Education and Post-Democracy
Cagliari, 6-7-8 June 2019

Scuola democratica — First International Conference

The 1ˢᵗ INTERNATIONAL CONFERENCE of the JOURNAL **SCUOLA DEMOCRATICA** will be hosted at the **University of Cagliari** (Italy), **June 6 through 8**, **2019**, by Scuola Democratica, **Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **Il Mulino Editore**.

The Conference stands as an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education. The focal theme of the Conference is a trend currently affecting many countries invested by processes of globalization: the advent of what Colin Crouch called «post-democracy» (**check Keynote speakers list**). Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners' mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidences to educational policies.

We invite you to submit abstracts for your presentation at the **track session**:

H.3. Shared leadership: An open debate

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Keywords: **Shared leadership; distribution of responsibilities; governance; decision making.**

Shared leadership is the practice of "governing" a school by enlarging the number of people involved in the decision-making process, in relation to organization, curriculum, innovation, etc. Shared leadership largely distributes responsibilities, providing decision-making opportunities for teachers, staff members, students, parents and community members.

Shared leadership is widely regarded as an alternative to the more traditional forms of school governance, where the school manager (sometimes accompanied by a team that deals with educational or administrative issues), takes most of the decisions, without soliciting participation, advice and feedback from others in the school and in the community (Hopkins D., 2007).

In a large amount of research (see, for example, Barth, 1999; DuFour & Eaker, 1998; Lambert, 1998; Newmann & Wehlage, 1995; Schmoker, 1996; Spillane, Halverson, & Diamond, 2001) has been highlighted that shared leadership develops in school communities some characteristics that are considered vital for the school improvement process, such as:

- decisions and practices are based on inquired based methods: teachers, school managers, students and parents examine the data to find answers and ask new questions. Together they reflect, discuss, analyze, plan and act in order to generate shared knowledge;
- roles and actions reflect a broad involvement, cooperation and collective responsibility. The participants engage in collaborative work through reflection, dialogue and investigation;
- reflexive practice leads coherently to innovation. Reflection allows participants to consider and reconsider their actions, also through tools and methodologies, such as diary, coaching, dialogue, networking, etc.;
- student performance constantly improves (student performance has been considered in a broader sense than scores obtained in tests, as it includes knowledge of themselves and their abilities, social maturity, personal resilience and civic development).

On the other hand, some research (Harris, 2000, Duignam & Marks, 2003, Waite, 2014) highlights how shared leadership can also introduce a variety of complications and complexities that could be avoided in a top-down leadership model. For example, the practice of shared leadership can make the entire decision-making process more difficult and prolonged over time, increasing the complexity and frequency of communications related to school management, to the point of making it burdensome or counterproductive.

This is why the debate on leadership is open, deriving not from a "philosophical" objection to the concept or general approach, but from the difficulty of its planning and execution.

CALL FOR ABSTRACTS

It would be interesting to receive contributions on research and/or experiments that highlight or refute the effects of shared leadership practices on the acquisition of skills of teachers and students; on improving collaborative practices; on the efficiency of decision-making processes and on the implementation of innovation in schools; on improving the student maturation process.

Duignam, P., & Marks, W. (2003). *From competencies to capabilities: Developing share leadership in schools.* Paper presented at the Australian Council for Educational Leadership Annual Conference.

Harris, A. (2004). *Distributed leadership and school improvement.* Educational Management, 32, 11-24.

Leithwood, K., Mascall, B., & Strauss, T. (2009).*Distributed leadership according to the evidence.* Abingdon: Routledge.

Pearce, C.L., & Sims, H.P. (2001) *Shared leadership: toward a multi-level theory of leadership.* Advances in Interdisciplinary Studies of Work Teams, 7, 115–139.

Pearce, C, L., C. C, Manz, and H. R Sims, Jr. 2009. *Where Do We Go From Here?: Is Shared Leadership the Key to Team Success?* Organizational Dynamics 38 (3): 234-38, p. 234.

ABSTRACTS SUBMISSION

HOW TO SUBMIT
Abstracts should be submitted by **February 28, 2019** (**check Dates and Deadlines**).
Abstracts should to be edited in the **template form** (**click to download**) and then submitted via the **submission platform**.
Please do not submit your abstract by e-mailing it to the Convenor(s) of the track session you chose. Convenor(s) will receive submitted abstracts automatically from the **submission platform** and they are going to reject all the abstracts sent to their e-mail addresses.
Abstracts should include:
1. Title (limited to 20 words in UPPER CASE);
2. author's name and surname, institution and email address;
3. five keywords;
4. abstract's text (limited to 500 words).

- The presenting author can submit **only 1 abstract** at the Conference.
- You may be co-author of a second, third …n^{th}… submitted abstract only in case you are not the submitter of this latter.
- Submitters that are accepted for oral presentation will be permitted to give only **1 oral presentation**.
- The submitting and presenting author must be listed as the first author in the **template form**.
- Please note the submitting author will receive all correspondence about the abstract so we advise that the submitting author details that are entered are the same details as those of the presenting author.
- Abstracts may not be edited/updated after final submission. You are welcome to bring an updated abstract onsite with you at the Conference.

Before you begin, please prepare the following information:
- Abstracts must be allocated to a specific track session and therefore you have to select and report track session's code and title in the **template form**. For a complete listing of track session please **click here**.
- Abstract layout in the **template form** has the following sections: Methods, outcomes, references. However, suggestions are not obligatory. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted abstracts. Notification regarding abstract acceptance and scheduling will be sent to the submitting author
- Please note, if your abstract is accepted for oral presentation, the presenting author will be permitted a maximum of 20 minutes oral presentation in the program.

CALL FOR ABSTRACTS

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