader, to become a versatile and respected leader, should learn and develop the following qualities (Table 1):

Table 1. Features of a good leader

l.p.	Trait	Description
1	Integrity	Integrity A leader is someone who does not make false promises or take shortcuts, and instead focuses on being as ethically and morally grounded as possible and is principled and follows through.
2	Communication	The quality and effectiveness of communication has a huge impact on team performance. Good communication skills (verbal and non-verbal communication) involve conveying information in an inspiring way so that every employee/student can accept or believe it.
3	Active listening	Leaders should know how to listen, as active listening helps build trust and a good relationship with others. They are expected to give advice, direction, and support to their team.
4	Self-confidence	It is related to self-esteem and belief in oneself and one's team, which allows one to act without procrastination and achieve a goal together.
5	The ability to delegate	The ability to delegate A good leader understands the importance of delegation and can take advantage of this by being able to recognize the competence of individual team members and delegate tasks consciously.
6	Decision-making and problem-solving skills	Good leaders are aware of the consequences of their decisions and ensure that they are made with care and are able to analyze the situation and identify problems, which allows them to find apt solutions.
7	Self-motivation	A leader is distinguished by a drive to get things done and is able to overcome challenges and difficulties and motivate others to make efforts to achieve their goals.

8	Emotional intelligence	Being a leader requires dealing with feelings and emotions, and he or she must be able to identify, manage, evaluate, and understand his or her own feelings and those of those around him or her. Emotional intelligence includes self-awareness, self-regulation, empathy, motivation and social skills.
9	Cognitive flexibility	A leader with cognitive flexibility can change the way he or she thinks, adapt quickly to a new environment, look at problems from multiple perspectives or come up with multiple ideas at once, and learn from his or her own and others' experience.
10	Advocacy	A good leader demonstrates active listening and empathy with each employee/student, so he or she can act with confidence and sometimes act before someone asks for help.
11	Honesty	A leader must be a sincere and honorable person, as this contributes to building trust in the team and getting good results in tasks.
12	Gratitude	One of the important qualities of a leader is to be grateful. Some people think that gratitude is a weakness that denies power, but it is a very important factor that contributes to a sense of satisfaction with one's work, and thus a sense of agency and identification with the workplace.
13	Prudence	Prudence is one of the more desirable qualities of leaders, it involves being aware of one's own capabilities and being meticulous in completing tasks.
14	Supportiveness	Supportiveness can be considered one of the qualities of leadership. Acceptance and support when needed from the leader, allows subordinates/students to become confident that they are accepted along with their advantages and disadvantages, encouraging them to care for each other, be creative and responsible.
15	Confidence	A good leader has confidence in his or her voice and makes decisions decisively rather than haphazardly and knows what needs to be done to solve problems.
16	Accountability	Accountability Leaders take their role seriously and put the team's goals and objectives first. They must hold themselves as accountable as possible for their actions and decisions.

Source: own compilation based on 18 qualities of a good leader in today's world (updated 2023) (ahaslides.com)

Even a cursory reference to the literature indicates that leadership is based on a strong leader. A person considered a leader must possess special qualities. A leader is someone who primarily inspires, motivates, persuades, and influences others and paves the way for change. The most important qualities of a leader/leader are: determination, motivation, responsibility, self-confidence, extroversion, emotional and social intelligence, motivation, openness, self-control, emotional stability, awareness, problem-solving skills, compliance, cognitive ability (P.G. Northouse, 2013). Harvard University professor Ronald L. Heifetz - one of the world's authorities on leadership - said that "different times, organizations, cultures and situations require different types of leadership. Anyone can learn it, including in college - it requires developing a strategy that involves, among other things, analyzing one's own practice and behavior" (Leadership Academy for Poland, 2023).

Psychological safety

Mental health is usually defined as well-being in which an individual realizes his or her capabilities and is able to cope with a variety of life situations, as well as being able to participate in social life and work productively (World Health Organization, 2004). Such well-being includes emotional, psychological and social well-being and implies experiencing positive feelings (e.g., happiness, satisfaction), having positive attitudes toward one's own responsibilities and toward other people, and positive functioning (e.g., social integration, actualization and cohesion).

One of the most acute consequences of the pandemic is a disturbed sense of psychological security or otherwise psychological well-being (McKensey&Company , 2021).

Psychological well-being includes emotional, psychological and social well-being associated with experiencing positive feelings e.g. satisfaction, positive attitudes toward one's own responsibilities and toward other people, and positive functioning in social relationships. This issue has been analyzed before but Covid- 19 highlighted the problem (T. Bialas, 2022).

Fear of getting sick, social distance, isolation, force organizations to take supportive measures and apply solutions that can prevent mental problems of employees. We can observe a similar phenomenon among schoolchildren and students, so it is currently becoming necessary to take care of the mental well-being/psychological safety of our charges.

Psychological safety is the shared belief that a team is safe to take interpersonal risks. In psychologically safe groups, team members feel accepted and respected - safety increases when the four spheres related to psychological well-being are developed. The concept of psychological safety was described by Timothy R. Clark in his book "The 4 Stages of Psychological Safety: Defining the Path to Inclusion and Innovation" (T. R. Clark, 2020) According to him, psychological safety is the ability to interact with other people without fear of negative consequences. For this to be the case, it is necessary to create conditions such that being oneself is not socially, emotionally, politically, or economically costly for the human individual. Clark believes that the level of psychological safety in a team is a key measure of the culture, health and vitality of the team and takes place at four levels (quadrants) (Figure 1.)

Figure 1. Four Quadrants of Psychological Safety

Four Quadrants of Psychological Safety



Source: <https://www.wwt.com/article/how-and-why-to-create-safety-within-your-teams>

Level 1. Learner Safety - is the sense of security associated with learning. It is the comfort of exploring, asking questions, experimenting, learning from mistakes, or finding new solutions. This level is extremely valuable to the organization because it supports the process of employee engagement in the learning process. The need to create a safe learning environment at every stage of the life cycle applies not only to employees, but also to students. Currently, this is becoming a necessity, not just a trend.

Level 2. Challenger Safety - is the sense of security associated with challenging the status quo without fear of embarrassment, marginalization, or punishment. The employee/student is free to speak out on various topics, raise issues and share ideas, even take the initiative.

Level 3. Collaborator (Contributor) Safety - is the feeling of safety associated with collaboration, interacting with group members, involvement, openness to others and other points of view.

Level 4 Inclusion Safety - is the sense of security associated with inclusion. The employee/student knows that he/she is important and accepted, that his/her potential is important, his/her experience and ideas count. He/she is treated fairly, regardless of his/her position, views, beliefs, religion, skin color or sexual orientation (T. R. Clark, King, 2020; Social and emotional learning, 2021).

In his book, Clark acknowledges that in companies where there is a high regard for authority and hierarchy, rudeness and abuse are common, contributing to an increase in emotional disorders, depression, anxiety, exhaustion and burnout. At the same time, he believes that a fundamental level of psychological safety is a human right, not an earned one. He points out that one of the most important factors for developing his concept in an organization/institution is the emotional intelligence of leaders, which he explains in that it is not a matter of "being polite," but of being able to recognize one's own and one's co-workers' emotional states and adjust the appropriate response to a given situation.

Creating a safe environment at work or school is only possible with leaders who feel safe themselves. It is therefore necessary to ensure their understanding of why psychological safety is important, and to ensure their comfort, confidence and self-awareness by offering them support at various levels. This can include self-assessment tools, a mentoring system, support groups and an extensive training system. Because many researchers point out that adult educators are not

quite aware of the role they play with young adults and how they can help them on their way to achieving their own goals (H.Hanselman, 2023).

The benefits of psychological safety are well established, new research suggests how leaders, by developing specific skills, can create a safer and more productive working and learning environment (B. Mróz, 2021).

What it means to be a compassionate leader

We have no control over the external social dynamics and crises that are inherent in our normalcy, but we can take care to teach ourselves and others psychological safety.

A person's ability to create psychological safety is a skill that can be learned. As someone focuses on improving his or her emotional intelligence, his or her ability to influence the psychological safety of the team and the organization improves.

Specialists from the Center for Creative Leadership stress that the pandemic has left traces of stress and lower mental resilience in us. This is why it is currently becoming so important to focus more on building social ties and a sense of belonging. Recent studies have indicated that this is especially important regarding leaders, who create meaningful connections by leading teams. Leaders are primarily responsible for employee/student well-being. Well-being is associated with greater commitment to tasks and with greater creativity. Experts point to six leadership elements related to the well-being of the human individual that positively influence the creation of a favorable atmosphere in groups (Leading Effectively Staff, 2023). They include the purpose of well-being keys, which include: intention/purpose, growth, health, agency/organization, connection/contacts, resilience (table 2):

Table 2. Leadership elements related to the well-being of the human individual, which positively affect the creation of a favorable atmosphere in groups.

l.p.	Trait	Description
1	Purpose	Awareness/justification of the purpose of action contributes to a better understanding of the meaning of the actions taken and arouses intrinsic motivation to complete tasks, especially when we feel support from the leader (the leader responds to problems with empathy and compassion).
2	Growth	People crave challenges and want to grow, but they need an atmosphere of support and acceptance of the possibility of making mistakes, if the leader is able to create a space to honestly share what has worked for us and what causes problems, he/she is able to build a psychologically safe place to work/learn by giving the opportunity to reflect on what we have learned, and this fosters innovation and creativity because we are not afraid to take risks.
3	Health	There should be a balance between effort and rest, movement, balanced diet, sleep are elements that affect the psychophysical well-being of a person, and thus regulates our emotions and allows us to cope with cognitive challenges. A leader should be a role model, as subordinates/students observe and learn from his/her behavior.

4	Organization	People who have an internal sense of control tend to be more motivated to act, so leaders should give more choice in where and how they work. The freedom to decide when and how to accomplish tasks improves commitment, loyalty and a sense of responsibility, and thus a sense of agency.
5	Relationship	Strong and healthy relationships lead to acceptance of others and understanding the diversity of their needs, this involves a culture of respect for others. The task of leaders is to create an environment of cooperation and trust, where people working together learn from each other and gain common experiences.
6	Resilience	Resilience is needed when a difficult situation, uncertainty, failure is felt. Resilient people are able to face adversity and continue to take action despite difficulties, i.e. they constantly develop and feel prepared for the next obstacle. A leader, through his attitude and support, builds better well-being in his subordinates/students, and this helps develop resilience.

Source: own compilation based on [Leading Effectively Staff \(2023\)](#), [Create \(Better\) Culture: The Keys to Wellbeing and Leadership](#), [Leadership & Culture Are Key for Employee Wellbeing | CCL](#)

According to experts at the Center for Creative Leadership, in the face of today's challenges, we count on good leaders to take action that will pave the way forward for all of us. The best leaders know that success is more than just their personal competence. Leadership is a social process, and they need a team of people who are able to function at their best to realize a common goal. At the core of functioning well is compassionate leadership.

Compassion lies at the heart of relationship building, says Karissa McKenna, who implements leadership training. In her view, truly empathetic, compassionate leaders go beyond empathetic concern, that is, they take proactive action by supporting team members to overcome challenges and finding systemic ways to reduce misunderstandings and conflicts to create a sense of safety and equal opportunity for all. The leadership specialist stresses that it is important to distinguish between sympathy and empathy, although they are very similar, because in both cases we try to understand how the other person feels, empathy alone is not enough. They state that simply feeling can be painful and not very productive, because when we witness another person's pain and suffering in our brains, negative emotions are activated, increasing the likelihood of emotional burnout over time. Compassion involves the activity of a different set of neural networks, leading to increased positive feelings, resilience and the ability to overcome fear/stress in difficult situations. Compassion increases the likelihood of behaviors that help others because they trigger positive emotions (The importance of Empathy in the Workplace, 2023). In other words, empathy increases the likelihood of behaviors that help others, while empathy alone does not. Karissa McKenna says - "If you sit with another person's emotions and " getstuck in their suffering " without doing anything about it, it can lead to burnout and broader organizational problems - both for you and your direct reports".

Compassionate leaders are more effective leaders because they are able to foster trust within their teams and increase organizational cooperation, while

reducing turnover (lucrative) rates. With the right skills, a leader can use them to change his or her team and the organization's culture.

How to show compassionate leadership - 4 steps (Create (Better) Culture, 2023):

1. **Start with compassion for yourself** - before you can show compassion for others, make sure you can have compassion for yourself. Studies have shown that leaders perform better when they show compassion for themselves, it gives more effective goal achievement than self-confidence. According to McKenna, "imperfections are something to be noticed and taken care of. By not showing self-compassion for one's mistakes, one misses the opportunity to learn from one's experiences and try again. Taking time to take care of ourselves and rest is not a weakness. Recharging is important because when we create space to notice and care for our imperfect selves, we also increase our ability to do so for others. Becoming a more holistic leader will allow you to be a more resilient, effective and compassionate leader."

2. **Prioritize psychological safety** - by feeling psychological safety, employees/students feel comfortable, then speak up, ask questions, share concerns and respectfully disagree. When individuals feel they can share mistakes without fear of punishment and are stimulated, increased openness to diversity of thought leads to greater risk-taking and more innovation and collaboration. Politeness and kindness really do make a difference, not only to the person directly involved, but also to the overall climate of the organization. Research indicates that when it is unsafe to make mistakes or take risks, leading to psychological insecurity, employees/students refrain from action (limit actions to those necessary).

3. **Expand your understanding of others** - listen to the needs of others, get to know them to understand their way of doing things. McKenna notes; it is important to listen in order to understand, both the facts and the feelings and values behind the facts, to learn more about where your people are coming from and what is important to them.

4. **Take meaningful action** - even if you are a great listener, your employees/students won't really feel listened to if you don't act on what you've learned. This is because when employees share concerns, they do so with the hope that it will lead to positive organizational change, and if they don't see your response, they don't feel heard and are less likely to speak up in the future.

How to build psychological safety at work/school according to specialists from the Center for Creative Leadership

Specialists from the Center for Creative Leadership, based on their own research, observations and experiences, publish tips that can help leaders create psychologically safe places. Here are eight tips[20]:

1. **Make psychological safety a clear priority** - talk to your team about the importance of creating psychological safety at work. Combine this with other important goals e.g. greater organizational innovation, team engagement and integration. Be

supportive in every situation, model your behavior, provide good examples/practices of inclusive leadership.

2. **Make it easy for everyone to speak up** - show genuine curiosity, respect honesty and truth-telling. Be open, honest, compassionate and willing to listen when someone is brave enough to say something critical about you or the organization.

3. **Establish norms for dealing with failure** - emphasize that making mistakes leads to self-development, do not criticize or punish for willingness to experiment and take risks. Encourage learning from failures and disappointments and sharing lessons learned. Emphasize the importance of learning from each other.

4. **Create space for new ideas** (even crazy ones) - encourage ideas, provoke creativity, test common concepts, ask liberating, action-provoking questions, but do so by showing support and feedback that all ideas are important to you.

5. **Manage productive conflict** - spread frank dialogue and constructive debate and work on productive conflict resolution. Talk with team members about their expectations and feelings about factors that contribute to psychological safety. Establish with them rules for communicating their needs and sharing objections especially when they have to deal with conflicting perspectives.

6. **Pay close attention and look for role models** - focus on perceived patterns of psychological safety by group members. Pay attention to the diversity of the group and try to adjust the rules so that all members have a sense of psychological safety.

7. **Make a conscious effort to promote dialogue** - master the ability to give and receive feedback, teach others to do so, create a space where people can raise concerns. Listen carefully and actively, share constructive feedback, give empathetic answers, encourage dialogue and consensus.

8. **Celebrate victories** - give feedback, give praise, say what goes well, appreciate the efforts of both individuals and the team. Share appreciation. Encourage positive interactions and express gratitude to others, this boosts team members' self-esteem. Trust others, but also give your team members the benefit of the doubt when they take a risk, ask for help, or admit a mistake. Build positive interactions based on trust and mutual respect.

People who are distinguished by a lack of kindness, understanding of others (coarseness, repulsive lifestyle) arrogance, aloofness, betrayal of trust and secrets, have excessive ambitions of their own, can't build a team have difficulty adapting to changing conditions will never be good leaders, especially compassionate leaders.

Psychological safety is a precursor to adaptive, innovative action - needed in today's rapidly changing environment - both at the individual, team, and organizational/institutional levels.

4. Conclusions

Analysis of the content of the referenced articles leads to a basic conclusion: In order to be a leader one must want to be one, as the beginning comes from readiness and willingness.

A compassionate leader constantly strives to challenge himself and push his limits. He understands that if he does not get out of his comfort zone he will not notice the potential and needs of his followers, squandering their chance to show the way to further development.

Teacher-leaders who work with an open mind realize how small changes in daily routines can affect the overall effectiveness of operations. Compassionate leaders are always ready to change their lifestyles, alter their leadership principles and adopt new strategies that can benefit the organization.

Teachers as leaders should build psychological safety by creating the right climate, mindset and behavior in their teams. Being compassionate leaders, they act as catalysts, through their own example they point out desirable forms of behavior that lead to strengthening concern for the well-being of others and enable students to acquire competencies through which they themselves will be able to create conditions for creating a psychologically safe environment. Psychological safety is the most important driver of effort, willingness to face difficulties and creativity in carrying out assigned tasks.

Compassionate leadership is about the ability to lead as a person that others would want to follow. The quality of inspiring others and creating a vision of a good past contributes to creating a teaching/learning environment in which each person will feel the desire and need to continue to grow and continually seek. Caring for others and treating them with kindness and affection will allow them to believe in their abilities. This is the task for all who train new young teachers.

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An exploratory study on culturally responsive school leadership for ESD implementation in Mongolia

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Abstract: *This study explores the role of school leaders play in implementing ideas of education for sustainable development in actual educational practices of culturally diverse schools. A sample of 50 school principals from both eco and regular schools in Ulaanbaatar and rural districts completed online survey rating the importance of culturally responsive school leadership for ESD implementation, identifying the problems they face when mainstreaming ESD in different school contexts, and listing the initiatives they have taken to promote ESD among school teachers. The findings suggest that school principals consider school leadership to be extremely important for ESD engagement. They also show that building common awareness of ESD in different school environment, changing school climate for ESD and teachers' attitudes towards ESD teaching are the leading problems to ESD engagement. The findings also indicate that principals take initiatives such as organizing orientation workshops and discussions to develop an understanding of what "eco-system" or "sustainable development" mean, presenting posters and flyers to model ESD-related behaviors, skills and competencies in classrooms, and professional development to foster ESD engagement among teachers.*

Keywords: school leadership, culturally diverse schools, ESD-related behaviors, skills and competencies, teachers' engagement

1. Introduction

The educational leadership, more specifically teacher and school leadership for Education for Sustainable Development (ESD) is gaining momentum in Mongolia. For the past few years, schools in Ulaanbaatar and different regions of the country started to offer extra-curricular activities in the areas of environmental

education and local school leadership, so school leaders made attempts to transform their school facilities and environment in ways to make them ecologically more responsible. However, the “green development” in eco schools marked only the beginning of ESD.

More recently, the Ministry of Education and Science communicated its intent to move onto the next stage and lead the change to *mainstream* Education for Sustainable Development across whole school and support new ESD activities inside as well as outside of the school. Such a comprehensive approach implies not only greater attention to environmental education but in addition also means a commitment to knowledge, skills, and applications that relate to social-cultural and economic issues. In line with the global movement towards a sustainable development, the three pillars of ESD—environmental, socio-cultural, and economic—were likely to be rolled out in schools and communities of Mongolia over the past few years. The Ministry of Education and Science and the Ministry of Environment and Green Development worked hand in hand to accomplish this 21st century task. This article presents an exploratory study on *what role* culturally responsive school leadership plays in ESD implementation in actual educational practice and *how much* and *how* ESD is currently implemented and mainstreamed at classroom and school level.

2. Theoretical background

Culturally Responsive School Leadership

Culturally responsive school leadership is to take the lead to make a momentous decision to respond effectively to children’s culturally different learning and social needs in the classroom (Gay, 2010), while using culturally relevant (Ladson-Billings, 1995) and culturally responsive pedagogies (Gay, 1994). In the classroom of students with diverse needs, teachers are obliged to manage it in more inclusive and culturally comprehensive ways (Khalifa, 2013).

In emphasizing the importance of reformation and transformation of all aspects of educational organizations such as policymaking, management, and budget allocation, school leaders must create the whole school culture and climate to meet the different needs of culturally diverse learners while leading the change in teachers’ culturally responsive teaching (Gay, 2010). Although pedagogy cannot solve all the problems faced with learners, the attempts to make major changes in teaching styles are needed to influence on the society and heal the inequities in social, political and economic lives of the country.

Education reform initiators have claimed that culturally responsive school leadership plays an important role in promoting a self-sustaining school environment where highly qualified teachers are attracted, maintained and supported. Good school leaders understand the need to recruit culturally responsive teachers who are well-experienced to manage their teaching in more learner-friendly manner and to transform school facilities and environment in ways to make them ecologically more responsible (Clotfelter, Ladd, Vigdor, & Wheeler, 2006; Lankford, Loeb, & Wyckoff, 2002; Office for Civil Rights, 2014).

The components of culturally responsive school leadership can be understood as school context, leadership style, and cultural fluency (Campos-Moreira et al. (2020). School context is the connection between all the stakeholders of the school such as from state to local leaders, from school leader to school teachers, from teachers to students, parents and communities and so on. Leadership style is adopted by school leaders in accordance with the common and special need of the receiving society. Cultural fluency is to respond to the students and parents from various backgrounds, ethnicities, socioeconomic status, and minorities in community context (Khalifa et al. 2016) where the issues of sustainable development are addressed (Jadamba&Tungalag, 2014). Thus, the main focus in this article is on the role of culturally responsive school leaders in the implementation and promotion of ideas of education for sustainable development in culturally diverse schools.

Understanding ESD from Mongolian perspectives

In accordance with the basic principle of the Mongolian world view, all the things and phenomena in the world are solely interconnected while forming one world or vital unit and interacting one another. On the other hand, universe is the one world where things and their forms and movement are interconnected as a unit within “space and time”. As soon as things are interconnected, they exist containing much energy and “Light” (“information”) which transmits the interconnection and integration (unity). Based on this basic principle, the sense of recognizing all the things and interconnectedness of ideas about those things is called the Mongolian World View (Jadamba, 2012).

Mongolian world view

‘World’ is one object (so it is called one world). First one object, only one object exists. That object is the integration of two opposites or a pair of objects and its essence. The unmovable, image, nature, content, place-time, space-time (“emptiness and place”) of the opposite pairs are called “*bilig*”, while the movable, character, feature, form, quantity-quality, mass-energy of those objects are “*arga*”. When one object is integrated with the two opposites, it creates another object which has the triangle structure. Lots of objects in the world consist of these three (or seven out of six). One consists of the two opposites, and reversely, the two opposites consist of another two opposites and in this way, the world consists of many other countless pairs of opposites. On this regard, world is the integration of “*arga*” (character, feature (quality), form and place) which is reality, and “*bilig*” (image, essence, content, space-time) which means “emptiness” and their “*ur-* result/effect” or one life. Existence in this world is individual world which is the energy character of one world. On the other hand, the image of existence or nature is one world. The features of existence (those are one world and individual world), their forms and movement are the phenomena occurring in one world. To make it more precise, the image and nature of existence and individual world or “emptiness” is identical in those on the one world. However, the manifestation

(unity of all things) and its forms and movement (changes and reforms) are different from one another.

Basic concepts of the Mongolian world view (Jadamba et al. 2015):

- *Interconnection / Integration / Unity* – creator or destroyer of something
- *Energy* – the result of integration and essence of any kinds of existence
- *One world* – integration of *arga* – real life, *bilig* – “emptiness”, and their “*ur*-result” which is “place-time-quantity (number)-quality”, “nature-society-culture-time”
 - “*Emptiness*” – the mystical experience, image of one world – “space-time”, “place and time” – *bilig*
 - “*Reality*” – open features, character of one world – “mass- energy”, “quantity and quality” – *arga*
 - *Object, phenomenon* – the energy character of one world and individual world
 - *Individual world* – the integration of *arga* – unity of all things and *bilig* – “emptiness” and their “*ur* – result” which is the references of “place-time-quantity- quality”, “nature-society-culture-time”
 - *Object*– ‘*emptiness*’ – the protective character of “emptiness” that is the individual world
 - *Unity of all things* – the protective character of reality in the individual world

The Basis of the Strategies for Sustainable Development designed by Mongolians is related to the Transformation Dialectics (Jadamba et al. 2015).

- Reality is transformed and changed continuously in the ways when society-culture is unmovable due to the nature-time; and nature-time, in turn, is movable due to the society-culture.
 - With the concern of *arga*, society-culture is the power and energy of the transformation of reality.
 - Society-culture is transformed when society is unmovable in relation to the culture and culture itself becomes movable in relation to the society.
 - Society is the power of society-culture.
 - Society is transformed when people are unmovable due to the environment and environment is movable due to the people. People are the power of society.

As shown below in Table 1, the differences similarities in the strategies of the one world sustainable development designed by the United Nations and Mongolian ancestors have been presented.

Table 1. The differences and similarities in the strategies of the one world sustainable development designed by the United Nations and Mongolian ancestors

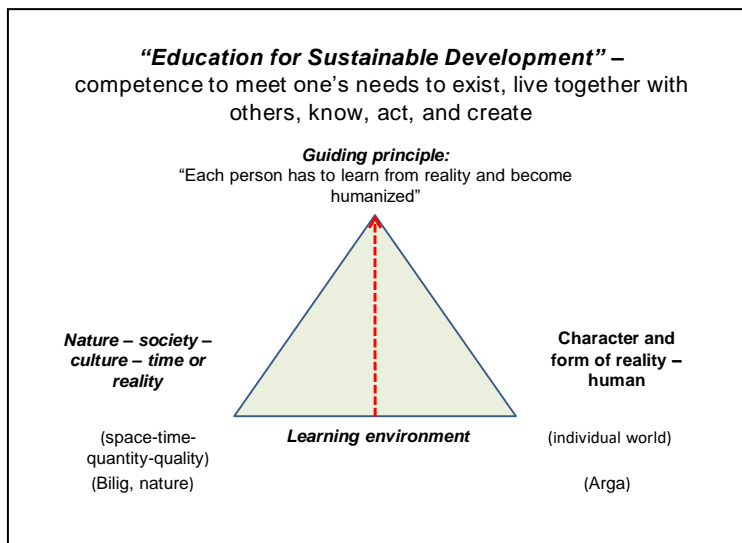
The implementing strategies by the United Nations	The strategies inherited from the Mongolian ancestors
• Develop people in sustainable ways	• Develop people in sustainable ways

<ul style="list-style-type: none"> • Develop the nature-time first, and then develop the nature-society-culture-time in sustainable ways 	<ul style="list-style-type: none"> • Develop the society-culture first and then the nature-time and finally develop the nature-society-culture-time in sustainable ways
Difference : “develop the society-culture, after developing the society-culture	
This means if we don't pay any attention to the “social sustainable development”, “cultural sustainable development” and “socio-cultural sustainable development”, the problem of oneworld sustainable development cannot be solved.	

Education for Sustainable Development in Mongolian context (Jadamba et al. (2019):

- Education is the integration of actions of learning (arga) and becoming humanized (bilig).
 - Sustainable – (1) to be friendlier to the one world, nature-society-culture-time and real life; (2) the essence of human education is the nature-society-culture-time phenomena which is interpenetrated into the one world.
 - ‘For development’ is described in two different ways: (1) become humanized through continuous learning; (2) the human education is the integration of human and education. It means that it is impossible to separate education from its essence – human

Table 2. ESD from one world approach



From the above chart, education for sustainable development is the integration of competences to become humanized through his continuously learning action and to be friendlier to the one world, nature-society-culture-time and real life (they will be called “others” in the next pages).

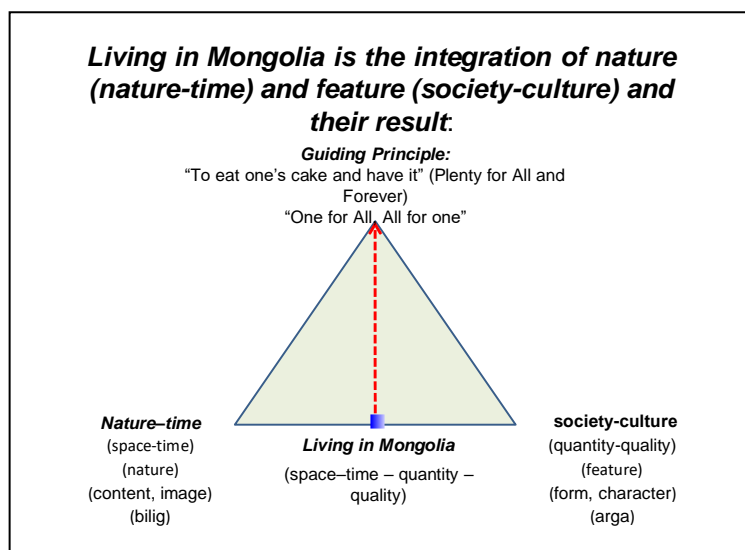
From the definition of ESD to the nature of an educated man for sustainable development:

- To learn how to recognize, understand, and feel the character and form of one world (others) and vital unit “I and myself”
 - To learn how to know others and “myself”
 - To learn how to recognize, understand and feel the real life (nature, society, and the integration of past and future) and nature-society-culture-time
 - To learn how to recognize, understand and feel one’s nature while recognizing “others”
 - To be able to show one’s kindness (love, respect, support and help “others”) and honesty (to be responsible for one’s duties, principal, and reliable)
 - To learn to become humanized
 - To learn how to become humanized through continuous learning based on the real life (based on one’s nature, society, culture and integration of past and future) as well as based on the nature-society-culture-time

The urgent problems of living in Mongolia (Jadamba et al. 2019):

- Changes in the character and image of “Mother” nature: environmental pollution, overheating and overcooling, desertification, dried rivers and lakes, transformation in four seasons, growing number of natural disasters and etc.
- Economic crisis: poverty, unemployment, growth of living cost, price boost, growth of inflation rate, too much loan and its interest rate, decrease of export, import growth, production fall, market without any management and etc.
- Social failures: Too much concern of parties and politics, bribery, corruption, people’s nervousness, injustice and inequality, dehumanization, too much concern of one’s right, irresponsibility, gaps between the rich and the poor, and employment and unemployment and etc.

Table 3. Living in Mongolia explained from one world approach



3. Research Design

The study was carried out over a period of ten months: Feb 1 – December 1, 2021.

This study addresses the following research questions:

- (i) To what extent do school leaders find culturally responsive school leadership as important for ESD implementation?
- (ii) What are the most common problems they face to mainstream ESD in culturally diverse school contexts?
- (iii) How do school principals foster ESD promotion among teachers?

Methods: procedures and participants

50 school principals received an online message. It informed them of the goal of the study and of their right to decline participating or discontinue their participation at any time. They were also ensured that their identity would remain anonymous. A total of 50 principals completed the survey.

The mean age of responders was 49.3 ($SD = 8.2$) and mean years experience as principal was 8.6 ($SD = 6.6$). Females comprised 57.39% of participants. Most participants had a Master's degree ($n = 42, 84\%$). More than half were principals at secondary schools ($n = 27, 54\%$), consistent with national statistics.

Measures: Demographics

Participants were asked to provide information regarding age, gender, experience as principal, school type, and highest degree achieved.

Importance of culturally responsive school leadership

Principals were asked to rate the overall importance of culturally responsive school leadership

on a five-point Likert scale, ranging from 1 (not at all important) to 5 (very important). Then they were asked to justify their response to this item.

Open-ended questions

Principals were asked to identify up to three problems they perceive teachers may face when implementing ESD ideas. We also asked them to identify up to three initiatives they have taken to foster ESD promotion and implementation.

Also, the team of 15 members were divided in 5 sub-teams to visit the schools to observe how much culturally responsive school leadership influences on ESD implementation and promotion at school level.

Analyses

We performed descriptive statistical analyses to determine the age, gender, years of experience, school type, and highest degree. We also analyzed the importance of culturally responsive school leadership with descriptive statistics.

We performed an analysis of frequency to identify the problems principals perceive teachers having to ESD implementation and the initiatives they have taken to promote ESD implementation. Finally, we performed an analysis of frequency to determine why principals felt culturally responsive school leadership was important.

4. Results

The importance of culturally responsive school leadership

To assess the extent to which principals find culturally responsive school leadership important, participants rated it in a Likert scale ranging from 1 (not at all important) to 5 (very important). Almost all rated it as highly important ($M = 4.803$, $SD = 0.425$). Only 5 (1.1%) principals attributed low importance to culturally responsive school leadership.

As a follow-up question, we asked principals to briefly justify their response regarding the importance of culturally responsive school leadership. Their reasons focused on three elements: school culture and success, student achievement, and teachers' pedagogical practices and personal growth. While these elements are usually intertwined in the daily school routine, we present them separately below to better illustrate the participants' reasoning.

1) School culture and success ($n = 18$, 36%). Culturally responsive school leadership is important to implement ESD ideas in school context because it benefits the entire school by facilitating community building, school success, and the creation and achievement of common goals throughout the building. According to principals, culturally responsive school leadership helps create a positive school culture, an environment of open communication, and a climate of trust, honesty, and respect. Additionally, culturally responsive school leadership supports all individuals in the building—teachers, staff members, and students. “We have to work together to best serve kids AND ourselves. It allows us to build a learning community to support the growth of everyone in our building,” said one principal.

Sample of Selected Schools

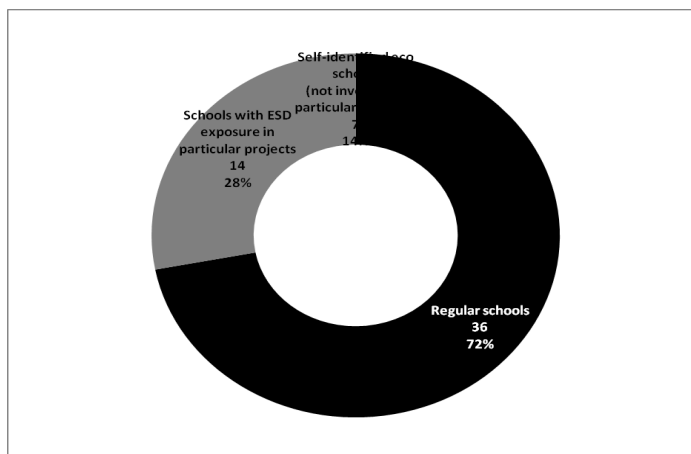
Team members were asked to visit schools and to observe actual educational practices in the area of ESD. For this purpose, 3 sub-teams were provided a combination of schools with prior ESD exposure (“treatment group”) and those without prior ESD exposure (“control group”). The two types of schools were not randomly selected and therefore do not represent the larger population of ESD and non-ESD schools in Mongolia.

A total of 50 schools were visited; of them 16 were in Ulaanbaatar and the rest were in the provinces Gobi-Altai, Khovd, Sukhbaatar, Darkhan, Selenge,

Bulgan, Orkhon, Tuv, Uvurkhangai, Arkhangai, Khentii, Dornogobi, Dundgobi, and Gobisumber. Figure 1 presents the distribution of schools in the sample.

Schools with ESD exposure in particular projects include: 11 SDC eco schools, two UNESCO eco schools, and one GIZ green school. Interestingly, seven additional schools self-identified as “eco schools” even though they were not officially included as a partner school in any of the environmental education projects.

Figure 1: Sample of schools



Comparison of Eco Schools with Regular Schools from Culturally Responsive School Leaders’ perspectives

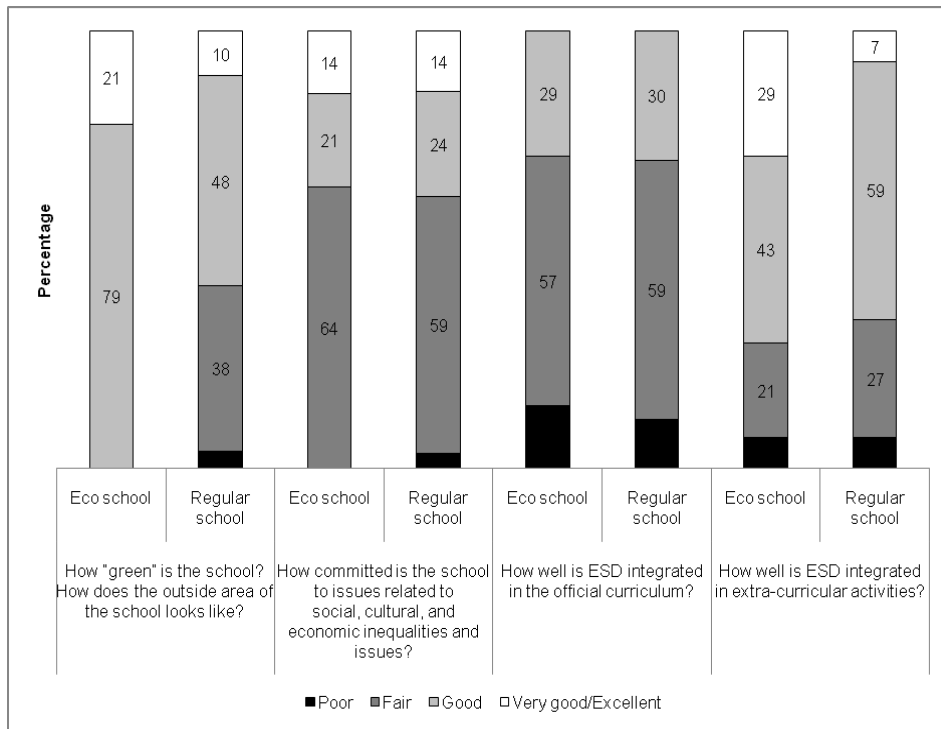
The study compared eco schools (N = 14) with regular schools (N = 29). The so-called self-reported eco schools (N=7) were excluded from this comparison in order to measure project effects. The two types of schools are remarkably similar with the exception of two areas:

- Eco schools are clearly “greener” in the sense of planting trees, school garden, etc. than regular schools
- Eco schools tend to also organize more intensively ESD related extra-curricular activities (e.g., eco clubs, initiatives of schools, local community, etc.) even though regular schools are attach great value to these kind of extra-curricular activities

The main difference between eco schools and regular schools is their commitment to trees and plans and to afterschool eco clubs. Other than these two markers of eco schools, project schools did not display a greater sensitivity towards social, cultural or economic inequality nor did they differentiate themselves in terms of greater ESD mainstreaming into the official curriculum.

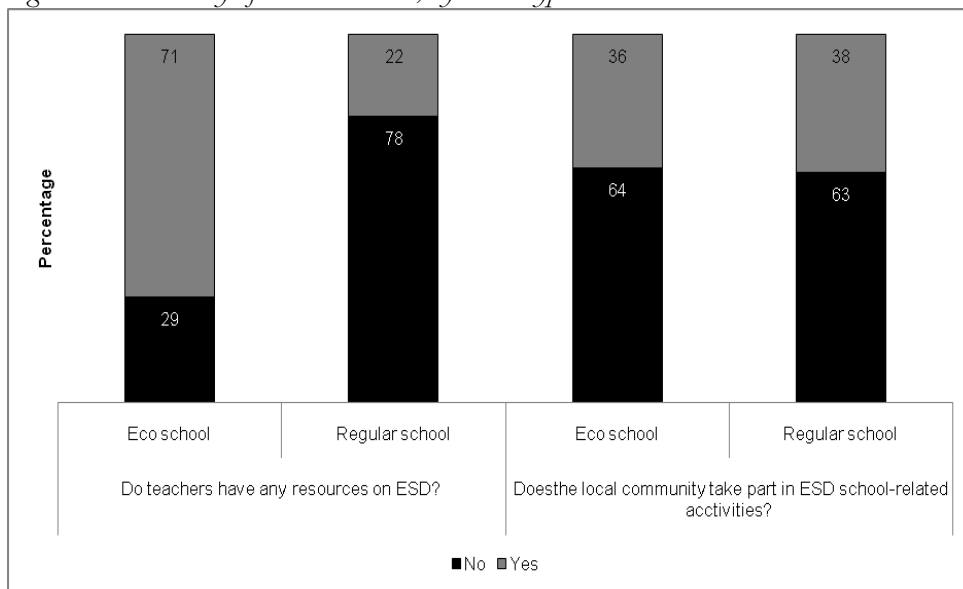
- Figure 2 presents comparison between regular schools and eco schools, and it includes four aspects of school organization. Clearly, eco schools are more likely than regular schools to be “green” in terms of their outside environment. Nevertheless, eco schools are not different than regular schools in terms of commitment to social issues, and ESD mainstreaming in the curriculum and in the extra-curriculum.

Figure 2: Supportive organizational climate for ESD, by school type



- Figure 3 presents comparison between regular schools and eco schools, and it includes two types of resources. Teachers in eco schools are more likely to have access to ESD resources. However, eco schools are not different than regular schools in terms of community engagement.

Figure 3: Availability of ESD resources, by school type



2) Student achievement ($n = 12, 24\%$). Principals believe that culturally responsive school leadership positively impacts student achievement and creates a model which students observe and engage in ESD-related activities. Culturally responsive school leadership can create an environment in which students are successful and achieve more, both socially and academically. “Collaboration is extremely important in achieving schoolwide ESD goals and vision. These goals are student-centered and ultimately contribute to student achievement,” said a principal.

3) Teachers’ practices and growth ($n = 19, 38\%$). Principals stated that culturally responsive school leadership impacts teaching practices and influences teacher personal growth. Many principals reported that school leaders’ leadership skills help teachers by giving them role models, other teachers to talk to about best practices, and the opportunity to examine different perspectives and opinions. “When school leaders and teachers work as a team they learn and grow together as they see things from others’ points of view. An effective school leader taps the expertise of each person, honors the opinions of all and compels each member to be curious, inquisitive and resourceful professional learners and problem solvers,” said one principal.

Problems facing teachers to implement ESD ideas

Participants were asked to list up to three problems that teachers face regarding ESD implementation. The list presented in Table 2 indicates that building common awareness of ESD in different school environment, changing school climate for ESD and teachers’ attitudes towards ESD teaching are the leading problems to ESD engagement.

Table 2: Problems facing teachers to implement ESD

<i>Problemsn (%)</i>	
Building a common awareness of ESD	13 (26%)
Changing school climate for ESD	9 (18%)
Teachers’ attitudes towards ESD teaching	9 (18%)
Personality differences (attitude, ego, personal values)	7 (14%)
Other barriers (isolation, leadership issues, acceptance of and willingness to actively support and participate in ESD-related activities	5 (10%)
Unclear roles and goals	4 (8%)
Unwillingness to participate in teams or to change	2 (4%)
Insecurities	1 (2%)
Total:	50 (100%)

Principals’ initiatives for ESD promotion

Participants were asked to identify up to three initiatives they have taken to promote ESD. The list indicates that organizing orientation workshops and discussions to develop an understanding of what “eco-system” or “sustainable development” mean, presenting posters and flyers to model ESD-related behaviors, skills and competencies in classrooms, and professional development to foster ESD engagement among teachers.

Table 3: Initiatives taken to promote ESD

Initiatives	n (%)
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Organizing orientation workshops and discussions to develop an understanding of what “eco-system” or “sustainable development” mean	20 (40%)
Presenting posters and flyers to model ESD-related behaviors, skills and competencies in classrooms	12 (24%)
Professional development to foster ESD engagement among teachers	8 (16%)
Change projects	5 (10%)
Regular meetings	3 (6%)
Other initiatives (district/state driven, less responsibilities for staff, creating common goals/expectations)	2 (4%)
<hr/>	
Total:	50(100%)

5. Discussion

This study had three main objectives: (1) assessing the importance of culturally responsive school leadership for ESD implementation, (2) identifying the problems they face when mainstreaming ESD in different school contexts, and (3) listing the initiatives they have taken to promote ESD among school teachers. The following sections address the findings for each of these goals and their implications for the field.

The importance of culturally responsive school leadership for ESD implementation

In light of this study’s findings, current and prospective principals could be further educated on theories and strategies of culturally responsive school leadership and culturally responsive teaching pedagogies, how a culture of collaboration of school principals and teachers actuate the school culture and success, student achievement, and teachers’ pedagogical practices and personal growth. In this way, principals can support in developing culturally responsive leadership skills and redesigning eco-school systems and practices that led to sustainable development.

Problems facing teachers to promote ESD implementation

These findings are a call to school principals to further develop their awareness of ESD in different school environment through specific actions as well as forging a culture of collaboration. They also remind teachers that a well-prepared and well-intentioned principal can only lead the change if they sabotage the collaborative processes introduced by school leadership. Professional development of teachers and principals, as well as the certifying programs, could integrate ESD both as a content and a process aimed at supporting student success.

Principals’ initiatives for ESD promotion

These findings regarding the initiatives that principals take to foster ESD promotion suggest that while they are mostly in tune with their teachers' expectations, they need to continue working toward a more systemic perspective of their initiatives to develop a deeper understanding of ESD and forge a culture of collaboration in their schools through a shared vision and goals. While principals are expected to shape the culture of their schools, they need proper education and the support of school districts to do so. In this regard, the findings of this study are also a call to certification programs and school districts to ensure that principals are well-equipped and able to develop a common vision and goals with the school community. Teachers expect principals to organize professional developments, and run meetings.

6. Limitations and future research

Up to now, only limited studies have explored the roles culturally responsive leadership play in ESD implementation in Mongolia. This paper is a step toward a systematic investigation of the importance of school leadership to respond culturally diverse school contexts, the perceived problems, and the actions they take to foster it in their schools. While the exploratory nature and the type of analysis conducted were appropriate to address the research questions with a few samples of principals, the findings of our study were limited. We identified the actions principals take to foster ESD promotion, but did not explore decision-making processes nor the level of involvement of teachers in the implementation of these actions. Similarly, while we placed the role of principals toward sustainable development in the larger context of school culture and leadership, we did not ask any questions specifically addressing principals' perceived leadership styles and their impact on school sustainability. Finally, while inquiring about the actions taken by principals to foster ESD promotion, we did not ask them about the success of those actions and potential takeaways.

To expand the literature on the topic at hand and address this study's limitations, we recommend in-depth qualitative studies aimed at uncovering the decision-making processes that support the actions principals take to foster ESD promotion. More specifically, future research could assess the extent to which teachers and other staff are involved in the decision-making and implementation of such ESD actions. Future studies could also explore the success rate of actions taken by principals to foster ESD promotion as well as what they have learned from their successes and failures in such implementations. Finally, the implementation of ESD from the perspective of principals could also be explored from the broader discussion of shared leadership, including how principals understand their roles as leaders regarding ESD implementation in culturally diverse schools.

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An exploratory study on culturally responsive school leadership for ESD implementation in Mongolia

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Abstract

This study explores the role of school leaders play in implementing ideas of education for sustainable development in actual educational practices of culturally diverse schools. A sample of 50 school principals from both eco and regular schools in Ulaanbaatar and rural districts completed online survey rating the importance of culturally responsive school leadership for ESD implementation, identifying the problems they face when mainstreaming ESD in different school contexts, and listing the initiatives they have taken to promote ESD among school teachers. The findings suggest that school principals consider school leadership to be extremely important for ESD engagement. They also show that building common awareness of ESD in different school environment, changing school climate for ESD and teachers' attitudes towards ESD teaching are the leading problems to ESD engagement. The findings also indicate that principals take initiatives such as organizing orientation workshops and discussions to develop an understanding of what "eco-system" or "sustainable development" mean, presenting posters and flyers to model ESD-related behaviors, skills and competencies in classrooms, and professional development to foster ESD engagement among teachers.

Keywords: school leadership, culturally diverse schools, ESD-related behaviors, skills and competencies, teachers' engagement

1. Introduction

The educational leadership, more specifically teacher and school leadership for Education for Sustainable Development (ESD) is gaining momentum in Mongolia. For the past few years, schools in Ulaanbaatar and different regions of the country started to offer extra-curricular activities in the areas of environmental education and local school leadership, so school leaders made attempts to transform their school facilities and environment in ways to make them ecologically more responsible. However, the "green development" in eco schools marked only the beginning of ESD.

More recently, the Ministry of Education and Science communicated its intent to move onto the next stage and lead the change to *mainstream* Education for Sustainable Development across whole school and support new ESD activities inside as well as outside of the school. Such a comprehensive approach implies not only greater attention to environmental education but in addition also means a commitment to knowledge, skills, and applications that relate to social-cultural and economic issues. In line with the global movement towards a sustainable development, the three pillars of ESD—environmental, socio-cultural, and economic—were likely to be rolled out in schools

and communities of Mongolia over the past few years. The Ministry of Education and Science and the Ministry of Environment and Green Development worked hand in hand to accomplish this 21st century task. This article presents an exploratory study on *what role* culturally responsive school leadership plays in ESD implementation in actual educational practice and *how much* and *how* ESD is currently implemented and mainstreamed at classroom and school level.

2. Theoretical background

Culturally Responsive School Leadership

Culturally responsive school leadership is to take the lead to make a momentous decision to respond effectively to children's culturally different learning and social needs in the classroom (Gay, 2010), while using culturally relevant (Ladson-Billings, 1995) and culturally responsive pedagogies (Gay, 1994). In the classroom of students with diverse needs, teachers are obliged to manage it in more inclusive and culturally comprehensive ways (Khalifa, 2013).

In emphasizing the importance of reformation and transformation of all aspects of educational organizations such as policymaking, management, and budget allocation, school leaders must create the whole school culture and climate to meet the different needs of culturally diverse learners while leading the change in teachers' culturally responsive teaching (Gay, 2010). Although pedagogy cannot solve all the problems faced with learners, the attempts to make major changes in teaching styles are needed to influence on the society and heal the inequities in social, political and economic lives of the country.

Education reform initiators have claimed that culturally responsive school leadership plays an important role in promoting a self-sustaining school environment where highly qualified teachers are attracted, maintained and supported. Good school leaders understand the need to recruit culturally responsive teachers who are well-experienced to manage their teaching in more learner-friendly manner and to transform school facilities and environment in ways to make them ecologically more responsible (Clotfelter, Ladd, Vigdor, & Wheeler, 2006; Lankford, Loeb, & Wyckoff, 2002; Office for Civil Rights, 2014).

The components of culturally responsive school leadership can be understood as school context, leadership style, and cultural fluency (Campos-Moreira et al. (2020). School context is the connection between all the stakeholders of the school such as from state to local leaders, from school leaders to school teachers, from teachers to students, parents and communities and so on. Leadership style is adopted by school leaders in accordance with the common and special need of the receiving society. Cultural fluency is to respond to the students and parents from various backgrounds, ethnicities, socioeconomic status, and minorities in community context (Khalifa et al. 2016) where the issues of sustainable development are addressed (Jadamba & Tungalag, 2014). Thus, the main focus in this article is on the role of culturally responsive school leaders in the implementation and promotion of ideas of education for sustainable development in culturally diverse schools.

Understanding ESD from Mongolian perspectives

In accordance with the basic principle of the Mongolian world view, all the things and phenomena in the world are solely interconnected while forming one world or vital unit and interacting one another. On the other hand, universe is the one world where things and their forms and movement are interconnected as a unit within “space and time”. As soon as things are interconnected, they exist containing much energy and “Light” (“information”) which transmits the interconnection and integration (unity). Based on this basic principle, the sense of recognizing all the things and interconnectedness of ideas about those things is called the Mongolian World View (Jadamba, 2012).

Mongolian world view

‘World’ is one object (so it is called one world). First one object, only one object exists. That object is the integration of two opposites or a pair of objects and its essence. The unmovable, image, nature, content, place-time, space-time (“emptiness and place”) of the opposite pairs are called “*bilig*”, while the movable, character, feature, form, quantity-quality, mass-energy of those objects are “*arga*”. When one object is integrated with the two opposites, it creates another object which has the triangle structure. Lots of objects in the world consist of these three (or seven out of six). One consists of the two opposites, and reversely, the two opposites consist of another two opposites and in this way, the world consists of many other countless pairs of opposites. On this regard, world is the integration of “*arga*” (character, feature (quality), form and place) which is reality, and “*bilig*” (image, essence, content, space-time) which means “emptiness” and their “*ur-* result/effect” or one life. Existence in this world is individual world which is the energy character of one world. On the other hand, the image of existence or nature is one world. The features of existence (those are one world and individual world), their forms and movement are the phenomena occurring in one world. To make it more precise, the image and nature of existence and individual world or “emptiness” is identical in those on the one world. However, the manifestation (unity of all things) and its forms and movement (changes and reforms) are different from one another.

Basic concepts of the Mongolian world view (Jadamba et al. 2015):

- *Interconnection / Integration / Unity* – creator or destroyer of something
- *Energy* – the result of integration and essence of any kinds of existence
- *One world* – integration of *arga* – real life, *bilig* – “emptiness”, and their “*ur-* result” which is “place-time-quantity (number)-quality”, “nature-society-culture-time”
- “*Emptiness*” – the mystical experience, image of one world – “space-time”, “place and time” – *bilig*
- “*Reality*” – open features, character of one world – “mass- energy”, “quantity and quality” – *arga*
- *Object, phenomenon* – the energy character of one world and individual world
- *Individual world* – the integration of *arga* – unity of all things and *bilig* – “emptiness” and their “*ur-* result” which is the references of “place-time-quantity-quality”, “nature- society-culture-time”
- *Object- ‘emptiness’* – the protective character of “emptiness” that is the individual world
- *Unity of all things* – the protective character of reality in the individual world

The Basis of the Strategies for Sustainable Development designed by Mongolians is related to the Transformation Dialectics (Jadamba et al. 2015).

- Reality is transformed and changed continuously in the ways when society-culture is unmovable due to the nature-time; and nature-time, in turn, is movable due to the society-culture.
- With the concern of *arga*, society-culture is the power and energy of the transformation of reality.
- Society-culture is transformed when society is unmovable in relation to the culture and culture itself becomes movable in relation to the society.
- Society is the power of society-culture.
- Society is transformed when people are unmovable due to the environment and environment is movable due to the people. People are the power of society.

As shown below in Table 1, the differences similarities in the strategies of the one world sustainable development designed by the United Nations and Mongolian ancestors have been presented.

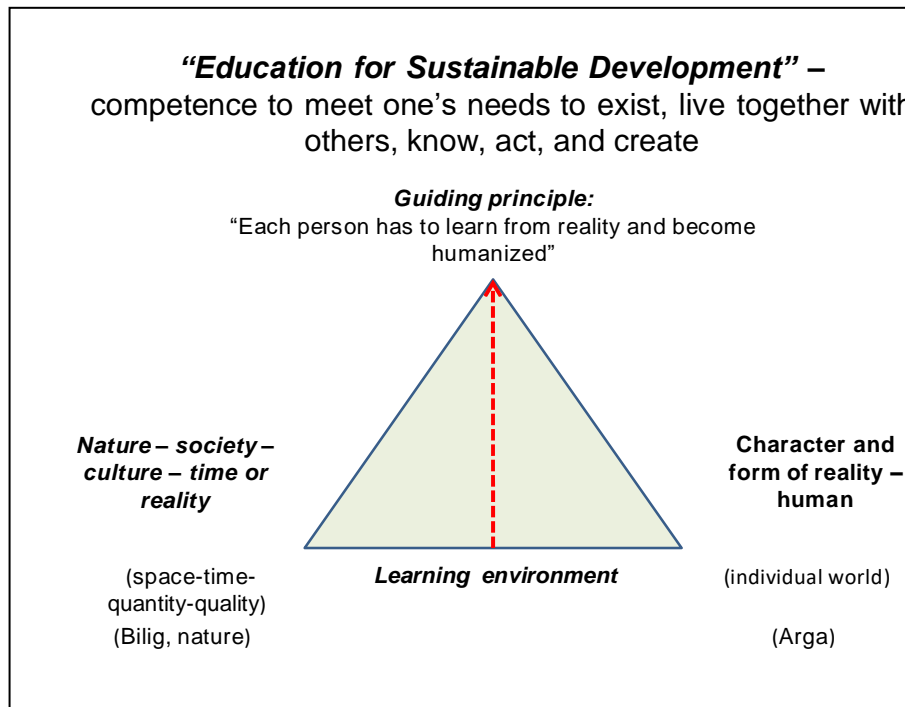
Table 1. The differences and similarities in the strategies of the one world sustainable development designed by the United Nations and Mongolian ancestors

The implementing strategies by the United Nations	The strategies inherited from the Mongolian ancestors
<ul style="list-style-type: none"> • Develop people in sustainable ways • Develop the nature-time first, and then develop the nature-society-culture-time in sustainable ways 	<ul style="list-style-type: none"> • Develop people in sustainable ways • Develop the society-culture first and then the nature-time and finally develop the nature-society-culture-time in sustainable ways
<p>Difference :“develop the society-culture, after developing the society-culture</p>	
<p>This means if we don't pay any attention to the “social sustainable development”, “cultural sustainable development” and “socio-cultural sustainable development”, the problem of one world sustainable development cannot be solved.</p>	

Education for Sustainable Development in Mongolian context (Jadamba et al. (2019):

- Education is the integration of actions of learning (*arga*) and becoming humanized (*bilig*).
- Sustainable – (1) to be friendlier to the one world, nature-society-culture-time and real life; (2) the essence of human education is the nature-society-culture-time phenomena which is interpenetrated into the one world.
- ‘For development’ is described in two different ways: (1) become humanized through continuous learning; (2) the human education is the integration of human and education. It means that it is impossible to separate education from its essence – human

Table 2. ESD from one world approach



From the above chart, education for sustainable development is the integration of competences to become humanized through his continuously learning action and to be friendlier to the one world, nature-society-culture-time and real life (they will be called “others” in the next pages).

From the definition of ESD to the nature of an educated man for sustainable development:

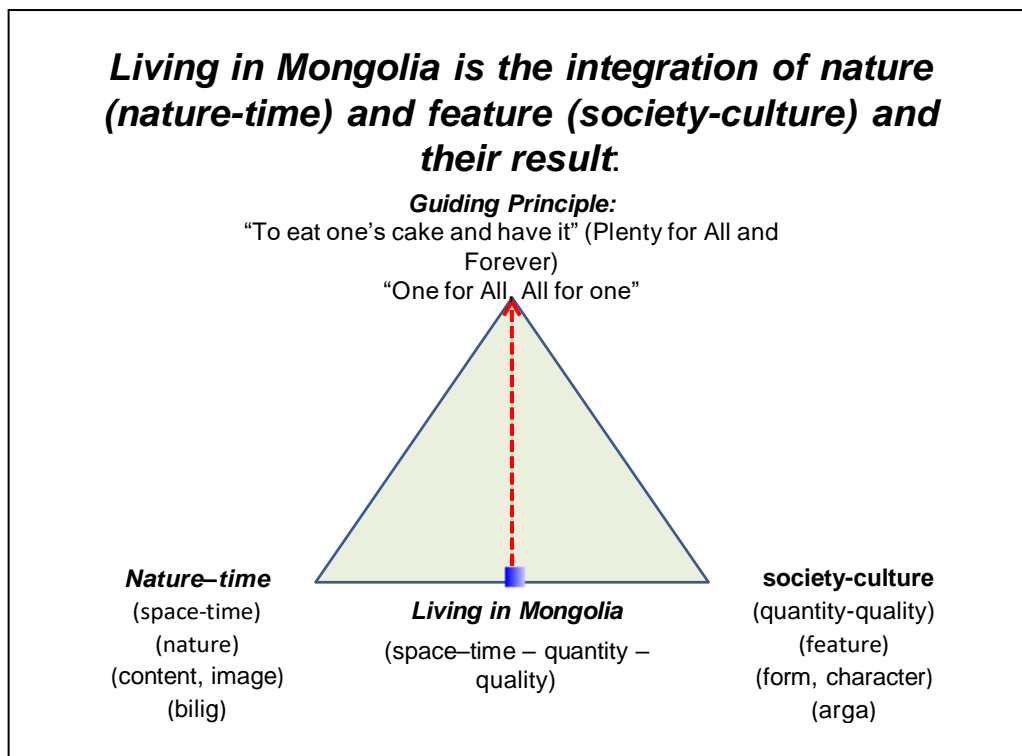
- To learn how to recognize, understand, and feel the character and form of one world (others) and vital unit “I and myself”
- To learn how to know others and “myself”
- To learn how to recognize, understand and feel the real life (nature, society, and the integration of past and future) and nature-society-culture-time
- To learn how to recognize, understand and feel one’s nature while recognizing “others”
- To be able to show one’s kindness (love, respect, support and help “others”) and honesty (to be responsible for one’s duties, principal, and reliable)
- To learn to become humanized
- To learn how to become humanized through continuous learning based on the real life (based on one’s nature, society, culture and integration of past and future) as well as based on the nature-society-culture-time

The urgent problems of living in Mongolia (Jadamba et al. 2019):

- Changes in the character and image of “Mother” nature: environmental pollution, overheating and overcooling, desertification, dried rivers and lakes, transformation in four seasons, growing number of natural disasters and etc.

- Economic crisis:poverty, unemployment, growth of living cost, price boost, growth of inflation rate, too much loan and its interest rate, decrease of export, import growth, production fall, market without any management and etc.
- Social failures:Too much concern of parties and politics, bribery, corruption, people’s nervousness, injustice and inequality, dehumanization, too much concern of one’s right, irresponsibility, gaps between the rich and the poor, and employment and unemployment and etc.

Table 3. Living in Mongolia explained from one world approach



3. Research Design

The study was carried out over a period of ten months: Feb 1 – December1, 2021.

This study addresses the following research questions:

- (iv) To what extent do school leaders find culturally responsive school leadership as important for ESD implementation?
- (v) What are the most common problems they face to mainstream ESD in culturally diverse school contexts?
- (vi) How do school principals foster ESD promotion among teachers?

Methods: procedures and participants

50 school principals received an online message. It informed them of the goal of the study and of their right to decline participating or discontinue their

participation at any time. They were also ensured that their identity would remain anonymous. A total of 50 principals completed the survey.

The mean age of responders was 49.3 ($SD = 8.2$) and mean years experience as principal was 8.6 ($SD = 6.6$). Females comprised 57.39% of participants. Most participants had a Master's degree ($n = 42, 84\%$). More than half were principals at secondary schools ($n = 27, 54\%$), consistent with national statistics.

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We performed descriptive statistical analyses to determine the age, gender, years of experience, school type, and highest degree. We also analyzed the importance of culturally responsive school leadership with descriptive statistics.

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4. Results

The importance of culturally responsive school leadership

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4.803, $SD = 0.425$). Only 5 (1.1%) principals attributed low importance to culturally responsive school leadership.

As a follow-up question, we asked principals to briefly justify their response regarding the importance of culturally responsive school leadership. Their reasons focused on three elements: school culture and success, student achievement, and teachers' pedagogical practices and personal growth. While these elements are usually intertwined in the daily school routine, we present them separately below to better illustrate the participants' reasoning.

4) School culture and success ($n = 18, 36\%$). Culturally responsive school leadership is important to implement ESD ideas in school context because it benefits the entire school by facilitating community building, school success, and the creation and achievement of common goals throughout the building. According to principals, culturally responsive school leadership helps create a positive school culture, an environment of open communication, and a climate of trust, honesty, and respect. Additionally, culturally responsive school leadership supports all individuals in the building—teachers, staff members, and students. “We have to work together to best serve kids AND ourselves. It allows us to build a learning community to support the growth of everyone in our building,” said one principal.

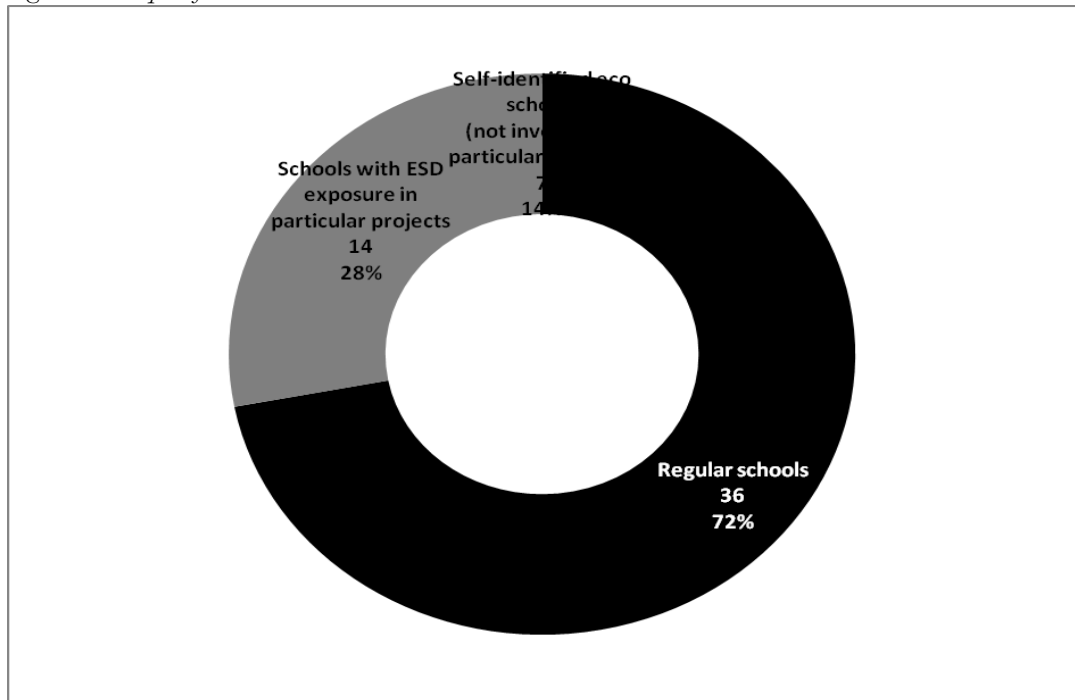
Sample of Selected Schools

Team members were asked to visit schools and to observe actual educational practices in the area of ESD. For this purpose, 3 sub-teams were provided a combination of schools with prior ESD exposure (“treatment group”) and those without prior ESD exposure (“control group”). The two types of schools were not randomly selected and therefore do not represent the larger population of ESD and non-ESD schools in Mongolia.

A total of 50 schools were visited; of them 16 were in Ulaanbaatar and the rest were in the provinces Gobi-Altai, Khovd, Sukhbaatar, Darkhan, Selenge, Bulgan, Orkhon, Tuv, Uvurkhangai, Arkhangai, Khentii, Dornogobi, Dundgobi, and Gobisumber. Figure 1 presents the distribution of schools in the sample.

Schools with ESD exposure in particular projects include: 11 SDC eco schools, two UNESCO eco schools, and one GIZ green school. Interestingly, seven additional schools self-identified as “eco schools” even though they were not officially included as a partner school in any of the environmental education projects.

Figure 1: Sample of schools



Comparison of Eco Schools with Regular Schools from Culturally Responsive School Leaders' perspectives

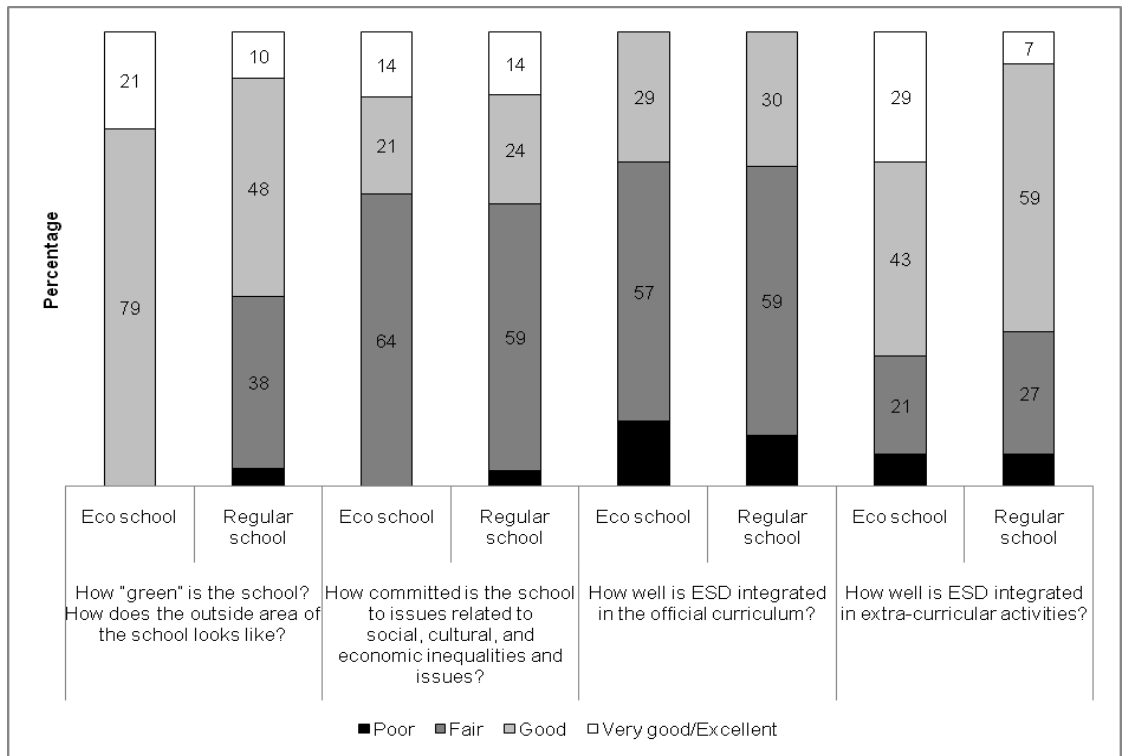
The study compared eco schools (N = 14) with regular schools (N = 29). The so-called self-reported eco schools (N=7) were excluded from this comparison in order to measure project effects. The two types of schools are remarkably similar with the exception of two areas:

- Eco schools are clearly “greener” in the sense of planting trees, school garden, etc. than regular schools
- Eco schools tend to also organize more intensively ESD related extra-curricular activities (e.g., eco clubs, initiatives of schools, local community, etc.) even though regular schools are attach great value to these kind of extra-curricular activities

The main difference between eco schools and regular schools is their commitment to trees and plans and to afterschool eco clubs. Other than these two markers of eco schools, project schools did not display a greater sensitivity towards social, cultural or economic inequality nor did they differentiate themselves in terms of greater ESD mainstreaming into the official curriculum.

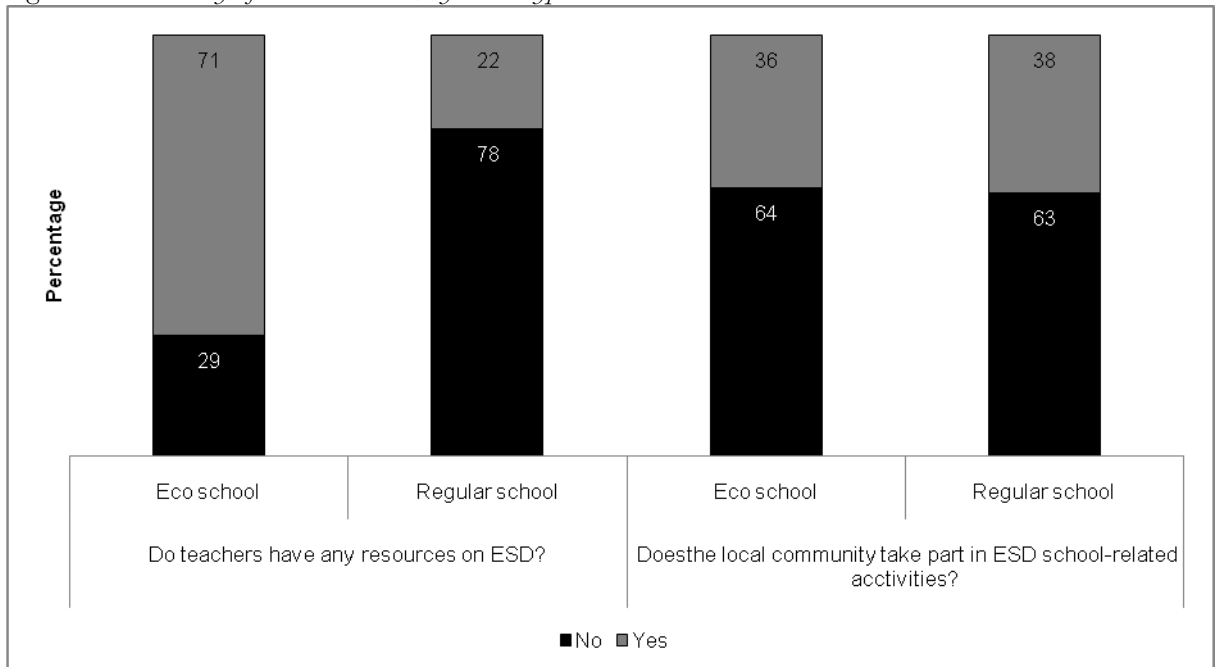
- Figure 2 presents comparison between regular schools and eco schools, and it includes four aspects of school organization. Clearly, eco schools are more likely than regular schools to be “green” in terms of their outside environment. Nevertheless, eco schools are not different than regular schools in terms of commitment to social issues, and ESD mainstreaming in the curriculum and in the extra-curriculum.

Figure 2: Supportive organizational climate for ESD, by school type



- Figure 3 presents comparison between regular schools and eco schools, and it includes two types of resources. Teachers in eco schools are more likely to have access to ESD resources. However, eco schools are not different than regular schools in terms of community engagement.

Figure 3: Availability of ESD resources, by school type



5) Student achievement ($n = 12, 24\%$). Principals believe that culturally responsive school leadership positively impacts student achievement and creates a model which students observe and engage in ESD-related activities. Culturally responsive school leadership can create an environment in which students are successful and

achieve more, both socially and academically. “Collaboration is extremely important in achieving schoolwide ESD goals and vision. These goals are student-centered and ultimately contribute to student achievement,” said a principal.

6) Teachers’ practices and growth ($n = 19, 38\%$). Principals stated that culturally responsive school leadership impacts teaching practices and influences teacher personal growth. Many principals reported that school leaders’ leadership skills help teachers by giving them role models, other teachers to talk to about best practices, and the opportunity to examine different perspectives and opinions. “When school leaders and teachers work as a team they learn and grow together as they see things from others’ points of view. An effective school leader taps the expertise of each person, honors the opinions of all and compels each member to be curious, inquisitive and resourceful professional learners and problem solvers,” said one principal.

Problems facing teachers to implement ESD ideas

Participants were asked to list up to three problems that teachers face regarding ESD implementation. The list presented in Table 2 indicates that building common awareness of ESD in different school environment, changing school climate for ESD and teachers’ attitudes towards ESD teaching are the leading problems to ESD engagement.

Table 2: Problems facing teachers to implement ESD

<i>Problemsn (%)</i>	
Building a common awareness of ESD	1 3 (26%)
Changing school climate for ESD	9 (18%)
Teachers’ attitudes towards ESD teaching	9 (18%)
Personality differences (attitude, ego, personal values)	7 (14%)
Other barriers (isolation, leadership issues, acceptance of and willingness to actively support and participate in ESD-related activities	5 (10%)
Unclear roles and goals	4 (8%)
Unwillingness to participate in teams or to change	2 (4%)
Insecurities	1 (2%)
Total:	5 0 (100%)

Principals' initiatives for ESD promotion

Participants were asked to identify up to three initiatives they have taken to promote ESD. The list indicates that organizing orientation workshops and discussions to develop an understanding of what “eco-system” or “sustainable development” mean, presenting posters and flyers to model ESD-related behaviors, skills and competencies in classrooms, and professional development to foster ESD engagement among teachers.

Table 3: Initiatives taken to promote ESD

Initiatives	<i>n</i> (%)
Organizing orientation workshops and discussions to develop an understanding of what “eco-system” or “sustainable development” mean	20 (40%)
Presenting posters and flyers to model ESD-related behaviors, skills and competencies in classrooms	12 (24%)
Professional development to foster ESD engagement among teachers	8 (16%)
Change projects	5 (10%)
Regular meetings	3 (6%)
Other initiatives (district/state driven, less responsibilities for staff, creating common goals/expectations)	2 (4%)
Total:	50 (100%)

5. Discussion

This study had three main objectives: (1) assessing the importance of culturally responsive school leadership for ESD implementation, (2) identifying the problems they face when mainstreaming ESD in different school contexts, and (3) listing the initiatives they have taken to promote ESD among school teachers. The following sections address the findings for each of these goals and their implications for the field.

The importance of culturally responsive school leadership for ESD implementation

In light of this study’s findings, current and prospective principals could be further educated on theories and strategies of culturally responsive school leadership and culturally responsive teaching pedagogies, how a culture of collaboration of school principals and teachers actuate the school culture and

success, student achievement, and teachers' pedagogical practices and personal growth. In this way, principals can support in developing culturally responsive leadership skills and redesigning eco-school systems and practices that led to sustainable development.

Problems facing teachers to promote ESD implementation

These findings are a call to school principals to further develop their awareness of ESD in different school environment through specific actions as well as forging a culture of collaboration. They also remind teachers that a well-prepared and well-intentioned principal can only lead the change if they sabotage the collaborative processes introduced by school leadership. Professional development of teachers and principals, as well as the certifying programs, could integrate ESD both as a content and a process aimed at supporting student success.

Principals' initiatives for ESD promotion

These findings regarding the initiatives that principals take to foster ESD promotion suggest that while they are mostly in tune with their teachers' expectations, they need to continue working toward a more systemic perspective of their initiatives to develop a deeper understanding of ESD and forge a culture of collaboration in their schools through a shared vision and goals. While principals are expected to shape the culture of their schools, they need proper education and the support of school districts to do so. In this regard, the findings of this study are also a call to certification programs and school districts to ensure that principals are well-equipped and able to develop a common vision and goals with the school community. Teachers expect principals to organize professional developments, and run meetings.

6. Limitations and future research

Up to now, only limited studies have explored the roles culturally responsive leadership play in ESD implementation in Mongolia. This paper is a step toward a systematic investigation of the importance of school leadership to respond culturally diverse school contexts, the perceived problems, and the actions they take to foster it in their schools. While the exploratory nature and the type of analysis conducted were appropriate to address the research questions with a few samples of principals, the findings of our study were limited. We identified the actions principals take to foster ESD promotion, but did not explore decision-making processes nor the level of involvement of teachers in the implementation of these actions. Similarly, while we placed the role of principals toward sustainable development in the larger context of school culture and leadership, we did not ask any questions specifically addressing principals' perceived leadership styles and their impact on school sustainability. Finally, while inquiring about the actions taken by principals to foster ESD promotion, we did not ask them about the success of those actions and potential takeaways.

To expand the literature on the topic at hand and address this study's limitations, we recommend in-depth qualitative studies aimed at uncovering the decision-making processes that support the actions principals take to foster ESD promotion. More specifically, future research could assess the extent to which teachers and other staff are involved in the decision-making and implementation of such ESD actions. Future studies could also explore the success rate of actions taken by principals to foster ESD promotion as well as what they have learned from their successes and failures in such implementations. Finally, the implementation of ESD from the perspective of principals could also be explored from the broader discussion of shared leadership, including how principals understand their roles as leaders regarding ESD implementation in culturally diverse schools.

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Giovanni Betta, Alessandro Figus, Diana Spulber, Ramón Bouzas-Lorenzo, Irina Olkova

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