



JÖNKÖPING UNIVERSITY

*School of Education and  
Communication*

## **Responsible governance and management of educational activities – Goals, vision, mission and strategies 2021-2026**

### **Background**

The Institute of Responsible Education Management - IREM is born out of the strategic initiative around the School Director Institute (SCI) started in 2017, at HLK. Since its inception, several studies have been conducted, based on different types of data such as individual reflections and group conversations at an interactive workshop with 54 school managers, qualitative in-depth interviews with 30 school managers and a survey answered by 181 school managers, conducted. The research group has consisted of Professor Lene Foss, Senior Lecturer Joakim Krantz, Senior Lecturer Annika Engström, Professor Cecilia Bjursell, Senior Lecturer Vezir Aktas and affiliated researchers Professor Svein Tvedt Johansen and Professor Liz Browne. The group has participated in various conferences and arranged the Head of School Conference at JU (2020). Furthermore, research is presented at other universities, such as REL group at Uppsala University, led by Professor Elisabet Nihlfors.

The results of IREM's empirical work, includes two books published in Gleeurps and Studentlitteratur October- November 202, show the important mission of school managers in a transition society, with a growing need to manage democracy and social justice issues, and responsible leadership in a changing society, where the school operates in an ecosystem with many stakeholders. There is a great shortage of qualified staff with the right training and skills,. Digitalisation and sustainability are other challenges on the table of school managers. Issues such as socio-economic differences between groups, geographical distances and urbanisation are key challenges that school managers have to deal with. For this reason, concepts such as equality, responsibility and social justice have become central to IREMs further work.

IREM has had the ambition to build an in-depth knowledge of the responsibility of school managers to navigate a field of tension between different claims and needs that exist in society at large but also in the central as well as local governance of the school. In the vertical chain of command, the head of school has a type of role and responsibility for the management work, where there are more actors, but the head of school is also expected to handle collaborations at a horizontal level between different professions as well as with other units and administrations. For this reason, the institute's previous focus, which has been limited to the role of head of school, has proved too narrow and too concentrated to too few actors within the framework of the school's management. IREM is therefore broadening its focus forward to include several actors in the chain of governance where business leaders, vice-chancellors and other positions are also located in the governance and management of educational activities.

### **Focus**

In its vision, IREM draws on Jönköping University's and HKK's areas of strength around collaboration and international profiling and more specifically focuses on research and education for leaders in educational activities with a particular interest in the school's highest management (Superintendents).

## **Mission**

With a foundation in practice and with a broad national commitment, IREM builds bridges between science and society – where different actors in the school's management are central.

## **Vision**

Through collaborations with other higher education institutions, nationally and internationally, IREM is a leading knowledge environment around education management with a particular focus on the school's highest management.

## **Strategies 2021-2026**

Over the next five years, the business will focus on the following strategies:

1. IREM will connect to the research environment PUF - practical education and research at HLK
2. IREM develops knowledge in close collaboration with actors in the school's management and establishes a reference group with four school managers.
3. IREM cooperates in viable alliances with other higher education institutions such as Uppsala University, at the School of Economics at UiT Norwegian Arctic University in Norway and Oxford Brookes University, England.
4. IREM offers annual competence development at advanced level in the form of assignment training with two course starts in autumn and spring respectively, aimed at school managers. The focus is on challenges for responsible management of educational activities with an internship approach and is carried out with pedagogical forms for adult professionals.
5. IREM will focus on journal publications in international journals

## **The research group**

IREM's research group includes:

1. Lene Foss, Professor of Pedagogy and leader of IREM, at HLK
2. Joakim Krantz, Senior Lecturer in Pedagogy at HLK (20%)
3. Mikael Segolsson, Senior Lecturer in Pedagogy at HLK
4. Ann Ludvigsson, Senior Lecturer in Pedagogy at HLK
5. Jabil Seven, municipal doctoral student in pedagogy at HLK, and Head of School at Nynäshamn
6. Svein Tvedt Johanson, Professor of Organisation/Management affiliated researcher at UiT-Norwegian Arctic University, Norway
7. Liz Brown, Professor of Education at Oxford Brookes University, England

Professor Emeritus, Elisabeth Nihlfors, at Uppsala University, is a senior academic advisor to the research group.

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