



Basegroups for Educational Leadership: Enhancing Inclusion and Growth

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Purpose of this Study

- To explore students' experiences in base groups within the principal education program.



Principal Education Program



- The Education Act in Norway "Opplæringsloven §17-2" requires each school to have sufficient pedagogical and administrative leadership.
- The principal, as the top leader, is responsible for daily operations and organizational development.

Principal Education Program



- In Norway, the state provides training for school leaders through an education program for principals and leaders in primary, secondary, and adult education.
- Applicants must have formal leadership roles with personnel responsibilities.

Method

This study has a Qualitative design with data from student evaluations.

- Data collection
- Open-ended questions



Theoretical Framework

A revised model for teamwork used in the study
(Amy Edmondson, professor at Harvard University)

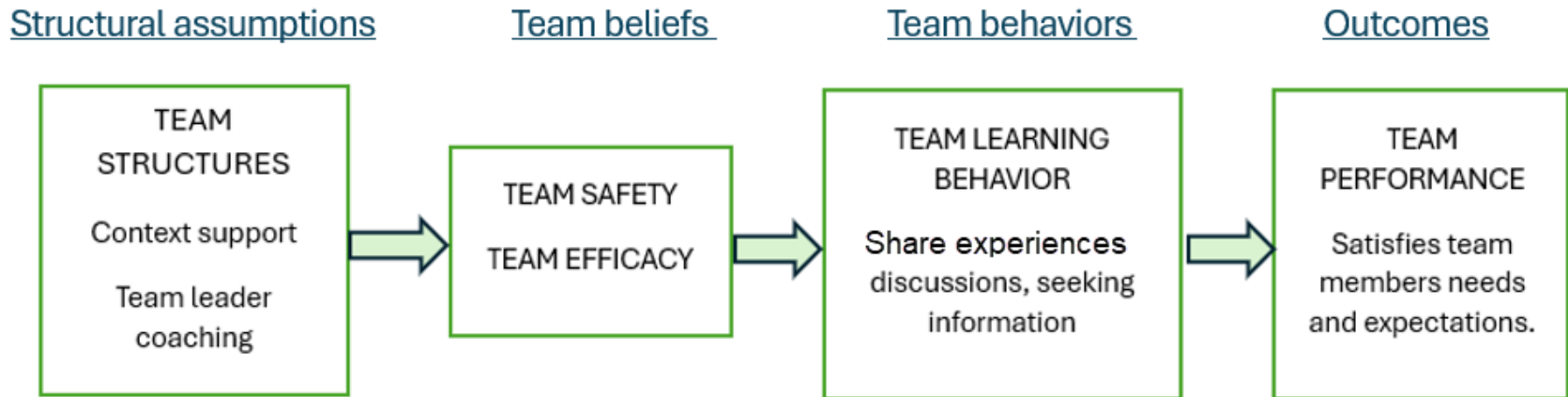
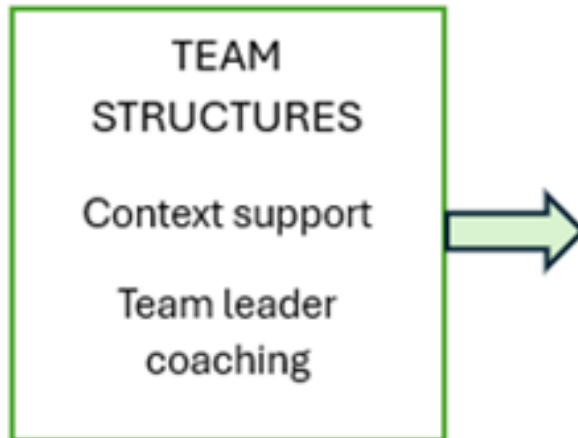


Figure 1 - A model of work-team learning.

Structural Assumptions

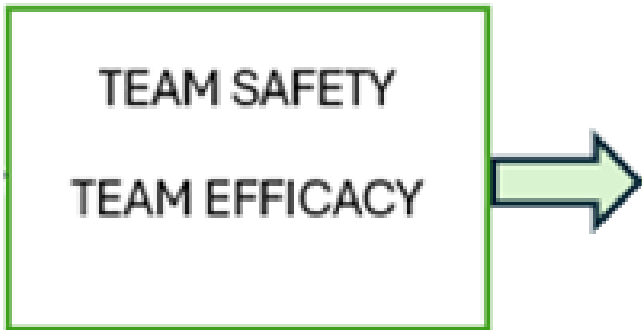
Structural assumptions



- The Importance of Psychological Safety
- Collective Learning and Mentoring
- Openness, diversity and feedback

Team Beliefs

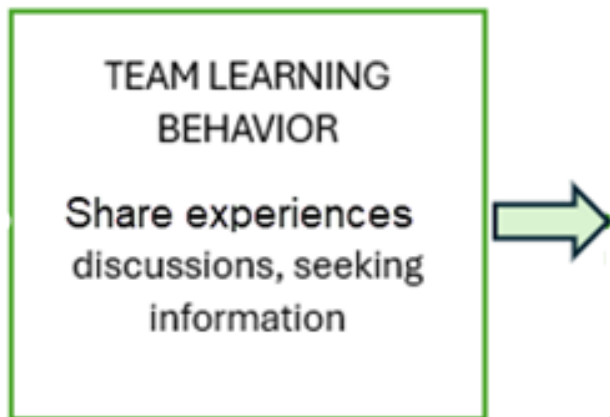
Team beliefs



- Good team inclusion
- Different perspectives
- Active talks and feedback
- Importance of social interaction
- Feeling safe to share
- Role of supervisors
- Need for clear guidance
- Continuous growth
- High standards and clear goals
- Areas to improve

Team Learning Behavior

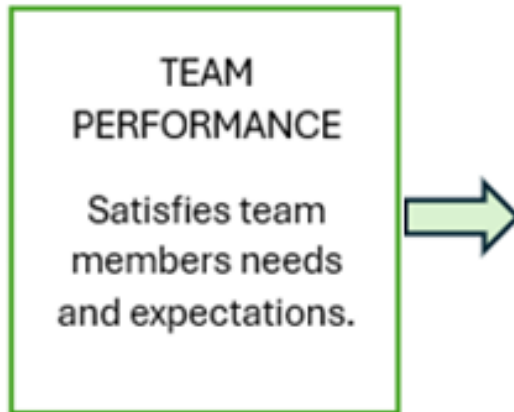
Team behaviors



- Professional Inclusion and Collaborative Climate
- Diverse Perspectives
- Active Discussions and Feedback
- Psychological Safety
- Role of Supervisors
- Feedback and Continuous Improvement

Outcomes

Outcomes



- High degree of satisfaction
- Sense of unity and safety
- Trust and psychological safety
- Goals, communication and reflection
- Psychological safety and group dynamics

Key findings - overall

- Role of supervisors
- Collective learning processes
- Constructive feedback and reflections
- Psychological safety
- Social and academic inclusion
- Leadership skill development



Challenges

Areas for improvement identified by students

- Clarity and structure in guidance
- Consistency among supervisors
- Handling of time and tasks
- Adapting guidance practice



Concluding Remarks

The findings shows that students are concerned with:

- psychological safety
- academic and social inclusion
- feedback and guidance.

They believe this leads to personal and collective growth and enhance their leadership skills.

However, there are areas for improvement – particularly among the supervisors

Here is a simple way to say it – from a student:

"Supervisors need to be clearer and more consistent. This would help avoid confusion and make the group work better."

Key references used in the study

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Questions?



Invitation for questions and discussions.