

GLOBALLY GOOD SCHOOL LEADERSHIP

Modular presentation

We live in a paradoxical world with unprecedented opportunities to create an ideal global society and unforeseen threats of human and natural disaster. Schools could play a decisive role in the realization of the positive potential in humanity's current developmental stage. Every day, millions of young people spend much of their waking hours in classrooms. Were schools to become spaces for fostering a combination of self-knowledge and social imagination, as well as learning about transformative action, both within oneself and in social settings, they could act as spearheads for the creation of a new civilization, as envisioned by great educational thinkers from Comenius to Brameld.

The realization of this critically important potential of the educational system as a space for transformative, rather than adaptive and reproductive, learning is to a large extent dependent on the leadership of schools. A visionary and dedicated school leader, equipped with the appropriate tools, can create a learning environment that serves the wellbeing of all the members of the school community and the flourishing of the surrounding society. In a highly interdependent and interactive global society, positive changes on the local level will have a global impact. Hence, an educational leader can make a difference for the whole world.

This is where the concept "Globally Good School Leadership" comes in. It refers to school leaders who have the good of the entire globe – its people and nature – in mind. They see themselves as promoters of global wellbeing, without which individual and local thriving is no longer possible. Even though they operate within local settings, they have continually the interplay of the local and the global in mind. "Globally Good" refers also to the development of leadership qualities and a leadership approach that are recognized as desirable by educationalists around the globe. Hence, the insights "Globally Good School Leadership" is built on are not merely from a single cultural perspective. In Europe, we have, already since the Middle Ages in Andalusia, experience of the benefits of intercultural co-creation.

This course offers school leaders from around Europe an opportunity to develop new visions, obtain new tools, and find new partners in the process of leading their schools to become spaces of which it can be said **"A better world starts at our school!"**

MODULE	CONTENT	LEARNING OBJECTIVE	METHODOLOGY
The world we live in from an extra-terrestrial perspective	<p>Analysis of the current world situation</p> <p>Analysis of how we have ended up here</p> <p>Discussion about the main transformations required for a desirable global future</p>	<p>Realization of the paradoxality and complexity of the current world situation</p> <p>Gaining a historical understanding of what developments have led to the paradoxality of opportunities and threats currently facing humanity</p> <p>Finding the key developmental processes required to move towards a desirable future</p>	<p>Interactive presentation</p> <p>Game</p> <p>Storytelling by participants</p>
The school as a spearhead toward a desirable global future	<p>Discussion on the potential role of the school based on selected quotes by educational thinkers throughout times</p> <p>Analysis of powers that seek to control and influence the work of schools</p> <p>Analysis of the degrees of freedom and the potentiality</p>	<p>Understanding how the way schools are being controlled and directed by politicians and other external agents restricts them and leads to proliferation of existing global problems</p> <p>Gaining a view to what possibilities are open to school leaders to do something</p>	<p>Interactive presentation</p> <p>Creative group exercises</p> <p>Video clips</p>

	<p>space available to schools in today's Europe</p> <p>Discussion on the relationship of schools with other societal institutions and organizations</p>	<p>radically different within existing regulatory frameworks</p> <p>Learning about ways in which schools can act as engines of desirable societal development</p>	
Being the captain when sailing uncharted seas	<p>Discussion on the role of the leader in situations where development is intended in a direction that is highly unfamiliar and to some extent associated with feelings of unease</p> <p>Analyzing successful examples of transformative individual and organizational change</p> <p>Co-creating a model for transformative organizational change and identifying critical points of its facilitation</p>	<p>Understanding what aspects of transformative change are critically challenging to individuals and organizations</p> <p>Understanding why and how people resist change and what can help them to embrace it</p> <p>Obtaining a conceptual and practical framework for one's leadership</p> <p>Obtaining practical tools for leading transformative developmental processes</p>	<p>Interactive presentation</p> <p>Forum theatre</p> <p>Pictorial creative process</p> <p>Videos</p> <p>Case Studies</p>
Recapturing the lost art of questioning	<p>Discussion on the function of questions in human learning and development</p>	<p>Understanding why questions and questioning are essential to a transformative process</p>	<p>Interactive presentation</p> <p>Role play</p>

	<p>Discussing the salient features of good questions and practicing their formulation</p> <p>Practicing questioning of fundamental beliefs and discussing what that can lead to</p>	<p>Understanding why and how educational systems kill young children’s innate engagement in asking questions and questioning</p> <p>Learning how to promote the art of asking good questions and questioning established values and practices in a transformative process</p>	<p>Collaborative problem-solving exercises</p>
<p>Transformation instead of adaptation</p>	<p>Discussing the essential aspects of transformation in contrast to adaptation</p> <p>Analyzing the social, political, and psychological implications of transformative development</p> <p>Analyzing the fundamentals of the current world situation in terms of the necessity for transformation</p> <p>Discussing the traditions and dynamics of the school</p>	<p>Understanding the salient features of transformative development</p> <p>Understanding why transformative development is a necessity for the future of humanity</p> <p>Understanding the relationship of the school system to social adaptation and transformation in a historical perspective</p>	<p>Interactive presentation</p> <p>Diagnostic game</p> <p>Building 3-dimensional representational models</p>

	institution in relation to transformation		
Visioning and planning backwards from the future	<p>Discussion on the concept of the future and human agency in relation to it</p> <p>Discussion on the significance of future visions in inducing hope and transformative change</p> <p>Practicing planning a developmental process, starting from its intended end vision and working backwards in time towards the present</p>	<p>Understanding the possibility of human agency in relation to creating a desirable future</p> <p>Understanding the significance of a future vision as a driver of transformative development</p> <p>Learning how to make action plans that are formulated from a future vision towards the present moment</p>	<p>Interactive presentation</p> <p>Pictorial and dramatic exercises of vision creation</p> <p>Storytelling</p>
Whom do we lead? - Reflections on human nature and human flourishing	<p>Discussion on the essential aspects of our humanity (distinct from animals and AI)</p> <p>Discussion on the concept of potential and its application to human nature</p> <p>Analysis of different aspects of human wellbeing and their interrelationships</p>	<p>Understanding the fundamentals of human nature, its various aspects and its potential</p> <p>Understanding human wellbeing in a holistic and systemic perspective</p> <p>Understanding the critical ways in which schools as</p>	<p>Interactive presentation</p> <p>Poster exhibition</p>

	Discussion on the organizational requirements for human flourishing	organizations can promote human flourishing	
Our image of an ideal student	<p>Discussion on the key qualities associated with the profile of an ideal student and their relationship to transformative development</p> <p>Analysis of the preferred profile of an ideal student in relation with the standards and practices of schools</p> <p>Analysis of the determinants of personal conceptualizations of an ideal student</p>	<p>Understanding the social and psychological determinants of personal images of an ideal student</p> <p>Understanding desirable human qualities in terms of transformative development</p>	<p>Interactive presentation</p> <p>Pair interviews</p> <p>Collective jigsaw puzzle exercise</p>
Opening up the school to the world: systemic perspectives and synergy potentials	<p>Discussion on the interconnections between the school and the global and local society it is embedded in</p> <p>Analysis of the relationship of school to society from a historical perspective</p> <p>Discussion on national curricula in relation to the</p>	<p>Understanding the ways in which the school and society impact each other</p> <p>Understanding the possibilities and impediments related to schools being open to society at large</p> <p>Becoming aware of ways in which schools can become</p>	<p>Interactive presentation</p> <p>Case studies</p> <p>Model municipality exercise</p>

	<p>interconnectedness of schools to the surrounding society</p> <p>Discussion on the potential role of the school as a meeting place of various societal stakeholders</p>	<p>centers of social transformation</p>	
<p>Leading youth to become globally transformative agents</p>	<p>Discussion on the various potentials of the young people and their use by adult interests</p> <p>Analysis of the political and social engagement of youth and their determinants</p> <p>Study of non-Western models of teacher-student relationship and their applicability to current school practice</p> <p>Discussion on the potential role of youth as leaders in relation to other youth and children</p> <p>Discussion of curricular requirements for fostering</p>	<p>Understanding the various interests that determine the way in which youth are treated</p> <p>Understanding the potential of the youth to become globally transformative agents and the educational prerequisites of realizing this potential</p> <p>Learning practical models of fostering students to become globally transformative agents</p>	<p>Interactive presentation</p> <p>Short documentaries</p> <p>Exhibition of some existing models</p> <p>Curriculum design exercise</p>

	students as globally transformative agents		
Between reflection and action: Allocation of time in schools	<p>Discussion on the significance of time allocation and prioritization in educational processes</p> <p>Discussion on the need of “quiet times” for reflection and “quick times” for engagement in social action</p> <p>Discussion on the perceptions of teachers with regard to time allocation and their underlying determinants</p> <p>Discussion on ways to reallocate time in schools</p>	<p>Understanding the significance of time allocation in educational practices</p> <p>Understanding the kind of time allocation that would be conducive to the development of globally transformative agency</p> <p>Obtaining tools for reallocation of time in school curricula and practices</p>	<p>Interactive presentation</p> <p>Experiential exercise</p> <p>Scheduling exercise</p>
The school as a miniature society and a learning community	<p>Discussion on ways in which schools are miniature societies</p> <p>Discussion on pedagogical and leadership practices for developing a desirable miniature society at classroom and school level</p>	<p>Understanding how the various missions of the school can be served through realization of its potential to create an ideal miniature society and a learning community</p>	<p>Interactive presentation</p> <p>Group planning activities</p> <p>Producing short documentaries and pods</p>

	<p>Discussion on the meaning of a learning community and ways of creating one</p> <p>Exploration of ways in which schools can collaborate with parents and other stakeholders in developing themselves as miniature societies and learning communities</p> <p>Analysis of the implications of learning communities for power relationships</p>	<p>Learning pedagogical and leadership practices for making schools and classrooms into ideal miniature societies and learning communities</p> <p>Understanding what external resources there are available to schools with regard to their development as ideal miniature societies and learning communities</p> <p>Recognizing the implications of an ideal miniature society and a learning community for democracy</p>	
<p>How to conduct an orchestra: Diversity as a resource</p>	<p>Discussion of the potential and importance of diversity at all levels and in all contexts</p> <p>Discussion of ways in which diversity can be enriching instead of causing only conflicts</p> <p>Discussion of leadership practices that facilitate use of</p>	<p>Understanding how diversity can be enriching in organizational settings and educational processes and the prerequisites of this being so</p> <p>Learning leadership practices that foster processes and qualities necessary for realizing the constructive potential of diversity</p>	<p>Interactive presentation</p> <p>Musical exercises</p> <p>Group puzzle exercise</p>

	<p>diversity in educational settings</p> <p>Identification of qualities that need to be developed by people so as to be able to collaborate within diverse settings and ways of fostering these qualities</p> <p>Discussion on otherness, the outsider perspective and third culture</p>	<p>Understanding how diversity can be a foundation of creating a third culture beyond my and your cultures, thus contributing to social transformation</p>	
<p>A glocal perspective and international collaboration</p>	<p>Discussion on how global dynamics and local action interact in terms of social development</p> <p>Discussion on ways in which schools from different cultural settings can learn with and from each other</p> <p>Identification of ways in which local educational initiatives in various countries can be coordinated in order to create a synergy effect</p>	<p>Understanding the various aspects of how international collaboration between schools brings added value both to educational processes and social development</p> <p>Learning practical methods for meaningful collaborative learning and co-creation between schools in different countries</p>	<p>Interactive presentation</p> <p>Group work in culturally diverse groups</p> <p>Presentation of digital media for learning and international collaboration</p>

	Identification of practical methods for international collaboration and learning		
My journey as a globally good school leader	<p>Discussion on the self-image and role of a globally good school leader</p> <p>Discussion on the key values and capabilities of a globally good school leader</p> <p>Discussion on ways to develop oneself as a globally good school leader</p> <p>Discussion of future needs and possibilities of receiving support in the developmental journey as a globally good school leader</p>	<p>Understanding one's role and key qualities as a globally good school leader</p> <p>Gaining a justified view of one's developmental needs as a globally good school leader and ways in which to attend to these</p> <p>Creating a personal plan for future personal development and collaboration</p>	<p>Pair interviews and presentations</p> <p>European meeting arena</p> <p>Electronic planning sheets and diaries</p>