

Call for Papers

Zeitschrift für Weiterbildungsforschung ZfW

Journal for Research on Adult Education

Issue 1|2023

Educational Governance & Leadership in Weiterbildungsorganisationen

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Due to the changing of governance structures and the more diverse forms of steering and coordination in education (Altrichter et al., 2007; Hof et al., 2011; Schrader, 2014), education and especially continuing education and training (CET) organisations are coming into view as corporative (Mayntz & Scharpf, 1995) or organised (Meier, 2009) "actors". In the context of governance this indicates the expectation that CET organisations manage their educational programmes and adult learning provision, the implementation of teaching and learning processes as well as their HRD and organisational development on their own responsibility and in a goal-oriented way. This happens, however, bound back to institutional regulations and with regard to interdependencies with relevant actors or actor constellations in their environment and within the organisations (Schemmann, 2014; Dollhausen, 2021).

The indicated perspective opens up new possibilities for investigation. Questions arise as to how CET organisations assume their actorhood (Meier, 2009), i.e. how they can act externally as well as internally as units of goal-oriented action, how they ensure their organisational and professional capacity for action and decision-making and develop their range of services. In addition, questions about how CET organisations link external expectations, on the one hand, and internal professional agency and processes, on the other, with regard to enabling effective adult learning are gaining weight.

The planned issue of the ZfW will welcome articles on such and other questions in connection with new governance structures and the actor status of CET organisations. A specific focus will be given to a research perspective that has been little used so far, at least in German-speaking continuing education research, namely "leadership and coordination of action" in CET organisations. In the German-speaking world, "leadership" as a term and concept for recording coordinative practices in CET organisations has hardly been taken up yet. The preoccupation with person- and group-related leadership action has so far tended to be assigned to organisational psychology and development as well as organisational pedagogy (Göhlich et al., 2011). Or it is about leadership as an aspect of action of the top management level (Iberer & Müller, 2021) and thus as a partial aspect of educational management (Robak, 2015). Only recently the concept of "leadership for learning" (Tulowitzki & Pietsch, 2020) has been taken up in school research, for example, which refers to learning-centred leadership action both at the teaching level and at the level of school management. In comparison, in Anglophone inter-national educational science, "educational leadership" has long been emphasised as an important area of action and competence *alongside* (organisation-related) management. Accordingly, "leadership" refers

primarily to the aspects of sense-making and value orientated communication and action of the managing staff in CET organisations. "Leadership" in this sense supports the content related as well as strategic decisions, the self-commitment and motivation as well as the cooperation of the pedagogical personnel towards a common goal (Bush et al., 2010; Wang et al., 2017; Coleman & Glover, 2010). Nevertheless, some remarkable starting points for leadership research in German-speaking countries have been presented in recent years. These include, mentioned here only by way of example, the neo-institutionalist-based empirical work of Herbrechter (2018) on the "institutional logic of leadership", the empirical studies by Alke and Grass (2019) who, in an institutionalist-convention-theoretically inspired perspective, carve out patterns of justification activated in decisions about the development of offers and programmes, or the case-comparative study by Koller, Arbeiter and Schemmann (2020) on the connection between actor constellations, forms of coordination and pedagogical performance in the fragile organisational structures of work-oriented basic education.

The planned issue of ZfW aims to present further approaches, research work and results that contribute to the further development of leadership research in connection with questions of action coordination in continuing education organisations. Basic research and application-oriented empirical, theoretical and conceptual contributions are invited. For example, contributions are requested that

- shed more light on the relationship between external expectations and the internal management and coordination of activities, processes and ways of working in CET institutions;
- explore the relationship between person- or group-related leadership and structure- and efficiency-related management in the coordination of pedagogical processes in CET organisations;
- in an institutionally and/or historically comparative way address the question of the context-dependency of leadership styles and forms of coordination in CET organisations.

Contributions are invited that explore the topic with reference to current societal challenges, such as migration, demographic change, digitalisation, etc. and/or to new requirements for inter-institutional cooperation and networking in general continuing education or adult education, vocational and academic continuing education and/or cultural and political continuing education.

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