Effective SCHOOL LEADERSHIP for the 21st century

Meeting the Sustainable Development Goals

19th UNESCO-APEID International Conference
7-9 November 2018
Pullman Bangkok King Power Hotel, Bangkok, Thailand
UNESCO Education Sector
Education is UNESCO’s top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations’ specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.

The Global Education 2030 Agenda
UNESCO, as the United Nations’ specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.
19th UNESCO-APEID International Conference

Effective School Leadership for the 21st Century: Meeting the Sustainable Development Goals

7 – 9 November 2018
Bangkok, Thailand

PROGRAMME
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**WELCOME MESSAGE**

Nelson Mandela said that education is the most powerful weapon to change the world. If true, then those in charge of providing education have a huge responsibility.

In his recent article, *The Principalship has changed. 2020 here we come!* Michael Fullan, a globally recognized authority on educational reform, said that schools will become places where principals will mobilize students, and teachers and communities will learn about and change the world. He added that the school principalship today and tomorrow will require working with the hierarchy, with one’s peers, and external community groups and networks.

School leaders face intense pressure to perform well. Their roles and responsibilities are not limited to human and financial resource management within the school perimeter, but include instructional leadership that has to keep pace with the complex challenges and demands of the 21st century. They are expected to possess the relevant knowledge and skills in multiple areas and topics so that they can guide their teachers and students accordingly. Often with limited resources, school leaders are seriously challenged in linking external demands to internal school processes and outcomes, especially when school leaders are tasked to implement projects that are fully designed by external agencies and their needs are usually not considered in project interventions.

The 17 Sustainable Development Goals (SDGs) crafted to deliver a future we want by 2030, cover a broad range of issues. While interdependencies and synergies among various goals are obvious, education plays a well-recognized role as an enabler for many areas under the SDGs. There is no mention of school leadership in an already ambitious agenda, but the significant role of school leaders cannot be overlooked.

What does it take to be a successful school leader in a rapidly changing world? A number of studies have pointed out a combination of elements that contribute to successful school leadership, including shared/distributed leadership, pragmatic and contextualized approaches, continuous learning, innovation, collaboration, stakeholder engagement, self-awareness, empathy, trust and respect, and resilience to effectively influence change and cultivate commitment within the school. How does one prepare for and grow in this role? In the same way that teachers benefit from systematic capacity-building opportunities and scaffolds, school leaders need continuous professional development and support to take on this multi-faceted role.

UNESCO Bangkok has been organizing this series of international conferences since 1995 to provide a forum for dialogue and information sharing on topical educational innovations and exemplary practices in and beyond the Asia-Pacific region. The theme for the 19th UNESCO-APEID International Conference, *Effective School Leadership for the 21st Century: Meeting the Sustainable Development Goals*, recognizes that school leadership is a priority and school leaders need sustained support to enable them to do their jobs more effectively.

Thank you speakers, paper presenters and participants for contributing to this important topic.

Shigeru Aoyagi  
Director  
UNESCO Bangkok, Thailand
Beginning in 1997, the first Keynote Address at each UNESCO-APEID International Conference on Education is designated as the “Raja Roy Singh Lecture”. This is in recognition of, and to honour, the enormous contribution Dr. Raja Roy Singh had made in assisting UNESCO Member States in the Asia-Pacific region to improve their education systems by working in partnership with UNESCO Bangkok to promote educational innovation for development.

Dr. Raja Roy Singh

Dr. Raja Roy Singh joined UNESCO in 1964 and served initially as the Regional Director of Education and later as the Assistant Director-General of UNESCO in the Asia and the Pacific. He was based in Bangkok for 20 years until his retirement in 1985. Dr. Singh was deeply involved in international co-operation for the promotion of education in the Asia-Pacific region. He was instrumental in developing the UNESCO Bangkok office into an effective institution that helped to address and resolve educational issues and problems in Member States. In his work, he was a visionary, ushering in a new donor-recipient model that became the Asia-Pacific Programme of Educational Innovation for Development (APEID).

Prior to joining UNESCO, Dr. Singh gained extensive and varied experience in the education field in India, first as a State Director of Education, and subsequently as an Educational Adviser at the Federal Ministry of Education. After his retirement, Dr. Raja Roy Singh lived in Chicago where he maintained a keen interest in the role of education for the development and betterment of humanity. He passed away quietly on 3 November 2005 at the age of 87.
SCHEDULE OF EVENTS
## SCHEDULE OF EVENTS

### Conference Programme

#### Wednesday, 7 November 2018

<table>
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<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>07:30 – 09:30</td>
<td>Registration</td>
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<tr>
<td>09:30 – 10:15</td>
<td><strong>Opening Ceremony</strong></td>
<td><strong>Room: Eternity Ballroom</strong></td>
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<tr>
<td></td>
<td>Welcome Speeches</td>
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<tr>
<td></td>
<td>• Shigeru Aoyagi, Director, UNESCO Bangkok, Thailand</td>
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<td>• Results from the Pre-Conference Survey</td>
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<tr>
<td>10:15 – 10:45</td>
<td><strong>Break</strong></td>
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<tr>
<td>10:45 – 12:00</td>
<td><strong>Introduction to Raja Roy Singh Lecture</strong></td>
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<td></td>
<td>Libing Wang, Chief, Section for Educational Innovation and Skills Development, UNESCO Bangkok, Thailand</td>
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<td></td>
<td><strong>Raja Roy Singh Lecture</strong></td>
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<td>• When Effective Leadership Isn’t Enough: Meeting the Global Challenges of Sustainability</td>
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<td></td>
<td>Philip Hallinger, TSDF Chair Professor of Leadership, College of Management, Mahidol University, Thailand</td>
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<tr>
<td>12:00 – 13:30</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>13:30 – 15:00</td>
<td><strong>Plenary Session I: What is School Leadership in the 21st Century?</strong></td>
<td><strong>Room: Eternity Ballroom</strong></td>
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<td></td>
<td>Chair: Manzoor Ahmed, Professor Emeritus, BRAC University, Bangladesh</td>
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<td></td>
<td>• The Activating Policy Levers for Education 2030: The Untapped Potential of Governance, School Leadership, and Monitoring and Evaluation Policies</td>
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<td>Hilaire Mputu, Senior Programme Specialist, UNESCO Yaoundé, Cameroon</td>
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<td>Nyi Nyi Thaung, Programme Specialist, UNESCO Bangkok, Thailand</td>
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<td>• High Performing Principals in Malaysia: Applying Normative Leadership Models</td>
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<td>Shahrizal Norwawi, Educational Planning and Research Division, Ministry of Education, Malaysia</td>
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<td>• The Globally Competent Educational Leadership: A Framework for Leading Schools in a Diverse, Interconnected World</td>
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<td>Jeremy Williams, Head of School, Manor Hall International School, United Arab Emirates</td>
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<tr>
<td>15:00 – 15:30</td>
<td><strong>Break</strong></td>
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<td>15:30 – 17:00</td>
<td><strong>Concurrent Session 1</strong></td>
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<td></td>
<td><strong>Session</strong></td>
<td><strong>Title</strong></td>
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<tr>
<td>1A</td>
<td></td>
<td>Transformational Leadership to Meet 21st Century Challenges</td>
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<td>1B</td>
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<td>School-based Management and Structure</td>
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<td>1C</td>
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<td>School Leadership and Inclusive Education</td>
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<td>1D</td>
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<td>Stories from the Ground: Championing Technological Innovations</td>
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<td>18:00 – 21:00</td>
<td><strong>Welcome Reception</strong></td>
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<td>21:00</td>
<td><strong>End of Day 1</strong></td>
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**Thursday, 8 November 2018**

### Concurrent Session 2

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<thead>
<tr>
<th>Session</th>
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<tbody>
<tr>
<td>2A</td>
<td>Innovative School Leadership Practices and Thinking</td>
<td>Eternity Ballroom</td>
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<tr>
<td>2B</td>
<td>Shared Leadership: Principals, Teachers and Students</td>
<td>Sigma 1, 6th Fl</td>
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<tr>
<td>2C</td>
<td>Leadership Styles and their Impact of Principal Support and Innovations</td>
<td>Sigma 2, 6th Fl</td>
</tr>
<tr>
<td>2D</td>
<td>School Leaders and Teachers in Small and Rural Schools</td>
<td>Kappa, 6th Fl</td>
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</tbody>
</table>

**10:30 – 11:00** Break

### Plenary Session II: Innovative School Leadership Practices

**Room: Eternity Ballroom**

*Chair: Dina S. Ocampo, Professor, Researcher, University of the Philippines*

- **Leading for Civic Learning: School Leaders and the Creation of Democratic Citizens**  
  *Kerry J. Kennedy, The Education University of Hong Kong, SAR Hong Kong, China*

- **From I to We: Collective Leadership in Schools as Innovation Ecosystems**  
  *Edidon Angeles Fermin, Director for Innovation Development, Miriam College, Philippines*

- **Future-ready Leadership Development**  
  *David Ng, Associate Professor, National Institute of Education, Singapore*

**12:30 – 14:00** Lunch

### Concurrent Session 3

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<thead>
<tr>
<th>Session</th>
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<tbody>
<tr>
<td>3A</td>
<td>Enhancing Shared Leadership through the Professional Development of Various Personnel</td>
<td>Eternity Ballroom</td>
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<tr>
<td>3B</td>
<td>Models of School Leaders’ Professional Development</td>
<td>Sigma 1, 6th Fl</td>
</tr>
<tr>
<td>3C</td>
<td>School Leadership in Transition</td>
<td>Sigma 2, 6th Fl</td>
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<tr>
<td>3D</td>
<td>Preparing School Leaders for Global Citizenship Education</td>
<td>Kappa, 6th Fl</td>
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**15:30 – 16:00** Break

### Workshops

**Room: Eternity Ballroom**

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<thead>
<tr>
<th>Session</th>
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<th>Room</th>
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</table>
| W1      | **The Leader in Me**  
  *Yuwarad Bhumiwat, PacRim Group, Thailand* | Eternity Ballroom |
| W2      | **Are You the Leader of Your Emotions or Are Your Emotions the Leader?**  
  *Katina Elefteria Grigoraskos, Wells International School, Thailand* | Sigma 1, 6th Fl |
| W3      | **Education Diplomacy: Promoting Effective Collaboration to Solve Education Challenges**  
  *Yvette Gatilao Murphy and Amanda Stamp, Association for Childhood Education International, and Amlata Persaud, Teachers College - Columbia University, USA* | Sigma 2, 6th Fl |
| W4      | **Establishing Standards and Competency Frameworks for School Leadership**  
  *Sonal Srivastava, IYCWorld Soft Infrastructure Pvt. Ltd., India* | Kappa, 6th Fl |

**17:30** End of Day 2
## Concurrent Session 4

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<thead>
<tr>
<th>Session</th>
<th>Title</th>
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<tbody>
<tr>
<td>4A</td>
<td>Distributed School Leadership and Management: Non-governmental Organizations’ Programmes</td>
<td>Eternity Ballroom</td>
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<tr>
<td>4B</td>
<td>Training School Leaders to Meet Multiple Demands</td>
<td>Sigma 1, 6th Fl</td>
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<tr>
<td>4C</td>
<td>Learning from Stories and Leadership Styles</td>
<td>Sigma 2, 6th Fl</td>
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<tr>
<td>4D</td>
<td>Promoting Gender Equality in School Leadership: Voices from the Ground</td>
<td>Kappa, 6th Fl</td>
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### 10:30 – 11:00 Break

### 11:00 – 12:30 Plenary Session III: Strengthening School Leadership and Collaboration

**Room: Eternity Ballroom**

Chair: Jonghwi Park, Programme Specialist for ICT in Education, UNESCO Bangkok, Thailand

- **The Superintendents Leadership Programme in the Philippines**
  
  Rina Lopez Bautista, President, Knowledge Channel Foundation, Inc., Philippines

- **How Socio-cultural Values Shape the Practice of School Leadership: The Vietnamese Case**
  
  Truong Dinh Thang, Acting Rector, Quang Tri Teacher Training College, Vietnam

- **Deep-Learning for School**
  
  Bun Nyeo Lee, Teacher, Kyeongsung Electronic High School, Republic of Korea

### 2:30 – 14:00 Lunch

### 14:00 – 15:30 Panel Discussion

**Room: Eternity Ballroom**

Facilitator: Sreenivas Narayanan, Group Managing Director, Asia Society for Social Improvement and Sustainable Transformation (ASSIST), Philippines

Panellists:

- Shahrizal Norwawi, Educational Planning and Research Division, Ministry of Education, Malaysia
- Rosarin Apahung, Academic Head, Sang Nongtum School Cluster, Thailand
- Yanki Dem, Principal Specialist, Phuentsholing Higher Secondary School, Bhutan
- Woosuk Kim, Student, International School of Manila and President, Youth Association for Resource Management, Philippines
- Manzoor Ahmed, Professor Emeritus, BRAC University, Bangladesh
- Tanin Timtong, CEO from Learn Education, Thailand

Q&A from the floor

### 15:30 – 16:00 Break

### 16:00 – 16:30 Closing Session

**Room: Eternity Ballroom**

- **Wrap up of Conference**
  
  Libing Wang, Chief, Section for Educational Innovation and Skills Development, UNESCO Bangkok, Thailand

- **Vote of Thanks and Closing Remarks**
  
  Jun Morohashi, Head of Executive Office and Regional Programme Coordinator, UNESCO Bangkok, Thailand

### 16:30 End of Conference and Collection of Certificates of Participation
CONCURRENT SESSION PROGRAMME
## CONCURRENT SESSIONS

### Day One: Wednesday, 7 November 2018

**Concurrent Session 1: 15:30 – 17:00**

### 1A: Transformational Leadership to Address 21st Century Challenges

**Chair:** Gerald Walton Fry

**Venue:** Omega, 6th Floor

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<tr>
<th>Time</th>
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</table>
Oliver S. Crocco, Assistant Professor of Leadership and Human Resource Development, Louisiana State University, USA |
| 16:00  | 1.A.2. 21st Century Learning and Schools’ Vision-Mission: Implications for School Leadership | Dina S. Ocampo, Professor and Junette D. Gonzales, Researcher, University of the Philippines |
| 16:30  | 1.A.3. A Study of Important Factors Focusing on the Performance of Assistant Teachers in 21st Century Knowledge Management | Thanawat Sukkasem, Saowanee Sirisuksil and Wallapa Areerat, Khon Kaen University, Thailand |

### 1B: School-based Management and Structure

**Chair:** Richard Owens

**Venue:** Sigma 1, 6th Floor

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<tbody>
<tr>
<td>15:30</td>
<td>1.B.1. Providing Broadened Educational Opportunities for Students through Effective School-Based Management Practices</td>
<td>Valerie Vir Garde Farol, Instructional Coaching Director and Jhon Hayden A. Bale, Training and Development Director, Teach for the Philippines</td>
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<tr>
<td>16:00</td>
<td>1.B.2. School Leadership in the Context of Lao PDR: School-based Management as an Aspiration</td>
<td>Phouvanh Phommalangsy, Education Specialist, World Bank, Lao PDR</td>
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<td>16:30</td>
<td>1.B.3. Swiss and German Perspectives on Organizational Leadership in Selected Secondary and Higher Education Institutions in Thailand</td>
<td>Alexander J. Klemm, Head, School of Communications, Webster University Thailand</td>
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1C: School Leadership and Inclusive Education  
Chair: Ichiro Miyazawa  
Venue: Sigma 2, 6th Floor

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| 15:30 | 1.C.1. Preschool Leaders in Vietnam: Gatekeepers to Change  
Lieve MRD Leroy, Education Advisor; Thi Chau Nguyen, Programme Coordinator and Wouter Boesman, Programme Manager, VVOB Vietnam |
| 16:00 | 1.C.2. A Study of the Needs of Building a Collaborative Network to Develop Early Intervention Service Provision for Children with Disabilities Served at Special Education Centres under Special Education Bureau  
Subin Prasopbua, Arkom Eungpuang and Wallapha Ariratana, Khon Kaen University, Thailand |
| 16:30 | 1.C.3. School Leaders as a Window to the Global Education Goals: The Case of HIV/Sexuality Education in Thailand  
Mina Chiba, Assistant Professor, Regional and Inter-regional Studies, Waseda University, Japan |

1D: Stories from the Ground: Championing Technological Innovations  
Chair: Toan Dang  
Venue: Kappa, 6th Floor

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<td>15:30 – 17:00</td>
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- Wasan Panya, Director, Muangkrabi School, Thailand  
- Glorineil D. Romero, Principal of Managpi National High School, Calapan City, Philippines  
- Narayanan Sreenivas, Founder and Managing Director, ASSIST |
Day Two: Thursday, 8 November 2018  
Concurrent Session 2: 09:00 – 10:30

2A: Innovative School Leadership Practices and Thinking  
Chair: Emily Rose Hoefling  
Venue: Eternity Ballroom

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<tbody>
<tr>
<td>09:00</td>
<td>2.A.1</td>
<td>Awareness-based Systems Leadership: Unleashing Collective Creativity</td>
<td>Richard James Owens, Director, Woodleigh Institute and Mignon Weckert,</td>
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<td>for Innovation and Improvement in Schools</td>
<td>Educational Leadership Director, Lutheran Education, Australia</td>
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<td>09:30</td>
<td>2.A.2</td>
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<td>10:00</td>
<td>2.A.3</td>
<td>Developing Skillful School Innovation and Leadership using Blended</td>
<td>Raymond Tsoi, Managing Director, MFR-Training &amp; Consultancy, Singapore</td>
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2B: Shared Leadership: Principals, Teachers and Students  
Chair: Cameron Stuart  
Venue: Sigma 1, 6th Floor

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<tbody>
<tr>
<td>09:00</td>
<td>2.B.1</td>
<td>The Story of a Peace Flag in a Malaysian School</td>
<td>Anand Baharuddin, Principal, The Malay College, Malaysia</td>
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<td>09:30</td>
<td>2.B.2</td>
<td>Influence of Empowerment on Teachers’ Organizational Behaviours</td>
<td>Darin Jan C. Tindowen, University of Saint Louis, Philippines</td>
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<tr>
<td>10:00</td>
<td>2.B.3</td>
<td>Leadership Amongst the Generation Z: A Focus on Leadership Among the</td>
<td>Woosuk Kim, Student, International School of Manila and President, Youth</td>
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<td>South Korean Youth</td>
<td>Association for Resource Management, Philippines</td>
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### 2C: Leadership Styles and the Impact of School Principal’s Support and Innovations

**Chair:** Mel Tan  
**Venue:** Sigma 2, 6th Floor

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<tr>
<td>09:00</td>
<td>2.C.1. The Leadership Styles of School Principals in Bhutan</td>
<td>Ugyen Norbu, Vice Principal, Rangjung Central School, Bhutan</td>
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<td>09:30</td>
<td>2.C.2. tbc</td>
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<td>10:00</td>
<td>2.C.3. Innovation and School Climate Brings Positive Growth in Schools</td>
<td>Kho Guik Lan, Principal, Chung Hwa Middle School; Tan Been Tiem, Assistant Principal and Kalpana Kishorekumar, Head of Humanities Department, Chung Hwa Middle School, Brunei Darussalam</td>
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### 2D: School Leaders and Teachers in Small and Rural Schools

**Chair:** Phouvanh Phommalangsy  
**Venue:** Kappa, 6th Floor

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<tr>
<td>09:00</td>
<td>2.D.1. Rural Mini School Coalition as a New Way of Practicing School Leadership: A Case Study from Remote Rural China</td>
<td>Jing Liu, Programme Specialist, UNESCO INRULED, China</td>
</tr>
<tr>
<td>09:30</td>
<td>2.D.2. Innovative Primary School Teaching in Rural Lao: Using Available Resources and Beyond</td>
<td>Dawn Lewis-Johnson, Project Manager, and Micah Suluen, Education Advisor, Service Fraternel D’Entraide, Lao PDR</td>
</tr>
<tr>
<td>10:00</td>
<td>2.D.3. Strengthening Leadership and Collaboration in Rural Schools</td>
<td>Tshewang, Principal, and Yanki Dem, Principal Specialist, Phuentsholing Higher Secondary School, Bhutan</td>
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### 3A: Enhancing Shared Leadership through the Professional Development of Various Personnel

**Chair:** David Chapman  
**Venue:** Eternity Ballroom

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<th>Time</th>
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| 14:00 | 3.A.1. School Heads Professional Development and Emerging Roles in the K to 12 Programme  
*By Cynthia A. Villafranca, Researcher, University of the Philippines, Philippines* |
*By Chanphirun Sam, Deputy Director of Teacher Education College, Cambodia* |
| 15:00 | 3.A.3. Change Indicators in Malaysia District Education Offices as a Learning Organization: The Strengthening Process  
*By Mohd Izham Mohd Hamzah, Nurul Sahadila Abd Rani, Nor Aishah Buang, Mohamed Yusoff Mohd Nor, Azlin Norhaini Mansor, Jamalulail Abdul Abdul Wahab and Aida Hamid, Universiti Kebangsaan Malaysia* |

### 3B: Models of School Leaders’ Professional Development

**Chair:** Jhon Hayden A. Bale  
**Venue:** Sigma 1, 6th Floor

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| 14:00 | 3.B.1. Model for Developing School Leadership Capacities and Skills Aligned with SDG-4 Targets: Re-imagining the School leadership for Baluchistan in 2030  
*By Qurat-Ul-Ain Zafar, Asian Institute of Technology, Thailand*  
*By Ghulam Murtaza, Assistant Professor, University of Baluchistan* |
*By Antonio M. Lopez, Dean, and Noel C. Racho, Human Resource Director, Miriam College, Philippines* |
| 15:00 | 3.B.3. Inspiration of Utilizing Intrapersonal Intelligence in Pedagogical Facilitation and School Leadership Innovation  
*By Yunjiao Hu, Teaching and Researching Specialist, Zhejiang University, China* |
### 3C: School Leadership in Transition

**Chair:** Angela Lam  
**Venue:** Sigma 2, 6th Floor

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| 14:00 | **3.C.1. Post-Secondary Education Leadership in 21st Century Myanmar**  
*William Gray Rinehart, Education Designer, Mote Oo Education, Myanmar* |
| 14:30 | **3.C.2. Leadership Challenges in Achieving Aims of Education - Analytical Study of Indian Schools**  
*Vilas Sudhakar Kulkarni, Director, HRCPL Education LLP, India* |
| 15:00 | **3.C.3. Transitioning School Leadership in Central Asia to Meet the Needs of the 21st Century**  
*Lina Benete, Programme Specialist and Meirgul Alpysbayeva, National Professional Officer, UNESCO Almaty, Kazakhstan* |

### 3D: Preparing School Leaders for Global Citizenship Education

**Chair:** Lay Cheng Tan  
**Venue:** Kappa, 6th Floor

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| 14:00 – 15:30 | - Udai Narayan Bhattarai, Principal, and Chokey Wangchuk, Vice Principal, Tashidingkha Central School, Bhutan  
- Choonhee Lee, Principal, Seoul Ancheon Elementary School, Republic of Korea  
- Courtney Savie Lawrence, Adjunct Faculty Member, School of Global Studies, Thammasat University, Thailand |
## Day Two: Thursday, 8 November 2018
### Workshops: 16:00 – 17:30

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<tr>
<th>Workshop 1</th>
<th>The Leader in Me</th>
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<td>Yuwared Bhumiwat, PacRim Group, Thailand</td>
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<th>Workshop 2</th>
<th>Are You the Leader of Your Emotions or Are Your Emotions the Leader?</th>
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<td>Katina Elefteria Grigoraskos, Wells International School, Thailand</td>
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<th>Workshop 3</th>
<th>Education Diplomacy: Promoting Effective Collaboration to Solve Education Challenges</th>
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<td></td>
<td>Yvette Gatilao Murphy and Amanda Stamp, Association for Childhood Education International, USA</td>
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<td>Amlata Persaud, Teachers College - Columbia University, USA</td>
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<th>Workshop 4</th>
<th>Establishing Standards and Competency Frameworks for School Leadership</th>
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<td>Saloni Srivastava, IYCWorld Soft Infrastructure Pvt. Ltd., India</td>
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### Day Three: Friday, 9 November 2018

**Concurrent Session 4: 09:00 – 10:30**

#### 4A: Distributed School Leadership and Management: Non-Governmental Organizations’ Programmes

**Chair:** Lieve Leroy  
**Venue:** Eternity Ballroom

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<th>Time</th>
<th>Session</th>
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| 09:00 | 4.A.1.   | Building a Quality Learning Environment through Distributed School Leadership and Management | Sine Christensen, Senior Regional Advisor Education, Save the Children Norway  
Cameron Stuart Ryall, Programme Director, InformEd International, USA  
Lisa Zook, Director of Research and Impact, InformEd International, USA |
| 09:30 | 4.A.2.   | Creating a Safe Learning Environment for Children: An ASEAN Initiative for School Safety | Trang Thu Hoang, Climate Change and Resilience Specialist, Plan International Asia Hub, Bangkok, Thailand |
| 10:00 | 4.A.3.   | Best Practices of Mainstreaming Sustainability into Formal Curriculum through Whole-school Approach | Angela Lam, Education Manager, WWF-Hong Kong, China |

#### 4B: Training School Leaders to Meet Multiple Demands

**Chair:** Edizon Fermin  
**Venue:** Sigma 1, 6th Floor

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| 09:00 | 4.B.1.   | School Leadership for Education Reform: A Thai Case Study           | Gerald Walton Fry, Visiting Scholar, Chulalongkorn University, Thailand  
Nuttaporn Lawthong, Assistant Professor, Chulalongkorn University, Thailand  
Siwachao Srisuttiyakorn, Lecturer, Chulalongkorn University, Thailand  
Rosarin Apahung, Academic Head, Sang Nongtum School Cluster, Thailand |
| 09:30 | 4.B.2.   |                                                                      |                                                                                                   |
| 10:00 | 4.B.3.   | System Leadership towards SDGs                                     | Reni Francis, Mentor, School Leaders Network Foundation, India                                     |
### 4C: Learning from Stories and Leadership Styles
**Chair:** William Rinehart  
**Venue:** Sigma 2, 6th Floor

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<td>09:00</td>
<td>4.C.1.</td>
<td>Quality of Outstanding School Principals in Cambodia: From Life-story</td>
<td>Seng Sovath, Graduate Student, Hiroshima University, Japan</td>
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<td>Perspective</td>
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<td>Developing Capacity Building Initiatives for Southeast Asian School</td>
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<td>10:00</td>
<td>4.C.3.</td>
<td>Leadership Styles for Optimal Performance</td>
<td>Sandeep Srivastava, Co-founder and Mentor, IYCWold Soft Infrastructure Pvt. Ltd., India</td>
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### 4D: Promoting Gender Equality in School Leadership: Voices from the Ground
**Chair:** Nantawan Hinds  
**Venue:** Kappa, 6th Floor

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<tr>
<td>09:00</td>
<td>4.D.1.</td>
<td>A Balanced Control Model for Promoting Gender Equality in School</td>
<td>Jayanthi Gunasekara, Director-General, National Institute of Education, Sri Lanka</td>
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<td>Leadership in Sri Lanka</td>
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<td>09:30</td>
<td>4.D.2.</td>
<td>Gender Equality’s Reflection through Pre-Service and In-Service</td>
<td>Chaiwat Kaewphanngam, Senior Lecturer, Department of Curriculum and Instruction, Faculty</td>
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<td>Teacher Education in Thailand</td>
<td>Education, Silpakorn University, Thailand</td>
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<td>10:00</td>
<td>4.D.3.</td>
<td>Female Leadership in School Management System in Nepal</td>
<td>Prativa Shrestha, Programme Manager, Shrii Shakti, Nepal</td>
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ABSTRACTS OF PLENARY SESSIONS
ABSTRACTS OF PLENARY SESSIONS

Wednesday, 7 November 2018 – Raja Roy Singh Lecture
Eternity Ballroom
10:45 – 12:00

When Effective Leadership Isn’t Enough: Meeting the Global Challenges of Sustainability

Philip Hallinger, TSDF Chair Professor of Leadership, College of Management, Mahidol University, Thailand

For the past 40 years, the presenter, Professor Philip Hallinger, has been one of the world’s most prominent proponents of ‘effective school leadership’. ‘Effective school leaders’ are capable of improving the quality of teaching and the learning outcomes of students on national and international tests. In this presentation, Professor Hallinger asserts that this definition of ‘leader effectiveness’ is no longer suited to our needs in a rapidly changing global education context. In order for societies to meet the United Nation’s Sustainable Development Goals, we need ‘sustainable leadership’. Sustainable leadership is capable of ensuring that schools produce graduates who have the values, knowledge, and skills needed to meet the complex challenges facing societies in the 21st century. Professor Hallinger will discuss the rationale behind ‘sustainable leadership’, how it differs from ‘effective school leadership’, what it looks like in schools, and the implications for educators at the system and school levels.

Wednesday, 7 November 2018 – Plenary Session I

What is School Leadership in the 21st Century?
Eternity Ballroom
13:30 – 15:00


Hilaire Mputu, Senior Programme Specialist, UNESCO Yaoundé, Cameroon
Nyi Nyi Thaung, Programme Specialist, UNESCO Bangkok, Thailand

This growing body of evidence has led policy-makers in many countries to attempt to identify and promote the factors most critical to effective school leadership so as to enhance the quality of teaching and learning. At the same time, many countries have reformed their education governance structures, with many moving towards decentralization and school autonomy, with schools and school leaders being held more accountable for results.

As a corollary, evolving expectations of school leaders have necessitated a redefinition of their responsibilities and a review of policies regarding their training, recruitment, working conditions, professional development, and remuneration. This report also demonstrates that governance reforms and school leadership policies are inextricably linked. For example, effective school leadership is essential for the success of decentralization in education systems.

While school leadership reform has become a high priority among developed countries (Jensen, Downing, and Clark, 2017), its potential has not yet been adequately explored and realized in other contexts, particularly in developing and transition countries.

This report aims to address this gap and stimulate global policy debates on this topic, drawing on the commissioned six regional reviews of effective school leadership in the context of SDG 4.
High Performing Principals in Malaysia: Applying Normative Leadership Models
Shahrizal Norwawi, Educational Planning and Research Division, Ministry of Education, Malaysia

Global research suggests that successful principals are those who apply a judicious mix of instructional, distributed and transformational models. These approaches are explicitly advocated in the Malaysia Education Blueprint (MEB), the government’s main education reform document. The MEB sets out an ambitious plan for all schools to have high performing principals, and high performance is associated with these three models rather than the administrative leadership which is more common in Malaysian schools.

This paper presents the findings from a mixed methods study designed to examine the leadership features and practices of principals deemed as high performing, serving in selected schools in Malaysia. These principals are deemed high performing because they are recipients of two government awards: Excellent Principals and New Deals. The MEB suggests that the aspiration of placing high performing leaders in all schools can be achieved by improving and refining the selection process for new principals, and by requiring them to acquire the National Professional Qualification for Educational Leaders (NPQEL).

The MEB places a strong emphasis on instructional leadership as one of the more effective leadership approaches, which current and future principals should adopt. The paper will examine the extent to which instructional leadership is practiced by the principals, drawing on data from interviews with three senior policy makers, documentary analysis of relevant policies and circulars, questionnaires of 20 principals and their teachers, and case studies of six ‘high performing’ principals and their schools. The findings suggest that principals who are deemed high performing in the selected Malaysian schools enact instructional leadership modestly compared to distributed leadership and transformational leadership, and that administrative leadership continues to play a significant part in leadership enactment. This paper fits the conference theme by exploring what school leadership is in the 21st century, and by examining whether and how prescribed leadership approaches are being enacted amongst principals who are believed to be among the most successful in Malaysia.

The Globally Competent Educational Leadership: A Framework for Leading Schools in a Diverse, Interconnected World
Jeremy Williams, Head of School, Manor Hall International School, United Arab Emirates

The Globally Competent Learning Continuum is a teacher centred resource from ASCD that allows educators to develop twelve different components of global competence. This presentation offers a leader centred version of the same resource with thoughtful strategies to help any school leader think with more of a global mindset.
Leading for Civic Learning: School Leaders and the Creation of Democratic Citizens

Kerry J Kennedy, Professor, The Education University of Hong Kong, SAR Hong Kong, China
Koon Lin Wong, Assistant Professor, The Education University of Hong Kong

Sustainable development requires societies to be socially cohesive and willing to work towards shared goals. Civic education is often seen as the means to prepare youth who will support the nation’s values and create a future that is conducive, tolerant and just. It has been argued that schools have an important role in supporting this process. The focus is often on the school curriculum and the provision of civic education experiences that support citizenship development. While the school curriculum is important, recent research has suggested that schools can do much more to support citizenship development. Kennedy Lee & Chan (2014) have shown the importance of examining the multilevel effects of schools on student civic learning. There were two key results: teachers’ classroom leadership can create civic learning environments that enhance students’ civic learning, and principals can develop school-wide activities that can further influence civic learning outcomes. This paper will discuss the ways in which schools can become “incubators of democratic civic values”. It will focus on teachers as classroom leaders and principals as school leaders. It will explain the pedagogical innovations that teachers can use to influence student civic learning and the school level activities that principals can support.

From I to We: Collective Leadership in Schools as Innovation Ecosystems

Edizon Angeles Fermin, Director for Innovation Development, Miriam College, Philippines

It is actually easy to lead schools towards innovation – provided that they operate on the philosophy of collective leadership. But largely due to mindsets and structures premised on power relations, such culture prevents schools from managing education reforms in creative and novel ways. Instead of nurturing among stakeholders habits of alternative thinking, positive risk-taking, and creative disruption, schools continue to focus on excessive regulation, disabling uniformity, and blind compliance. Ultimately, they yield outcomes that are unresponsive to the demands of the wild, wide, wired world of the 21st century. Mindful of these realities, the critical autobiographical analysis provided in this presentation focuses on how quality, relevance, and sustainability are better achieved when everyone in the school organization is engaged and empowered as inquirers, investigators, and innovators. It affords a narrative of communal reasoning, resilience, and responsibility that form the knowledge and practice base of schools as innovation ecosystems.

Future-ready Leadership Development

David Ng, Associate Professor, National Institute of Education, Singapore

School leaders face challenges of ensuring education quality that are aligned to macro policies, fulfilling stakeholder accountability, and ensuring new teaching and learning approaches in the 21st century. These challenges pose a present and new stress on the skills and knowledge of school leaders to lead and manage schools. Future-ready school leadership development focuses on enabling school leaders to be knowledge creators as they deal with current and future new problems in schools. The new approach of leadership development involves learning how to derive content from processes rather than learning driven by competency-based content. This form of learning is “Process is content and Courses as support”.

Thursday, 8 November 2018 – Plenary Session II
Innovative School Leadership Practices
Eternity Ballroom
11:00 – 12:30

Leading for Civic Learning: School Leaders and the Creation of Democratic Citizens

Kerry J Kennedy, Professor, The Education University of Hong Kong, SAR Hong Kong, China
Koon Lin Wong, Assistant Professor, The Education University of Hong Kong

From I to We: Collective Leadership in Schools as Innovation Ecosystems

Edizon Angeles Fermin, Director for Innovation Development, Miriam College, Philippines

Future-ready Leadership Development

David Ng, Associate Professor, National Institute of Education, Singapore
The Superintendents Leadership Programme in the Philippines
*Rina Lopez Bautista, President, Knowledge Channel Foundation, Inc., Philippines*

The non-stock, non-profit, non-government Knowledge Channel Foundation, Inc. (KCFI) was highly instrumental in the constitution, planning, and implementation of the Philippines Department of Education’s Superintendents Leadership Program (SLP). This one-week-a-month, 12-module/12-month programme for schools division superintendents is a leadership course contextualized to the public school system of the country, and may lead to a PhD at De La Salle University (DLSU), one of the leading universities in the Philippines. Graduates say that it is very transformative for the participants and for school divisions.

How Socio-cultural Values Shape the Practice of School Leadership: The Vietnamese Case
*Truong Dinh Thang, Acting Rector, Quang Tri Teacher Training College, Vietnam*

Over the past century, scholars have conceptualized, captured, described and evaluated the nature and effects of different ‘styles’ and ‘models’ of leadership. Within the general leadership literature, we find many studies in which scholars have compared the effects of ‘autocratic’ (also referred to as authoritarian, hierarchical, directive, top-down) leadership and ‘participative’ (also referred to as facilitative, empowering, shared, collaborative) leadership. The prevailing discourse emphasizes that autocratic leadership tend to be negative, undemocratic, rarely-trusted, controlling and dictatorial. Autocratic leadership is considered as an outdated leadership style that does not suit in the contemporary era. However, this is not always the case in the Vietnamese context where effective school leadership integrates elements associated with strong autocratic and moral leadership. In this paper, we conceptualize an indigenous model of leadership, which is understood to describe a leadership style that responds to the context of the education system in Vietnam. This is also to re-confirm that the knowledge base in educational leadership and management must offer a deeper examination of leadership practice across a more diverse set of national contexts.

Deep-Learning for School
*Bun Nyeo Lee, Teacher, Kyeongsung Electronic High School, Republic of Korea*
ABSTRACTS OF CONCURRENT SESSIONS
ABSTRACTS OF CONCURRENT SESSIONS

Wednesday, 7 November 2018
Session 1A: Transformational Leadership to Meet 21st Century Challenges
Room: Omega, 6th Floor
15:30 – 17:00

1.A.1. Transformational Leadership for the 21st Century: A School Leadership Approach to Address the Sustainable Development Goals
Emily Rose Hoefling, International Educational Consultant, Lifelong Learners Consulting and Curriculum, USA
Oliver S. Crocco, Assistant Professor of Leadership and Human Resource Development, Louisiana State University, USA

Effective school leadership is vital for the success of schools, yet full of complex challenges. School leaders are responsible for creating a clear and compelling vision, providing effective staff professional development with ongoing support, improving the instructional programme, and being responsive to teacher, student, and parent needs. Around the world, increased regulation and quality assurance measures in K-12 educational contexts have made school leadership more transactional and compliance-oriented. Research from countries around the globe shows that an alternative approach to school leadership – transformational leadership – has positive outcomes in the overall school climate, teacher satisfaction, and innovation; countries include Indonesia, Malaysia, China, the United States, Turkey, Serbia, Israel, Norway, and others. Transformational leadership focuses on fostering intrinsic motivation in followers by role modeling and promoting whole person development. The long-term orientation and empowerment focus of transformational leadership make it uniquely poised to address the Sustainable Development Goals. This article reviews and synthesizes peer-reviewed journal articles on transformational school leadership from around the world, and presents findings on the core leadership practices and mindset necessary for 21st century school leaders to embody transformational leadership in their schools. Implications for school leadership research and practice are presented with particular attention to the Asia-Pacific educational contexts.

1.A.2. 21st Century Learning and Schools’ Vision-Mission: Implications for School Leadership
Dina S. Ocampo, Professor, and Junette D. Gonzales, Researcher, University of the Philippines

The UN’s Sustainable Development Goals and the Philippines’ Basic Education reform agenda both articulated the aim to ensure quality education towards relevant and effective learning. As such, schools must be transformed in ways that will provide learners an education relevant in the 21st century, thus recognizing the critical role of school leaders and the need for a timely vision and mission shared by all (Schrum & Levin, 2015; Ozdem, 2011) to direct implementation. The study presents emerging themes contained in school vision-mission statements and shows whether these reflect 21st century learning. To gather information, statements were collected and validated from 110 schools of diverse types and sizes across the Philippines. These were coded, tagged and aligned using the KSAVE 21st century model framework (Binkley, 2012), and analyzed through mixed-method analysis (Al-Ani & Ismail, 2015). Findings show that among the common themes are citizenship, values and morality. However, with respect to the KSAVE model, less than 30 percent of schools identified 21st century constructs such as critical thinking, innovation, communication, information and technology literacy. This paper facilitates a discussion on school leadership strategic tools such as vision-mission statements, and identifies areas for future inquiry, including its effectiveness and relationship with school performance.
In promoting a learner’s potential and life skills, teachers play key roles in facilitating, supporting, assisting and guiding learners through thoughtful learning designs in such a way that nurtures their full potential. Quality teachers must have certain characteristics and a high performance in bringing their knowledge and skills, along with their attitude, to foster learners so that they will obtain knowledge and a positive attitude, and are ready for life in the 21\textsuperscript{st} century.

The objective of this study is to examine positive factors focusing on the performance of assistant teachers in knowledge management in the 21\textsuperscript{st} century. To do so, the researchers scrutinized, analyzed and synthesized related concepts and theories in both domestic and international literature, including interview transcripts. The interview sessions were conducted with eleven experts in the field; namely three school directors, three curriculum and instruction scholars, three principals and two supervisors. The triangulation method is employed in data analysis using expert focused groups in positive factor classification. The findings suggest that there are four performative factors of the assistant teachers impacting knowledge management, which are 1) the learner and learning, 2) content, 3) instructional practice, and 4) professional responsibility.
1.B.1. Providing Broadened Educational Opportunities for Students through Effective School-Based Management Practices

Valerie Vir Garde Farol, Instructional Coaching Director and Jhon Hayden A. Bale, Training and Development Director, Teach for the Philippines

In 2001, RA 9115, also known as the Governance of Basic Education Act, ratified the Department of Education’s implementation of a framework called School-based Management (SBM) system. The 6-dimension framework aims to empower school principals and give them management authority in addressing administrative and curricular concerns of their schools through contextualized and responsive programmes and policies (Abulencia, 2012). In 2018, more than 15 years after its implementation, the World Bank reported that although the general programme outcomes of SBM seem satisfactory, the inability of principals to raise resources and the different forms of implementation of SBM were the major challenges in effectively operationalizing SBM across all schools in the Philippines. It is in this context that the researchers utilized a case-based inquiry method in different schools in the Philippines to identify common effective SBM practices of schools and the characteristics of principals who have successfully implemented SBM, specifically on stakeholder mobilization and resource management. It is through innovative leadership and taking calculated risks that principals were able to foster strong, sustainable partnerships with different external organizations that together they are able to provide additional educational opportunities for students and capacity-building activities for teachers yielding positive learning outcomes.

1.B.2. School Leadership in the Context of Lao PDR: School-based Management as an Aspiration

Phouvanh Phommalangsy, Education Specialist, World Bank, Lao PDR

Evidence suggests that improvements in school leadership and management have positive impact on student learning outcomes. Effective school management is a missing component in education systems in many developing countries. Schools need to be well equipped with qualified personnel, sufficient resources and consultation with key stakeholders to run overall management and transparency and improve quality teaching and learning. This paper will describe school leadership in the context of a primary school in Lao PDR related to school-based management (SBM) and school autonomy and accountability. The author will draw from his experience in providing managerial and implementation support to the government counterparts at national and subnational levels to implement the school management programme. The author will also draw from relevant reports and surveys that provide account of school management, including opportunities and challenges in rural and remote areas of Laos. Currently, the Ministry of Education and Sport (MoES) of Lao PDR and its development partners are implementing the national SBM programme in providing training for school principals and relevant stakeholders. MoES aims to achieve the highest success of implementing the SBM nationwide, by supporting system building and better governance by providing more resources to schools and strengthening their capacity to manage these resources to improve teaching and learning environment.
A major challenge for a leader in an educational institution is to recognize and value existing structures within the organization, to assess which ones need consolidation and which ones require transformation. An experienced leader will also notice the absence of essential structures and be able to rally support so that they can be established. Drawing from current Swiss and German education perspectives and theories about change management, organizational development, school organization, and school management, this paper provides insight into the establishment and development of organizational structures at an international school and a private university in Bangkok, Thailand. The paper’s objective is to make a constructive contribution to the discussion about the role of education leaders, particularly their influence and limitations with regard to developing organizational structures.
1.C.1. Preschool Leaders in Vietnam: Gatekeepers to Change

Lieve MRD Leroy, Education Advisor; Thi Chau Nguyen, Programme Coordinator; and Wouter Boesman, Programme Manager, VVOB Vietnam

Focusing on equitable access, Vietnam has achieved high preschool participation, with over 80% of 3-to-5 and 89.56% of 5-year-old children enrolled in preschool (United Nations, 2017). However, developmental outcomes are unequal, especially for disadvantaged ethnic groups. Traditional methods of professional development for teachers cannot keep up with the challenge at hand. VVOB Vietnam and branches of the Ministry of Education and Training of Vietnam have joined forces to improve the performance and effectiveness of preschool teachers in disadvantaged, ethnically diverse districts in three central provinces. While teachers are the most important factor contributing to learner outcomes, school leaders are key in creating the conditions for effective teaching and learning. They are also gatekeepers to change – an essential element to allow learning. Starting from a multi-dimensional model of school leadership, VVOB and its partners look at how school leaders can support teachers to reflect on their practices and build collaborative expertise to better cater to the needs of all children. The school leader’s position in local communities and in the education system creates a double challenge for external partners to contribute to their effectiveness directly. VVOB and the provincial Departments of Education and Training are supporting the school leadership and help them install an enabling environment for teachers to learn.

1.C.2. A Study of the Needs of Building a Collaborative Network to Develop Early Intervention Service Provision for Children with Disabilities Served at Special Education Centres under Special Education Bureau

Subin Prasopbua, Arkom Eungpuang and Wallapha Ariratana, Khon Kaen University, Thailand

Education is important for the development of human resources of any country. Thus, education for people with disabilities is significant to enable children with exceptional needs have a better quality of living. The objectives of this research were to study 1) the present and desirable conditions for a collaborative network to develop early intervention for children with special needs, and 2) the needs for building a collaborative network of special education centres under Thailand’s Special Education Bureau. A total of 381 educational institute administrators, heads of planning and budget divisions, and teachers were included in the study. The instrument used in collecting data was a rating scale questionnaire. The reliability was appraised by using Cronbach’s $\alpha$-Coefficient and it was 0.89. The results of the study showed that the assessment of ability development received the highest score, while the cooperative participation in developing children with exceptional needs scored the lowest. Thus, the special education centres under the Special Education Bureau should pay more attention to the collaboration in developing the abilities of children with special educational needs.
1.C.3. School Leaders as a Window to the Global Education Goals: The Case of HIV/Sexuality Education in Thailand

Mina Chiba, Assistant Professor, Regional and Inter-regional Studies, Waseda University, Japan

Since the adoption of Sustainable Development Goals (SDGs), schools have been expected to contribute to achieve SDG4, including quality education in non-cognitive areas. This study shows what kind of role school principals played in introducing Comprehensive Sexuality Education (CSE) to the school curriculum in the social context where the subject contains controversial topics. In this case study, three effective schools in rural Thailand were selected among the upper-secondary schools which participated in the Teenpath Project. This project was implemented by an international NGO and aimed to promote CSE nationwide. Data was collected through semi-structured interviews with school principals, CSE teachers, parents and students, and analyzed through a modified grounded theory approach. The result indicated that effective leadership of school principals was the key to expand stakeholders’ support for CSE at the school level. School principals were taking initiative to provide adequate information of CSE, clarifying the issues of their students, and showing the positive outcomes of CSE through monitoring and evaluation to teachers and parents. These actions contributed greatly to convince those who did not agree with school-based CSE.
Technological innovations are permeating into schools through various national government and local grassroots initiatives, putting demands on schools to transform how teaching and learning happens. Schools are expected to use technology in a way that visibly impacts day-to-day teaching practices, students’ learning, and overall school performance. To achieve this, school leaders are called upon to provide an enabling and supportive environment that promotes innovation, experimentation, and collaboration within the school community. Different contexts require diverse, creative approaches to engage teachers, staff, students, parents, and community partners in this endeavour. But how do school leaders do this in practical terms, on top of managing other aspects of school operations? What approaches have proven successful? How do they deal with challenges and conflicting priorities? What keeps them motivated?

In this session, we will hear stories of how school leaders from different contexts have successfully facilitated technological innovations in their schools. A panel discussion will explore how various approaches are being employed by school leaders to enhance internal capacity and gain the needed support, while taking into account cultural and operational nuances of their respective contexts. Participants will be invited to actively engage in the discussion to surface different perspectives on the topic.

Panel Moderator: Toan Dang, UNESCO Bangkok

Panellists:
- Wasan Panya, Director, Muangkrabi School, Thailand
- Glorineil D. Romero, Principal of Managpi National High School, Calapan City, Philippines
- Narayanan Sreenivas, Founder and Managing Director, ASSIST
2.A.1. Awareness-based Systems Leadership: Unleashing Collective Creativity for Innovation and Improvement in Schools
Richard James Owens, Director, Woodleigh Institute and Mignon Weckert, Educational Leadership Director, Lutheran Education, Australia

The task of reimagining and renewing schools for the 21st century requires new approaches to leadership that promote self-awareness, creativity, collective action, and systems thinking. Awareness-based Systems Leadership is a method that draws upon theories of organizational learning and change management to build personal and collective capacity for sustainable innovation and improvement (Senge 1990, Scharmer 2007). This paper examines key elements of the theory, alongside practical examples of transformative approaches to leadership at a school and school system levels. The presentation will investigate how collective commitment to deep learning, shared reflection and peer dialogue can help redefine traditional notions of school leadership to create a generative space for experimentation and learning. New knowledge and understanding will be shared regarding how the method can influence the learning and practice of school leaders, with consideration of the implications for wider application in pursuit of educational reform.

2.A.2.
2.A.3. Developing Skillful School Innovation and Leadership using Blended Thinking Intelligence
Raymond Tsoi, Managing Director, MFR-Training & Consultancy, Singapore

Blended Thinking Intelligence focuses on blending cognitive, social and corporate processes in thinking to effectively develop skillful school innovation and leadership. This holistic approach emphasizes a range of essential skills and dynamic processes blended to make sense of the fundamentals of school innovation and leadership. Inevitably, the norm is training of skills or processes in innovation and leadership as a standalone, and usually more inclined towards cognitive aspects and being academic in nature. This is insufficient, lacks connectedness and relevance, especially if there is inadequate leadership direction to pursue a strategic purpose. A team-based exemplar will be used to showcase the practical workings of Blended Thinking Intelligence on how to blend the cognitive (graphic organizer that targets critical and creative thinking), the social (collaborative learning related to distributed actions theory of leadership), and the corporate (decision making strategies, including information gathering) to develop skillful school innovation and leadership as a school culture.
2.B.1. The Story of a Peace Flag in a Malaysian School  
*Anand Baharuddin, Principal, The Malay College, Malaysia*

A peaceful and harmonious school environment is an important prerequisite in pursuing success. At the Malay College Kuala Kangsar (MCKK), a symbol was devised, and various activities were conducted around it to create new learning experiences towards promoting a culture of peace and non-violence. This presentation will describe how the idea was developed, and how the responsibilities and roles were distributed. The huge peace flag ties in very well with part of the school’s vision towards achieving a harmonious environment where all students, juniors and seniors, can accept one another as equal and respecting each other’s rights in this fully-residential school environment. New activities have been created with schools from neighbouring countries. Ever since the symbolic flag has been embraced, overall discipline has improved, junior-senior relationships based on respect have become stronger. Today, academic results have never been better and a number of outstanding co-curriculum achievements have also been achieved. The peace flag provides a sense of belonging and serves to stir positive students’ emotions towards peace and harmony, and subsequently towards promoting international-mindedness. Importantly, experiences of value in school can have positive impacts on societal life after school.

2.B.2. Influence of Empowerment on Teachers’ Organizational Behaviours  
*Darin Jan C. Tindowen, University of Saint Louis, Philippines*

This descriptive and regression study was conducted to determine the level of teacher empowerment and organizational behaviours of teachers of CICM Higher Education Institutions in the Philippines. 215 full-time faculty across the four CICM schools in the Philippines were considered in the study. The results revealed that CICM teachers have high level of teacher empowerment. Specifically, they have very high level of status, professional growth, self-efficacy, and impact, as well as high level of decision-making and autonomy in scheduling. CICM teachers have also high level of organizational behaviours. Furthermore, the high level of teacher empowerment of CICM teachers and their organizational behaviours varies regardless of their profile variables such as gender, age, monthly salary, highest educational attainment, academic rank, field of specialization, and institutional affiliation. Also, three of the subscales of teacher empowerment tend to predict almost all dimensions of organizational behaviours of teachers in the school. The study concludes that CICM teachers are committed to their organization as they feel respected, have opportunities for professional growth, efficient and effective in the classroom, and have the capacity to influence students and the school life. However, they do not have enough avenues to be involved in the decision-making process of their institution, and do not have enough freedom and opportunities to choose their own schedules and teaching loads. Furthermore, it is also concluded that CICM teachers exhibit positive organizational behaviours in their institutions as manifested in their strong attachment to their organization, high level of involvement to their work, harmonious relationship with their supervisors and middle level managers. They exhibit discretionary actions that go beyond their functions, and have a desire and passion to continue and uphold the teaching profession. As an offshoot of the study, an enhanced teacher empowerment program was developed.
2.B.3. Leadership Amongst the Generation Z: A Focus on Leadership Among the South Korean Youth

Woosuk Kim, Student, International School of Manila and President, Youth Association for Resource Management, Philippines

The Korean post-millennial population, or Generation Z, is often caricatured as an ambitious population, hoping to become successful through arduous and extravagant methods of studying. This stereotyped image leaves little room for a valuable life-long skill: leadership. The majority of Generation Z Korean youth is seen to be technology-obsessed, dependent on their parents, and engaged in a hagwon (outside of school academy) culture. This research investigated how schools and mentors can help Korean post-millennials nurture and enhance their leadership skills. Qualitative data from OECD, UNESCO, first-hand interviews and other sources have been collected to determine viable ways for young Koreans to garner the necessary skills and confidence for leadership. Few Korean schools provide sufficient extra-curricular leadership opportunities for their students. The research results imply that if schools in Korea offer more extra-curricular activities on leadership, it would send a strong message to the students to signify the importance of leadership in nation building, and simultaneously encourage socio-political participation, community involvement, service and volunteerism.
2.C.1. The Leadership Styles of School Principals in Bhutan

Ugyen Norbu, Vice Principal, Rangjung Central School, Bhutan

School leaders are of paramount importance in influencing and building productive future leaders. The ever-growing unemployment rate is a concern in Bhutan. There is an alarming gap between the job seekers and job market reality. The schools in Bhutan are questioned in not being able to equip students with the right skills to match the challenges of the 21st century. The situation is likely to persist at large if there is no timely intervention in the leadership role. Innovative leadership practices provide leaders to go beyond mandated work to face the market phenomenal with entrepreneurship skills, creativity and innovative ideas, and with an open mind for discovery and solving societal issues. The study on leadership styles of the school leaders in Bhutan indicated that most of the leaders are cocooned in conventional methods, rigid and limited to directives and policies. The students are deprived of experimenting their innate potentials, and are restricted to leaders’ interests and perceptions. Only a few schools are blessed with leaders who are open to change, and are equipped with innovative leadership skills. This paper provides some insights for innovative leadership practices, and paves ways for those leaders who need immediate transformation to adapt to the demands of the 21st century.

2.C.2.
2.C.3. Innovation and School Climate Brings Positive Growth in Schools
Kho Guik Lan, Principal; Tan Been Tiem, Assistant Principal; and Kalpana Kishorekumar, Head of Humanities Department, Chung Hwa Middle School, Brunei Darussalam

The demands of 21st century education is well perceived, and in order to meet the needs a study was conducted to evaluate the present school climate. With a renewed vision, academic programmes, and methodologies we attained great transformation to suit the demands of the future. We believe in a well-structured educational approach that befits all learners, and a positive school climate to excel. We have achieved important milestones, software development, pervasive use of ICT, and the implementation of contemporary pedagogies. We instil SDGs with sustainable practices that include CPD, R&D programmes. Our Team Leaders train teachers to hone their skills in both academics and technology. By believing in people, we build relationships among teachers, students and parents through Socio-Emotive Workshops that complemented the desired change. With innovative approaches, such as STEM/STEAM Education, HOC, Minecraft, and Sports, our students shine as better individuals. Lastly, with technology, teachers instil key skills such as problem solving, collaboration, and inculcate culture and values in students. Having received the 'Microsoft Showcase School' award since 2014, we share our vision with public and private schools in Brunei that has inspired many educators.
Thursday, 8 November 2018
Session 2D: School Leaders and Teachers in Small and Rural Schools
Room: Sigma 2, 6th Floor
09:00 – 10:30

2.D.1. Rural Mini School Coalition as a New Way of Practicing School Leadership: A Case Study from Remote Rural China
Jing Liu, Programme Specialist, UNESCO INRULED, China

School leadership is second only to teaching among school-related factors in its impact on student learning, according to research. In the context of remote rural settings, school leadership may play an even more important role for school improvement. What are the challenges of improving schools in remote and rural China? What do rural school leaders need, and how do they practice school leadership to promote the quality of schooling in harsh conditions? How does change occur, and what would ensure the success of the innovative practices? This study tries to address these questions by looking at a case study from Southwest China where a group of small-sized rural schools initiated an innovative school leadership practice by setting up a school coalition to improve their schools collectively and collaboratively. The study examines the concept and structure of the rural school coalition, how it works in the specific context, and what changes it has brought to school development. The key point of this study is that the small-sized rural school coalition could serve as an effective way to promote school leadership in remote rural schools. The key elements ensuring the success of the initiative are identified, and challenges for sustainability are discussed.

2.D.2. Innovative Primary School Teaching in Rural Lao: Using Available Resources and Beyond
Dawn Lewis-Johnson, Project Manager, and Micah Suluen, Education Advisor, Service Fraternel D’Entraide, Lao PDR

Primary schools in rural Sekong Province, Lao PDR, face numerous challenges. The Service Fraternel D’Entraide (SFE) equips teachers to provide 21st century education to primary school children in southern Laos through targeted intervention of training, techniques, monitoring, and resources.

Since January 2017, rural primary school teachers from six villages have participated in training sessions and workshops designed to enhance teachers’ knowledge and skills, and equip them to provide an environment of participatory learning. Using available resources (recycled and local materials), teachers have developed integrated, cross-curricular activities and games which provide hands-on learning. Interactive, participatory learning, a touchstone of 21st century learning, provides children opportunities to interact with material in a developmentally appropriate environment, enhancing learning opportunities and fostering individual interest. Regularly monitoring teacher activities significantly improves teaching strategies by addressing questions and needs as they arise. Teachers are able to differentiate instruction by modifying the games to student needs. SFE believes and demonstrates that investing in pedagogical strategies and enabling teachers to enhance learning through creative use of local resources improves learning opportunities, student interest, and student performance.
Tshewang, Principal, and Yanki Dem, Principal Specialist, Phuentsholing Higher Secondary School, Bhutan

School leaders play a vital role in fostering strong working and learning environment for teachers and their students. Setting the directions for their schools, the leaders need to improve their ability to collaborate, strengthen their skills to adapt to new environment and focus on their school’s needs. It is also urgent for them to involve members of their school to contribute to their school’s achievement. Some school leaders in rural schools may be untrained, and together with teachers who are resistant to change, the education system in rural schools faces many difficulties and challenges. The situation is worse for women leaders in a male-dominated environment. Leaders can strengthen their leadership skills by re-imagining collaborative approaches, focusing on how to encourage ownership and responsibility, build trust, provide training, mentor upcoming leaders, create opportunities to collaborate and lead their schools in achieving their goals. This paper will share some examples of collaborative leadership in Bhutan.
In 2012, the Philippines shifted from a 10-year Basic Education Programme to a 13-year K to 12 Programme. Aside from the change in the curriculum, other support systems such as teacher professional development, assessment, facilities and equipment, school leadership and management, schools division technical assistance, and community-industry partnerships were changed, reactivated and strengthened. One of the significant changes was the implementation of the Rationalization Plan where the structure and staffing pattern of offices at the central, regional, and schools division levels were changed to further support the principles of decentralization and shared governance. To support this, funds were allocated to Regional Offices and Schools Division Offices for the professional development of teachers and school heads. This research (i) presents the 2017 region and division-initiated programmes and activities that support school heads’ professional development based on reported competency needs analysis of regional offices and schools division offices; (ii) examines how the professional development activities complement existing policies and long-term education reforms of the Department and national government; and (iii) explores how the professional development programmes and activities support, develop and enhance emerging roles, responsibilities and duties of school heads under the K to 12 Programme.

Since 2014, the Cambodian Ministry of Education, Youth and Sport has introduced deep-seated reforms to ensure quality education throughout the country. Improving education quality is considered a key element in the reform, reshaping two-year teacher training into four-year teacher education. Two teacher education colleges have then been established in Phnom Penh and Battambang Province envisioned to be the leading institutions of teacher education in the 21st century. Therefore, they have developed a clear strategic plan for institutional leadership and student development to meet the demands of the rapidly changing society, having started the innovated teacher education in November 2018. These are reflected in the institution-wide professional development programme to promote continuous learning within the institutions to ensure the best possible outcomes for student teachers. The curricula are developed with the international inputs not only to respond to Sustainable Development Goals, but also to deliver school teachers to be ready for the 21st century challenges in teaching and learning. Shared leadership is applied to empower lecturers to inquire into their practice, and create self-learning by engaging in authentic problem solving, leading them to where their passions lie. The quality is then monitored and evaluated by Internal Quality Assurance Unit.

Mohd Izham Mohd Hamzah, Nurul Sahadila Abd Rani, Nor Aishah Buang, Mohamed Yusoff Mohd Nor, Azlin Norhaini Mansor, Jamalulail Abdul Abdul Wahab and Aida Hamid A. Hamid, Universiti Kebangsaan Malaysia

The purpose of this study is to examine and describe the Malaysia District Education Officers’ perceptions on the implementation of change indicators in strengthening District Education Offices (PPD) in Malaysia and learning organization practices at PPDs. This qualitative study employed a Multiple Case Study research design which involved six District Education Officers and six Deputy Officers from 10 PPDs, two Deputy Directors from two State Education Offices, one SiC+, one Quality Officer, and one Quality Assistant Officer. They were intentionally chosen through snowball sampling. Data was gathered through semi-structured interviews, themes were developed, and analyzed with the use of Nvivo 11. Findings illuminate nine key themes; namely Job Scope for District Education Officer, Job Scope of Programme Manager, SIP+ Roles and Responsibilities, SISC+ Roles and Responsibilities, Performance Dialogue, Provision Management, Key Performance Indicators (KPI), Dashboard and PPD Excellence Rating. Meanwhile, findings on the learning organization practices are personal mastery, team learning, shared vision, mental models, and systems thinking. This study is significant to policy makers at the Malaysia Ministry of Education and training bodies, such as the Aminuddin Baki Institution, in helping them plan appropriate training and programmes for educators. The findings are also significant to District Education Officers and the Deputies, as well as to SIPartners+ and SISC+, as the findings are indicators for early interventions to detect any existing issues or problems in the implementation of the change programme. Ultimately, performance of changes and the success of District Transformation Programme (DTP) can be measured in line with the mission and goals set. The implication of this study for the State Education Department (JPN) and District Education Offices (PPD) is that the change indicator will have a positive impact, particularly in implementing change programmes. The indicator is also an early intervention in identifying any issues or problems throughout the change implementation process. Hence, through the change indicator, the DTP’s progress and performance can be assessed according to the mission and goals set.
**Thursday, 8 November 2018**  
**Session 3B: Models of School Leaders’ Professional Development**  
**Room: Sigma 1, 6th Floor**  
**14:00 – 15:30**

3.B.1. **Model for Developing School Leadership Capacities and Skills Aligned with SDG-4 Targets: Re-imagining the School leadership for Baluchistan in 2030**  
_Qurat-Ul-Ain Zafar, Asian Institute of Technology, Thailand_  
_Ghulam Murtaza, Assistant Professor, University of Baluchistan_

Delivering on the promise of quality education cannot be achieved without quality leadership. However, the process of attaining the role of leadership in government schools is based on the number of years of service without attaining specialized education or training. The current generation of public sector school leaders is ageing, whereas due to the absence of specialized course training for young induction, replacement is difficult. In this study, we propose a model for capacity and skill building in school leadership for mid-career potential educators, based on the primary data from public sector schools in Baluchistan during 2016-2017. Our model proposes that professionalizing the leadership skill is helpful for aligning the SDG 4 targets with the attainment of quality education in the province. We will share the instruments related to capacity and skill building, as well as based on analytical research evidence from the field data of Baluchistan, we will offer recommendations on the adoption of a proposed model on a province wide basis. Our capacity building model is more needs based, school based, easily accessible, continuous, and interactive. It covers all the four capability building aspects, including Strategic, Evaluative, Adaptive and Instructional.

3.B.2. **Managing Leadership Succession in Schools: The Miriam College Leader Development Framework/Practice**  
_Antonio M. Lopez, Dean, and Noel C. Racho, Human Resource Director, Miriam College, Philippines_

Innovation, leadership development, sustainability innovation, internationalization, and collaboration are the keywords most academic institutions use as they focus on achieving excellence. The new education landscape influenced by technology, industry needs, competition, and global reciprocity has set a new learning and teaching paradigm. An important component in this context is the identification and development of potential school leaders as they provide the core link in maintaining quality education by ensuring relevant, effective and innovative academic and student programmes that are supported by 21st century management processes and systems. Recognizing the challenges of managing leadership succession, Miriam College has institutionalized a leadership development programme as a critical part of its Strategic Thrust for Sustainability. The objective is to ensure leadership continuity in key positions, retaining and developing their capacities and skills. The programme has three tracks: 1) Leadership Foundation, 2) Leadership Personalized, and 3) Leadership in Action. Those in the programme are clustered as follows: 1) Employees with Potential, 2) Employees ready in 3 years, and 3) Employees who are ready now. The clustering serves as the leadership pipeline.
3.B.3. Inspiration of Utilizing Intrapersonal Intelligence in Pedagogical Facilitation and School Leadership Innovation

Yunjiao Hu, Teaching and Researching Specialist, Zhejiang University, China

Based on the significance of school leaders on the entire school system and their role in sustainable development, this paper elaborates on the important concept of intrapersonal intelligence proposed by Howard Gardner, the cognitive psychologist known for his multiple intelligences theory. Theoretically, with analysis of field independence, acculturation model and integrative motivation, this research provides referential solutions to the predicament of simplistic uniformity and one dimensional assessment in education. It is necessary for a school leader to come to terms with his own personal motivations and sustained support from others. On the other hand, due to the lack of introspection or stimulus, inactivated self-awareness may lead to directionless educational leadership lacking in strategy. Hence, this paper hopes to help evoke educators’ awareness of their intrapersonal intelligence in pedagogical facilitation and school leadership cultivation.
Thursday, 8 November 2018
Session 3C: School Leadership in Transition
Room: Sigma 2, 6th Floor
14:00 – 15:30

William Gray Rinehart, Education Designer, Mote Oo Education, Myanmar

For more than 20 years, the Myanmar context has housed a unique post-secondary education sector made up of various non-governmental schools and programmes that provide complementary/supplementary higher education to young adults across the country and on the Thailand-Myanmar border. Heretofore, this sector has been able to operate with great autonomy and self-governance. However, with a new Private Education Law (PEL) draft being discussed in Naypyidaw, and with the late-2017 creation of a National Accreditation and Quality Assurance Commission (NAQAC), it appears there may be inevitable convergence between the post-secondary education sector and the Myanmar government through federal regulation. A common theme of the PEL and NAQAC is quality assurance for students and quality improvement for schools and programmes. In some ways, the post-secondary education sector has been addressing quality assurance and quality improvement by forming development partnerships with Mote Oo Education, a local Myanmar NGO. This presentation will overview the post-secondary education sector, summarize reflections from post-secondary education leaders, exemplify ways post-secondary schools have so far been addressing quality assurance and quality improvement, and discuss challenges education leaders foresee for the future. It will conclude by positing questions that may lead the post-secondary sector forward in 21st century Myanmar.

3.C.2. Leadership Challenges in Achieving Aims of Education - Analytical Study of Indian Schools
Vilas Sudhakar Kulkarni, Director, HRCPL Education LLP, India

This study is the outcome of objective analysis of primary data of school governance practices adopted by various school leaders and its impact on achievement of aims of education. The study was conducted over a span of eight years in two phases covering Rural Schools, Urban Un-Aided Schools, and Overseas Indian Curriculum Schools in the Gulf Countries. Over 1100 school leaders were interacted with at length, and their approaches reviewed along with wide-ranging analysis of 90 schools. These schools were monitored for more than three consecutive years. Priorities of school leaders, governance systems, coping with parental pressure, handling resource constraints, and competency of teaching staff constituted the major parameters of study, whereas achieving aims of education and actual development of 21st century skills were used as benchmarks. Analysis established the relationship of various factors and its impact in different set-ups and type of schools. Key factors include awareness of importance of delivering 21st century skills, parental expectation of ‘good marks’ in examinations, non-academic factors and its influence on the governance practices, size of school and its effectiveness, overcoming resource constraints, the challenge of teachers’ competencies, and factors enhancing leadership effectiveness were thoroughly studied, analyzed and presented.
3.C.3. Transitioning School Leadership in Central Asia to Meet the Needs of the 21st Century

Lina Benete, Programme Specialist and Meirgul Alpysbayeva, National Professional Officer, UNESCO Almaty, Kazakhstan

As the focus of Education 2030 agenda shifted from access to quality, the role of school leaders has become increasingly important. The quality of school leaders, as they are responsible for various functions, including management, quality assurance and learning outcomes, is key to teacher effectiveness and creation of a quality learning process and environment at an educational organisation. A vast body of research confirms that school effectiveness and its leadership are inseparable (e.g. Hallinger and Heck, 1996; Leithwood et al., 2004), as school leaders are one of the key change agents for quality education, if that leadership is exemplary and delegated. In this context, the article will examine the role of school principals as leaders in a school environment, with particular focus to recent practices and developments in school leadership in Central Asian countries. Various research methods will be used, including study of primary and secondary resources, and collection of data and cases from educational organisations of several Central Asian countries. The article will outline relevant background on the profile, roles and functions of school principals, successful country and school case studies, challenges involved in making school reform effective in Central Asia, and outline recommendations to meet those challenges. The conclusion will consider the implications for education practitioners and policy-makers, and outline an agenda for further research.
Thursday, 8 November 2018
Session 3D: Preparing School Leaders for Global Citizenship Education
Room: Kappa, 6th Floor
14:00 – 15:30

- Udai Narayan Bhattarai, Principal, and Chokey Wangchuk, Vice Principal, Tashidingkha Central School, Bhutan
- Choonhee Lee, Principal, Seoul Ancheon Elementary School, Republic of Korea
- Courtney Savie Lawrence, Adjunct Faculty Member, School of Global Studies, Thammasat University, Thailand

In his recent article, *The Principalship has Changed: 2020 Here We Come!* Michael Fullan predicted that the dimensions of principalship in the next three years will move beyond literacy, numeracy and high school graduation to leadership on “living in the real, real world”. He argued that students have to acquire the 6Cs of global competencies – character, citizenship, collaboration, communication, creativity and critical thinking – to be successful in the world today. His bottom line is that school principals must focus on global competencies.

UNESCO Bangkok is implementing a project “Preparing Teachers for Global Citizenship Education” (GCED) in nine countries with the support from the Korean Funds-in-Trust. Beyond enabling teachers to transmit the 6Cs to their students, school leaders must also be on board to support their teachers and school community. This session will present some perspectives of 21st century school leadership in Bhutan and Republic of Korea, and demonstrate examples of hands-on activities bringing real-world social impact and innovation projects to life utilizing the human-centred design process.
Thursday, 8 November 2018
Workshops
16:00 – 17:30

Workshop 1: The Leader in Me
Eternity Ballroom
Yuwared Bhumiwat, PacRim Group, Thailand

The Leader in Me is based on The 7 Habits of Highly Effective People which is the key component of the overall process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration, and renewal which are secular in nature and common to all people and cultures. This workshop provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school. Come learn about how to become a more effective leader and shape your own school culture!

Workshop 2: Are You the Leader of Your Emotions or Are Your Emotions the Leader?
Sigma 1, 6th Floor
Katina Elefteria Grigoraskos, Wells International School, Thailand

Emotional intelligence skills are valuable assets for leaders, and as leaders, teachers, or role models, our emotions play a large role in our own personal development and in turn, how we influence others around us. Emotional intelligence skills can be developed and nurtured in order to improve our self-efficacy, productivity, interpersonal relationships, and leadership skills. But, oftentimes, we are led by our emotions and feelings and thus, not free of the limitations these constructs create for us. Come learn about the effects of emotions, and ways that we can harness them to become leaders, rather than followers, of our emotions!

Workshop 3: Education Diplomacy: Promoting Effective Collaboration to Solve Education Challenges
Sigma 2, 6th Floor
Yvette Gatilao Murphy and Amanda Stamp, Association for Childhood Education International, USA
Amlata Persaud, Teachers College, Columbia University, USA

Education Diplomacy fills a critical gap in leadership training. Traditional training for school leaders provides a baseline of management, motivational, and team-building skills. However, to fulfill the promise of SDG 4, school leaders need a new set of skills that allow them to better meet the challenges they face, such as lack of funding, under-trained teachers, preparing students for the 21st century, etc. These education challenges require collaborative and cooperative efforts that can best be achieved by acquiring the foundational skills of diplomacy. These skills are essential for school leaders to effectively communicate with government agencies, community partners, and others to affect policy and improve the quality of education for their students. ACEI’s 5L Education Diplomacy Framework is designed to transform the leadership capacity of educators by providing a unique structure of diplomatic skills and approaches. The 5L’s – Listen, Learn, Leverage, Lead, and Leap – provide the core of Education Diplomacy practice that school leaders can contextualize, use for reflection, and map professional growth to promote greater collaboration to solve challenges they are facing. ACEI’s Center for Education Diplomacy is the only initiative developing the Education Diplomacy concept, and expands Education Diplomacy knowledge through courses, trainings, and resources. During this workshop, participants will:
• Explore the 5L Framework of Education Diplomacy skills and approaches;
• Understand how school leaders can use Education Diplomacy to promote effective collaboration to solve education challenges;
• Connect Education Diplomacy to their current school leadership and professional potential to impact education systems;
• Engage in interactive dialogue and Education Diplomacy skills simulation activities.

**Workshop 4: Establishing Standards and Competency Frameworks for School Leadership**

**Kappa, 6th Floor**

*Saloni Srivastava, IYCWorlD Soft Infrastructure Pvt. Ltd., India*

In many cases, leadership competency framework and development are outdated. While standards and competencies cannot be applied universally, there are general guiding principles for school leadership. Such principles include student-centred learning, holistic personal development, positive teacher-student relationships, distributed leadership and the creation of a whole-school community, among other principles that will be explored in this workshop. We have also categorized leadership competencies along six dimensions: next-decade vision, process goals and capacity, resource (human and educational) development, catalyzing learning families, (being) role-model educator, and a culture of achievement. Come explore these guiding principles and dimensions that will transform the way you act and perceive school leadership!
**Friday, 9 November 2018**

**Session 4A: Distributed School Leadership and Management: Non-Governmental Organizations’ Programmes**

**Room: Eternity Ballroom**

**09:00 – 10:30**


*Sine Christensen, Senior Regional Advisor Education, Save the Children Norway*

*Cameron Stuart Ryall, Programme Director, InformEd International, USA*

*Lisa Zook, Director of Research and Impact, InformEd International, USA*

This paper outlines Save the Children's proposed approach to developing a School Leadership and Management (SLM) project model as part of its Quality Learning Framework (QLF), Save the Children’s holistic conceptualization of a quality basic education. The SLM model builds upon a five-year pilot which tested the correlation between improved learning environments and improved literacy, numeracy, and life skills. The multi-country initiative found that the project excelled in settings where SLM was strong, particularly in schools that had adopted a distributed leadership model, not only working with the school director but also empowering students, parents and community members to take shared responsibility and accountability for the school. As such, the team plans to design and evaluate a SLM project model from 2019 to 2020, hypothesizing that distributed SLM is a driving force for broader change and improvement. The pilot will include a developmental evaluation approach to enable authentic and contextualized insights to arise, identify emergent themes, and address challenges, thereby continually adapting and improving the SLM model. This paper will present the proposed theory of change, as well as the research design, finishing with an audience discussion, seeking attendees’ experience and insights for refinement of this initiative.

### 4.A.2. Creating a Safe Learning Environment for Children: An ASEAN Initiative for School Safety

*Trang Thu Hoang, Climate Change and Resilience Specialist, Plan International Asia Hub, Bangkok, Thailand*

ASEAN Safe Schools Initiative (ASSI) is an ASEAN government-led initiative that brings together the ASEAN education and disaster management sectors to promote a comprehensive approach for school safety in eight ASEAN countries with the support of a consortium of non-governmental organizations. ASEAN acknowledges that its region is prone to many disasters such as floods, landslides, and typhoons that impact the education sector and child’s right to education. This article discusses how implementing a comprehensive school safety framework contributes to the fulfilment of Sustainable Development Goal 4.2, and focuses on the Sendai Framework for Disaster Risk Reduction to substantially reduce disaster damage to critical infrastructure and disruption of basic services. This article also explores how this initiative supports governments’ leadership in promoting school safety and developing school community’s capacity to establish school disaster preparedness, provide trainings, and create a culture of safety among students, teachers and their surroundings.

Angela Lam, Education Manager, WWF-Hong Kong, China

WWF-Hong Kong developed and launched a 3-year partnership project in 2016-2019, by engaging 12 local primary schools, with the aim to mainstream sustainability into school curriculum, through a whole-school approach. Experience and solid examples from this project could showcase the synergy of partnerships between environmental NGOs and schools, on the implementation of Education for Sustainable Development (ESD). Through the whole-institution approach, with elements of capacity building for educators and youth empowerment, this project also covers three of the five priority action areas in the UNESCO’s Global Action Programme (GAP) for ESD, and serves as a worthy sharing case study that links theory to practice. Content covered in this project also includes some of the Sustainable Development Goals, such as responsible production and consumption, life below water, life on land, etc. School principals have a key role to play in this project, especially in one of the six key areas of the whole-school approach, namely “management level monitoring and evaluation”. Other areas include school resource management, teaching and learning, school ethos and culture, etc. Best practices on how sustainability can be integrated into formal education from the 12 partner schools are available to share with the local and global education community.
4.B.1. School Leadership for Education Reform: A Thai Case Study
Gerald Walton Fry, Visiting Scholar, Chulalongkorn University, Thailand
Nuttaporn Lawthong, Assistant Professor, Chulalongkorn University, Thailand
Siwachoat Srisuttiyakorn, Lecturer, Chulalongkorn University, Thailand
Rosarin Apahung, Academic Head, Sang Nongtum School Cluster, Thailand

The purpose of this paper is to examine the role of school leaders in implementing education reform in Thailand. Though Thailand has had several major education reform efforts, educational outcomes in terms of SDGs have been disappointing (except gender equality). The key theoretical/conceptual framework is transformative instructional leadership (Burns, Sheppard, Spillaine & Halliinger). Multiple research methods will be used, namely: 1) A meta-synthesis of key studies of the roles of school leaders in implementing education reform in Thailand; 2) A quantitative analysis of the background of all Thai school principals and directors at all levels and types; 3) A case study of Thailand’s major organization for training school leaders, National Institute for Development of Teachers, Faculty Staff, and Educational Personnel (NIDTEP); and 4) Case studies of experienced school leaders in remote Isan (Bueng Kan), based on the field work to be done there in mid-October. We then provide a detailed profile and assessment of Thai school leaders and their roles in implementing education reform. We conclude by presenting several key policy suggestions to enhance school leadership for reform. If Thailand cannot successfully implement reform, then it will be mired in a “middle-income trap”, adversely affecting the nation and its future.

4.B.2.
4.8.3. System Leadership towards SDGs
Reni Francis, Mentor, School Leaders Network Foundation, India

A system leadership programme for school leaders, as a potentially low cost, high impact and sustainable approach to school improvement with 19 schools—private aided, private, and from different Boards of affiliation including the State Board, IB and Cambridge, is a dynamic example of Sustainable Development Goals. The programme aimed at building the capacity of these paired school leaders to provide regular high calibre coaching to each other in achieving rapid school improvement over a 9-month period. Each school leader set a measurable improvement priority using school data, and they support each other to codify and share their good school leadership practices. With the diverse range of schools involved in the programme, the learnings are highly relevant to the wide range of schools within the Indian context. This paper reflects on five early lessons from the pilot programme in Mumbai, and why system leadership is such a powerful tool for change.
Friday, 9 November 2018  
Session 4C: Learning from Stories and Leadership Styles  
Room: Sigma 2, 6th Floor  
09:00 – 10:30

4.C.1. Quality of Outstanding School Principals in Cambodia: From Life-story Perspective  
Seng Sovath, Graduate Student, Hiroshima University, Japan

This narrative study aims to examine how outstanding school principals’ life-stories contributed to their leadership development and leadership styles in the Cambodian context. Since the awarding system for outstanding school principals was introduced for the first time in its educational history, twelve outstanding school principals have been nominated by the awarding system, and three of them were interviewed. Thematic analysis method was used for analyzing the qualitative data. Preliminary findings showed that: (1) Outstanding school principal’s leadership development was formed from their early life-stories in different political regimes, which resulted in limited education opportunity, self-experiences, and severe family condition. Difficulties in their lives and self-development through learning from senior teachers and officers around have accounted a crucial part of their leadership development. (2) Behavior and attitude of outstanding school principals reflect their strong commitment and devotion, sharing vision, caring for teachers’ and school staff’s professional development, building self-concept, healing organization, gaining trust and taking risks. Their leadership successes were constructed by building a central belief for the whole school community. These findings are the vital elements to interest an evaluation developer for further improvement of evaluation criteria of awarding system, and contribute to leadership practices in Cambodia.

Juan Robertino D Macalde, Senior Specialist, SEAMEO INNOTECH, Philippines

Education plays a key role to facilitate the process of building a regionally-integrated community in Southeast Asia. Changing demands and emerging skills requirements brought about by the rapid technological advances pose great challenges to the school leaders and managers. More than ever, they need to continuously develop their abilities to adapt and improve to sustainably address the new challenges and be successful amidst ever changing and more complex school environment. In close collaboration with the Ministries of Education in Southeast Asia, SEAMEO INNOTECH has developed a competency framework for the Southeast Asian school heads. The development of the framework capitalized on exemplary stories and experiences of selected outstanding school leaders from various stakeholders, like parents, students, teachers, faculty members from teacher education institutions, MOE officials and school leaders themselves. The framework consists of five core competencies – strategic thinking and innovation; managerial leadership; instructional leadership; personal excellence and stakeholder engagement – along with 16 general competencies, 42 enabling competencies, and 170 indicators. During 2016-2017, the Strategic Thinking and Innovation (STI) strand of the Competency Framework for School Heads was developed to include new applications for collaboration and presentation of outputs with due consideration to the school heads’ abilities in using the digital platform.
**4.C.3. Leadership Styles for Optimal Performance**  
*Sandeep Srivastava, Co-founder and Mentor, IYCWorld Soft Infrastructure Pvt. Ltd., India*

Leithwood et al. say it all: ‘to date, we have not found a single documented case of a school improving its student achievement record in the absence of talented leadership’. Marzano found a lack of student achievements to be correlated to (poor) quality of leadership. This paper is the analysis of ongoing evaluation of our successful strategies in school management by classifying schools into 9 distinct categories and tailoring optimal leadership performance role definitions/models for each. The 9 school categories emerge essentially from the 3 stages of progressive growth for schools (Effective, Successful, Living) for each of the 3 types of schools (Teacher-centred, Parent-centred, and Student-centred). Effective schools are academic focused, Successful schools are overall-development focused, and Living schools are next-gen, ‘boundary-less’ schools. The 9 leadership styles for high-performance are: Process Builder, Personal Leadership, Community Leadership, Collaborative Leadership, Motivational Leadership, Resource Leadership, Coaching, Democratic Leadership, and Visionary Leadership. This paper presents the leadership models tied to on-ground realities of the schools and their stage of growth.

Jayanthi Gunasekara, Director-General, National Institute of Education, Sri Lanka

The main factor in the success of effective schools is the role of leadership. This includes a variety of responsibilities such as, clearly articulate the vision and educational goals of the school, provide leadership for school management and administration, ensure a favourable learning environment in the school to implement the curriculum effectively, develop professional capacities of teachers and motivate them for active engagement in delivering the curriculum at the classroom level, provide all the facilities to students and motivate them towards high performance, and promote collaboration between the school and local community. Sri Lanka has currently adopted "a balanced control model" under the Programme for School Improvement, which has existed for nearly a decade to empower the school leadership. Sri Lanka Principals Service was established for providing equal opportunities to male/female candidates to enter into the principal service through a competitive examination. It is remarkable that a significant number of females are in the school leadership positions in the Sri Lankan education system.

4.D.2. Gender Equality's Reflection through Pre-Service and In-Service Teacher Education in Thailand

Chaiwat Kaewphannang, Senior Lecturer, Department of Curriculum and Instruction, Faculty of Education, Silpakorn University, Thailand

Curriculum development in teacher education is widely considered as an essential component in promoting school leadership. This paper aims to explore gender equality's reflection through pre-service curriculum and in-service teacher training and professional development in Thailand. The data were obtained from the curricula of pre-service curriculum of Thailand's public universities, and Thailand Teacher Training Coupons courses, the largest teacher's professional development programme in the country. The research tools used in this study were adapted from curriculum analysis framework and UNESCO's Gender Assessment Tools for Teacher Education (GATTE). The result from the analysis will pave the way for promoting gender equality in teacher education and school leadership in developing the pre-service curriculum and in-service teacher training.
Women make up approximately half of the world’s workforce. Still, men hold the top positions: they make higher wages and possess more finances than women do. Nepal is no exception in this. The teaching profession is also largely dominated by men. Women are under-represented as head teachers, trainers and resource persons, managers, technical officers, administrators and community representatives on the School Management Committees. This is a long-standing problem that has been remarked on in many previous reports and evaluations as well. The students in the school interact directly with teachers and head teachers, and these interactions shape their own aspirations and expectations. Therefore, the shortage of women in these roles is an issue of development concern. The government has introduced many affirmative policies but they have not been systematically implemented. To summarize, cultural norms, gender stereotypes, lack of confidence, weak impact of teacher’s training, women’s domestic work burdens and local politics all combine to affect women’s prospects of being appointed as teachers and head teachers.
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PLENARY SPEAKERS

Shigeru Aoyagi  
Director, UNESCO Bangkok, Thailand

Since the beginning of his career in 1984, Mr. Aoyagi has been associated with UNESCO through educational and cultural programmes of the Asia/Pacific Cultural Centre for UNESCO (ACCU) in Tokyo. He joined UNESCO in July 2002 as Chief of the Literacy and Non-Formal Education (NFE) section in Paris. In this capacity, he worked for the Education for All (EFA) programme, as well as its work on Literacy and Non-Formal Education. He contributed to the adoption of the UN resolution on the United Nations Literacy Decade (UNLD) International Plan of Action, coordinated the EFA Flagship programmes on UNLD and the UNESCO/FAO joint programme on Rural People and developed the UNESCO’s flagship programme of Literacy Initiative for Empowerment (LIFE) for the 35 countries in the world.

From December 2006 to December 2011, Mr Aoyagi was Director of the UNESCO Office in Kabul and UNESCO Representative to Afghanistan. He initiated a large scale literacy project of Empowerment of Literacy in Afghanistan in collaboration with Afghan and Japanese Governments to improve the level of literacy, numeracy and vocational skills of one million Afghan youth and adults.

In January 2012, Mr Aoyagi was transferred to the post of Director of the UNESCO Office in New Delhi, and UNESCO Representative to India, Bhutan, Maldives and Sri Lanka. Notably, he led the development of SAARC Framework for Action for Education 2030 in close collaboration with its Member States and UN Agencies including UNICEF.

He was appointed as the Director of the UNESCO Office in Bangkok and UNESCO Representative to Thailand, Myanmar, Lao People’s Democratic Republic and Singapore in May 2018.

Philip Hallinger  
TSDF Chair Professor of Leadership, College of Management, Mahidol University, Thailand

Dr. Philip Hallinger is the Thailand Sustainable Development Foundation Chair Professor of Leadership at Mahidol University (Thailand) and Distinguished Visiting Professor of Education at the University of Johannesburg (South Africa). In 2014 he received the Roald F. Campbell Award for Distinguished Lifetime Achievement from the University Council for Educational Administration in the USA. He holds the distinction of being the most widely cited social science scholar in Thailand, and has done training with more than 25,000 corporate and public sector managers in Thailand over the past 27 years.
Hilaire Mputu  
Senior Programme Specialist, UNESCO Yaoundé, Cameroon

Mr. Hilaire Mputu is an Economist, Education Planner and Statistician from Université d’Auvergne, Clermont-Ferrand, France (Centre de recherches et d’Etudes sur le Développement International, CERDI). He joined the UNESCO Institute for Statistics (UIS) in 1994, where he worked on education data/indicators, research and capacity building activities. He was seconded to UNESCO’s Education Sector to ensure the professional standards of statistical aspects of the EFA 2000 Assessment. He was later assigned to the Division for EFA Monitoring and International Coordination where he contributed to the first EFA Global Monitoring Reports. In 2006, he joined the Division of Education Policies and Strategies, and provided field support and coordination of the education programme in the Africa Region.

From 2012 to 2013, he served as the Team Leader for the Teacher Policies and Development Unit in the Section for Teacher and Education Policies. Since 2014, he has been working in the Section of Education Policy where he contributed to research and knowledge production, education policy reviews, policy advice and capacity development for the formulation of sound educational policies and plans, including for mainstreaming the SDG4-Education 2030 Agenda. Since May 2017, Mr. Mputu is serving as Senior Programme Specialist and Regional Advisor (Central Africa) for Education in the UNESCO Multi-sectoral Regional Office in Yaoundé, Cameroon.

Shahrizal Norwawi  
Educational Planning and Research Division, Ministry of Education, Malaysia

Dr. Shahrizal started his career as an English Language teacher in a secondary school. He later moved to the Ministry of Education where he currently holds the position as the Assistant Director at the Educational Planning and Research Division, Ministry of Education, Malaysia. He has previously held similar position at various divisions in the Ministry, including Education Performance and Delivery Unit; Delivery Management Office; Fully Residential Schools Division and the Examinations Syndicate. Through his tenure in various divisions, Shahrizal has extensive knowledge and experience in education performance and monitoring of key indicators; the operational aspect of high performing schools; security printing and international procurement.

Dr. Shahrizal graduated with a Bachelor’s degree in Education from the University of Otago, New Zealand. He also holds a Masters Degree in Education from Victoria University of Wellington, New Zealand. He has recently graduated with a PhD in Educational Leadership from University of Nottingham, United Kingdom.
Jeremy Williams
Head of School, Manor Hall International School, United Arab Emirates

Jeremy Williams is the Head of School at Manor Hall International School in Al Ain, United Arab Emirates. As a 2018 Middle East Education Influencer Award finalist, Jeremy shares ideas and practices surrounding leadership, school culture, entrepreneurship, innovation, and authentic learning through Twitter and LinkedIn. In addition to leading his school, Jeremy is also the host of Dismissed, a podcast about entrepreneurship, education, and expatriate life. Currently finishing his PhD in organizational leadership, Jeremy is researching the impact of transformational leadership on organizational commitment of teachers in high poverty urban schools in the United States.

Kerry J Kennedy
The Education University of Hong Kong, SAR Hong Kong, China

Professor Kennedy is Advisor (Academic Development) and Senior Research Fellow in the Centre for Governance and Citizenship at The Education University of Hong Kong. He is also a Distinguished Visiting Professor at the University of Johannesburg. He is the Series Editor for Routledge’s Schools and Schooling in Asia Series, the Asia Europe Education Dialogue Series, and the Perspectives on Education in Africa Series. He is Co-Editor of Springer’s Governance and Citizenship in Asia Series. His most recent publication is the Routledge International Handbook of Schools and Schooling in Asia which he co-edited with Professor John Lee. His work was internationally recognized in 2012 when he was a co-winner of the Richard Wolf Memorial Award for Educational Research awarded by the International Association for the Evaluation of Educational Achievement (IEA).

Edizon Angeles Fermin
Director for Innovation Development, Miriam College, Philippines

Dr. Edizon Angeles Fermin currently manages the Philippines’ first school-based integrated makerspace, the Miriam College – Henry Sy, Sr. Innovation Center in his capacity as its first Director for Innovation Development. As co-chair of the Philippine Commission on Higher Education’s Technical Panel for Teacher Education, he has led and participated in public consultations and policy development initiatives to integrate fundamental competencies in school leadership, change management, community building, and organizational development in the undergraduate teacher education curriculum. A recipient of awards in teaching excellence, research, and transformative school leadership, he designed the national Executive Course for Education Leaders (ExCEL) in Senior High School that trains school owners and leaders of institutions served by the Private Education Assistance Committee (PEAC) through the Fund for Assistance to Private Education (FAPE).
David Ng  
National Institute of Education, Singapore

Associate Professor David Ng is Head of Academic Quality at the National Institute of Education (NIE), Nanyang Technological University Singapore. He provides overall leadership, management and improvement in academic, student, and programs quality. He also leads in the planning, review and effective implementation of the Strategic Planning Academic Quality’s initiatives, research and evaluation studies that guide future strategic directions of the institute.

David was the Associate Dean for Leadership Programmes at NIE from 2004-2010, responsible for designing and implementing innovative leadership programmes for system superintendents, school principals, Heads of Departments, and middle level leaders. He now leads and teaches the Leaders in Education Programme. He has also advised on leadership strategy in Singapore, Abu Dhabi, Saudi Arabia, Philippines, Vietnam and globally. He has taught numerous leadership courses and workshops for policy makers and educational leaders around the world, including for the National College for School Leaders in the United Kingdom, Danish School of Education Copenhagen, Technical University of Munich, School of Education Management Training in Vietnam, and the Suzhou Education Bureau in China.

Rina Lopez Bautista  
President, Knowledge Channel Foundation Inc. Philippines

Rina Lopez-Bautista is the founder and driving force behind the Knowledge Channel Foundation Inc. (KCFI) that operates the Knowledge Channel, the Philippines’ first and only all-curriculum educational television channel. Over the years, KCFI has expanded its work beyond television, making its educational programmes available online through kchonline.ph and offline through other media. She is a passionate proponent of Digital Age Learning and one of the leaders paving the way for the global Filipino learner to be empowered with twenty-first-century skills through technology and social media.

In line with Rina’s commitment to improve the quality of leadership across various sectors, with the support of the Department of Education, the De La Salle University and AusAID, she is one of the leading pioneers of the successful launch of the Schools Division Superintendents (SDS) training programme in the Philippines.
Truong Dinh Thang  
Acting Rector, Quang Tri Teacher Training College, Vietnam

Dr. Truong Dinh Thang is a lecturer and Acting Rector of Quang Tri Teacher Training College in Vietnam, as well as a Research Fellow of the Asia Pacific Center for Leadership and Change of the Education University of Hong Kong. Dr. Thang obtained his MEd from Otago University’s Duniden College of Education and PhD from the Victoria University of Wellington, New Zealand. His research interests focus on the following domains: educational management and leadership, instructional leadership, cultural influences on leadership, school culture, motivation and job satisfaction. He has nearly 20-years’ experience in higher education and is a leading researcher in the area of cultural influences on school leadership and management in the Vietnamese context.

Bun Nyeo Lee  
Teacher, Kyeongsung Electronic High School, Republic of Korea

Ms. Bun Nyeo Lee has been teaching in both public and private high schools since 1996. She received her Bachelor of Computer Science and Engineering as well as her Master of Information Security and Algorithm from Pusan National University. She was also a researcher with Samsung Electronics Co. before joining the teaching force.

Sreenivas Narayanan  
Group Managing Director, Asia Society for Social Improvement and Sustainable Transformation (ASSIST), Philippines

Sreeni Narayanan is the Founder and Group Managing Director of Asia Society for Social Improvement and Sustainable Transformation (ASSIST), an innovative and capacity-building international non-government organization (NGO) that promotes sustainable practices to partner development organizations. A Chemical Engineer by profession with an MBA from the Asian Institute of Management tucked under his belt, he has led ASSIST in managing projects in over 20 countries across Asia and maintaining offices in four – the Philippines, its headquarters; India; Vietnam; and, Cambodia.

ASSIST’s ‘DigiBayanihan’, a digital empowerment movement supported by Google.Org is an example of a project which provides digital literacy for Filipinos of all ages and social backgrounds. He is also behind ASSIST’s other social ventures, which include iMPACT Magazine (formerly ‘AsianNGO Magazine’), a first-of-its-kind mixed media magazine that aims to provide NGOs opportunities to find funds, partners and relevant learning resources for better organizational and programme management.
Wang Libing
Chief, Section for Educational Innovation and Skills Development, UNESCO Bangkok, Thailand

Libing Wang is the Chief of the Section for Educational Innovation and Skills Development, and Senior Programme Specialist in Higher Education in the UNESCO Asia and Pacific Regional Bureau for Education. Prior to joining UNESCO, he was Assistant President and Professor of Comparative Education at Zhejiang University, People’s Republic of China. He had served as the Director of UNESCO-APEID Associated Centre at Zhejiang University for more than ten years. He was the Secretary of the Global University Network for Innovation: Asia and the Pacific (GUNI-AP) from 2002 to 2012, and had coordinated the operation of the regional network since its inception in 2002. He was a member of the Asia-Pacific regional follow-up committee to the 1998 World Conference on Higher Education and a long-time consultant to the Chinese National Commission for UNESCO. Mr. Wang received his doctoral degree in Comparative Education in 1994 at Hangzhou University, People’s Republic of China. He was a visiting fellow at the University of Sussex and University of Warwick in the United Kingdom in the early and late 1990s. He published widely in the areas of comparative education, higher education policies, and teacher education.

Jun Morohashi
Head of Executive Office and Regional Programme Coordinator, UNESCO Bangkok, Thailand

Prior to joining UNESCO Bangkok in 2017, Ms. Jun Morohashi was a Junior Programme Officer and then Assistant Programme Specialist in Human Rights and Fight against Racism and Discrimination in the Social and Human Sciences Sector in UNESCO Paris from 1999 to 2007. She became a Programme Specialist in Peace, Human Rights and Global Citizenship Education in the Education Sector from 2007 to 2014 before serving as the Chief of the Education Unit at Port-au-Prince, Haiti from 2014 to 2016. Ms. Morohashi has a MA in Sociology from Hitotsubashi University in Japan and a Diploma in Social Sciences from the Institut d’Etudes Politiques de Paris in France. She is currently pursuing her MSc in Psychology at the University of Derby in United Kingdom.
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