



ESHA magazine

EUROPEAN SCHOOL HEADS ASSOCIATION

JULY 2010

**AHDS Conference: On the
Management Ladder
A Cautionary Tale ...**

ESHA German Speaking Regions



ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in across Europe. ESHA Magazine will be published three times between now and the end of the school year and will be published 7 times in 2010-2011. You are welcome to use articles from the magazine but we would appreciate it if you contacted the editor first.

Subscription

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About ESHA

ESHA is a Foundation that consists of 32 Associations of Heads and Educational employers in 25 European countries in primary, secondary and vocational education.

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In this issue

JULY 2010

Greg Dempster / On the management Ladder

In March 2010, with help from ESHA, AHDS ran a one day conference specifically for PTs. The day was called 'On the Management Ladder'. It was a blend of keynote sessions on 'Effective Leadership'. ► Read more on page 10

Chris Harrison / A cautionary Tale...

A developing culture of identifying, sharing and promoting the best of practice is a key element to the vision for ESHA in the future. Sharing what works well in schools and school leadership across Europe may not necessarily provide any 'quick wins' for politicians and individual governments today, but the longer-term benefits and payoffs for the wider world of education could prove to be substantial. ► Read more on page 14

ESHA German Speaking Regions

The German speaking of ESHA has been developed most intensively, thereby increasing the interest among the members of organizations in ESHA.

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Dear ESHA friends and members,

By the time the third ESHA Magazine is published, most of our colleagues in Europe will have started their long summer holiday. Some have already moved to their holiday homes and some are making preparations to leave. The ESHA Board is now working on the realization of the ESHA Working Plan. This means that besides the recent development of our ESHA Magazine we are also working towards the creation of a super modern interactive leadership internet portal that hopefully will be launched in January 2011. Would it not be a great idea that you will have access to 80,000 principal colleagues all over Europe to share ideas, good practice and support? The Portal will have modern features like streaming video, video conference facilities, communities etc and, all in more than one language. But although we can provide all the facilities, it's you as principals that will make it work. Therefore I would like to ask any reader of this magazine to spread the idea by sending this url www.eshamagazine.com to all their colleagues so that we can build up a database and let anyone know when the portal is on the air!

In October 2009 the ESHA General Board discussed the potential opportunity to take the lead and organize a World Educational Leadership Forum. The aim of the Forum is to activate all Global countries to invest in education. At this moment, 80,000,000 children have no access to education at all and 750,000,000 people in the world cannot read or write and, therefore, have no access to written information or the use of internet facilities to become a partner in the Global use of information. About 1,000,000,000 people have no access to clean drinking water and therefore will die at a young age. Educators across the World should sound the alarm that 'Enough is enough.' We pollute the environment use all the natural resources in the world and it is us, today, who cause the huge financial public dept in most of the countries. ...✦

And, it is our children who will inherit this world of today tomorrow. Let's give them the skills to do so and to solve the problems that we shall leave behind. Educational leadership is a key factor in taking their part within such a world debate. Statistically, every 100 years a brilliant genius like Einstein is born. If the new 'Einstein' is amongst those children that have no access to education, maybe we're all in great problems. Therefore, the World Educational leadership Forum (WeLF) should set the standards for all countries concerning the required long-term investment to provide for all having access to a good education. This should be done by educators themselves. In the June GB meeting of the International Counsel of Principals (ICP) this idea was also adopted, developed and shared further. ESHA and ICP will work together to make this happen. But we need widespread support to make this happen. Your ideas and support are welcome - please contact me on my e-mail address tonduif@planet.nl

Hope to see lots of our European colleagues in Cyprus at the ESHA conference in November! ◀

A handwritten signature in black ink, appearing to be 'Tonduif', with a large oval loop on the left and a horizontal line extending to the right.

News in Brief

Changing the Constitution

The new constitution passed the Notary and is therefore formal approved. ◀

What is the right remedy: how to kill the “Time Thieves?”

BY SOLVEIG DAHL - SECRETARY GENERAL ESHA

During the last ten to fifteen years, results in international school surveys have all confirmed that Norwegian schools are losing ground compared to almost every other participant country.

This can only be characterized as regrettable, especially because Norway heads the statistics when it comes to the amount of money spent per pupil. The most recent results confirm this sad trend – even though our officials have turned every rock in search of the right remedy. But, perhaps this is the problem in a nutshell? Are Norwegian pupils the victims of overeager reforms and reformers? Science confirms that the pupil's age, number of years in school and the curriculum they have been following, are all relevant when it comes to evaluating learning outcomes. When we look at the rapid changes of school reforms in Norway, it is tempting to ask if political ideology and partisanship has influenced the reform's contents perhaps too extensively. Science also proves that early efforts focused towards struggling pupils is of crucial importance. Finland has recognized this fact for years, and their results show how early intervention is effective.



Solveig Dahl

In Norway, educational resources have been divided by the opposite principle; the higher you are in the educational system, the more money you get. Pupil activities, digital learning resources, and the pupil's own responsibility for the learning progress were emphasized strongly even in the first year in school. However, clearly defined learning goals were neglected. Adequate play time and school day satisfaction rates could be considered as more important than systemized work towards learning. The teacher's role was defined more as that of a counselor's than a competent and visible classroom leader of learning.



Some of the findings in international surveys identify and confirm that you can still find remnants of this ancient regime in our schools today. But the latest reform “The Knowledge Promotion” has forced through a stronger emphasis towards learning outcomes. One of the consequences of us lagging behind in results is a recognition for a broad understanding between politicians when it comes to the need to commit heavily to the development of basic skills and a strong emphasis on setting clearly defined learning goals.

« Good school leaders constitute and are a defining feature of good schools »

Teachers are surely, as research says, the most important single component in the school system, but good school leaders constitute and are a defining feature of good schools. We have only had very little research about how teachers and leaders spend their working hours. A recent national report has identified a lot of “time thieves” in Norwegian Schools. These are those day to day tasks that steal time away from primary and lower secondary school assignments. Both teachers and leaders spend valuable time on management, reports and documenting, maintenance work, and ensuring pastoral and social care towards pupils. The report recommends 93 ways of using valuable human resources more efficiently. Recently, this report has been followed by a White paper that demands that principals have a qualified administrative staff. Hence, employees must master the complex challenges schools face when it comes to securing enough time for the follow-up of teaching work. The Association of Norwegian Schools Leaders has made much effort to influence the contents of this White paper. We are glad to see that our counsel has been heard, and included in review reports. Still, we are yet to see if these recommendations are put into action, and if they are the right remedy for our schools. ◀

Agenda 2010

August 30

EB meets in Utrecht – Working meeting on the Comenius RegioProgram

September 24 – 25

ESHA regional conference Budapest. For more information please contact Katalin Acs (acs@budaikozeiskola.hu)

October 13 – 15

Regional Conference Germany in Landau, Rhineland-Palatinate.
For more information please contact Germany National Coordinator
Margret Rössler (roessler@slv-nrw.de)

November 3

Board meeting ESHA: Wednesday: 14.00 -18.00 PM;
General Assembly meeting ESHA: 18.00 -20.00 PM in Limassol Cyprus

November 4 – 6

12th ESHA's BI-annual in Limassol Cyprus
From November 4th until November 6th the 12th European School
Heads Association will be held in Limassol Cyprus. Registration is now
open. **Go to www.eshaz2010.com and register!**

March 13 – April 4 2011

General Assembly meeting ESHA in Paris

On the management ladder

BY GREG DEMPSTER (AHDS)

in Scotland there are three layers of management in schools (although not all schools have all layers). The top layer is Headteacher. Next is Depute Headteacher. Third is Principal Teacher (PT).

A PT will normally have some time away from the classroom to do management jobs which relate to the whole school or to a number of year groups. PTs tend to be found either in large schools where there is also a headteacher and one or more depute headteachers or in smaller schools where the only other promoted member of staff is the headteacher.

At the end of 2008 AHDS (Association of Headteachers and Deputies in Scotland) decided to allow PTs into its membership. We had, for some time, been concerned about the low rate of application for headteacher posts and the lack of attention being given to the development of future school leaders.



Since 2008 we have had a slow stream of PTs signing up for membership. We have published a short booklet called 'Moving into management' which highlights some key issues they will need to face in the short term and consider in the longer term. We have also run some short training sessions targeted at PTs and Depute headteachers.

In March 2010, with help from ESHA, we ran a one day conference specifically for PTs. The day was called 'On the Management Ladder'. It was a blend of keynote sessions on 'Effective Leadership', 'Emotional Intelligence & Interpersonal Skills' and 'Work/Life Balance', a presentation from the Scottish Minister for Schools and Skills and smaller focussed workshops. The workshops dealt with issues at the heart of moving from being a classroom teacher to become a manager: Leadership, Management & Facilitation; Communication & Negotiation; Dealing with Challenging Behaviour (by staff); and, Coping and Managing Change.



Amongst the many issues explored at the conference, Graham Thomson (Directory of SCSSA – www.scssa.ed.ac.uk), proposed a useful template of behaviours for good PTs:

- Put learning at the heart of all they do.
- Support an open classroom culture.
- As a priority seek to generate and lead discussion about learning.
- Focus on children's needs and views.
- Focus on colleagues' needs and development.
- Develop a culture of lesson observation.
- Help create capacity where everyone wants to get involved.
- Use coaching approaches to support teacher learning.
- Encourage sharing of effective practice.
- Help maximise the potential of the role of parents in their child's learning.

As well as giving delegates a very well received day of training targeted specifically at their role, the conference was a wonderful opportunity for AHDS to highlight to PTs that our organisation is here to support them. We had eighty-two conference delegates with about 15% deciding to join AHDS either at the time of booking or at the conference. ◀

- ▶ For more detail about this conference contact info@ahds.org.uk
- ▶ For more information about AHDS visit www.ahds.org.uk

Delegates were extremely positive about the conference:

'Left inspired - thank you'

'Really enjoyed the day. Learning new aspects of PT role and networking with other PTs.'

'Very professional, relevant, practical, pitched well. Thank you for all the thought and input being put into the day.'

'Fantastic and practical advice as well as scenarios to consider and evaluate.'

'Excellent opportunity to discuss with other PTs without negativity.'

'Aimed specifically at Primary PTs and totally relevant to us.'

'So good to have the opportunity to come to something directly relevant.'

'Very inspiring - a breath of fresh air.'

'Excellent.'

"Thank you to ESHA and its regional conference fund for helping to make our conference possible."

A Cautionary Tale...

BY CHRIS HARRISON, PAST PRESIDENT ESHA

Looking back to my first days as a head teacher, it is actually quite hard to think back to a time before we had three key components to the nation's educational scene which now dominate so much of the work we all do in our schools. The key areas were a National Curriculum, the financial delegation of funding to schools (LMS) and the introduction of school inspections within a common national framework (Ofsted).

However, the educational and political context within which these three components became the norm for the world of schools all took place across the very short period of a little over a decade starting from the Callaghan 'great debate' in the 1970s. Teacher union's industrial action (early in Margaret Thatcher's first term) which focused on the withdrawal of 'teacher goodwill' at lunchtime and for the wide range after school activities provided the background within which many saw the demise of a real breadth of opportunity for all children to succeed and enjoy school whether academically talented, or not.



What I can remember clearly is that I was already working within my second headship before hearing a local education authority (LEA) adviser using the term 'curriculum' when referring to the day to day work of teachers and children in the primary classroom. I also remember the introduction of the 'Raspberry Ripples' – the government publications for each area of the curriculum issued soon after the conclusion of long-running industrial action. Schools were encouraged to explore the benefits arising from having a common curriculum offer to all which would then provide real consistency, continuity and progression in learning for an increasingly mobile school population (due to societal shifts in workplace and employment across the UK). The consultation ...❖



Chris Harrison

and publication of the new National Curriculum quickly followed with a phased training and an introduction timeframe which meant that many schools found that teachers needed to attend these sessions in preference to the wholesale re-introduction of school lunchtime clubs, out of school activities and weekend events. As a consequence, the narrowing of opportunity for those who were not academically inclined had now begun.

The semi-privatisation of state education through the grant maintained programme was clearly aimed at breaking the control of the LEA's monopoly of running schools. The Thatcherite dream of schools marketing themselves to parents and their communities, determining their own pay and conditions of service for staff and achieving full financial autonomy was realised through the development of the LMS model with its' increasing levels of financial delegation of funding to schools. A key element of such autonomy was the parallel introduction of appraisal systems which eventually included the current performance management model of 'payment by results' where school performance results are used to formally inform pay progression at all levels. As then, the new UK government has recently announced within its Academy programme, a state education model can develop with an encouragement for greater autonomy to schools for determining their curriculum model, pupil intake and the staffing choices of who was employed in the school. However, the final part of the jigsaw remained with the question of how should such a system be managed, and by whom?

Interestingly, although it is nearly two decades since the Thatcherite period, the influence remains strong with subsequent reinforcement and endorsement of the original legacy question on school governance by successive Labour government(s). The underlying factors which govern and regulate an accountability and inspection system that holds to account and influences every teacher in every classroom in England through a school's position in league tables and through data-led targets and performance pay for all led to the creation of Ofsted. As an authority (Ofsted) was established specifically to both regulate and inform the nation's elected (national) politicians and their civil service as the effective guardians of the public interest.

Still interested? Read more of a detailed description of the politics of these more recent times in Sir Michael Barber's 'Instruction to Deliver' ...✦

where the role of league tables remains promoted as the most effective means of driving up standards in schools whilst at the same time holding both teachers and schools to account for their performance. Such pressure to perform for teachers and their schools is emphasized within the comment 'However committed the professionals are, they can never have the degree of concern for users (of public services) that users have for themselves.' This is a clear divide whereby teachers and schools as producers are seen as unable to meet the needs of, and serve, their children and the community agenda. What I do believe is that it is the very creativity, innovation and new ideas which teachers bring to their work in the classroom each day that makes the real difference to standards (not structures) because we all want the best for our pupils.

Ofsted inspection has changed significantly from the original model – with the current system encouraging inspectors to give advice and guidance to schools as part of the process. Proportionate inspection will now see some schools in a permanent state of 'professional expectation' as a consequence of an annual visit(s) timetable for a school compared with an up to five year 'gap' for those working in the highest achieving settings. Therefore, the importance of a school's online Self Evaluation Form, last inspection report and current performance/ results cannot be underestimated as is these key documents which are 'desktop analysed' in order to determine the overall risk and need for an inspection visit, or not.

Schools now needing to chase their latest set of exam results to meet an externally agreed target reflect a culture whereby teachers themselves feel they are judged against their colleagues through test/exam results and then put under pressure to perform raise standards even higher. With such a culture, of course, whenever a school (or teacher) actually meets its targets, there is the chance that the setting will be then be charged with having set targets which weren't sufficiently

aspirational or challenging in the first place! The argument that league tables present a transparent and easy point of reference for accurate information about school performance is opaque at best and at worst enables schools to make false claims eg to suggest that a school is best because it is high in the league tables is undoubtedly wrong. Why? Because it will be best at some things, but other schools lower down in the table will also be best at some things – particularly where they have achieved tremendous progress in giving a child the confidence he/she needed to thrive in the school experience.

In the NAHT's Charter for Assessment and Accountability we set out

« A LEA adviser uses the term 'curriculum' when referring to the day to day work of teachers and children in the primary classroom »

why we acknowledge that it is entirely right that schools are accountable for the huge level of trust placed in them by their parents and local communities and for the funding levels of public money spent on them at both the local and national level. We also set out where and why we think that the present model is seriously flawed and how a far better ambition can be achieved through consensus in the future if we focus on supporting the best of teaching practice in understanding and engaging with pupils and their learning. We are not against testing or exams, rather we are committed to a beneficial form of assessment and tests where we can enhance and rely on their validity and use in the classroom by teachers.

At the core of the problem lies the present system where SATs (Standardised Assessment Tests) are increasingly 'used' for multiple purposes of assessment and evaluation, as follows:



- to give parents the information they need to compare different schools, choose the right school for their child and then to track their child's progress;
- to provide headteachers and teachers with the information they need to assess the progress of every child in their school;
- to allow the public to hold national and local government (and governing bodies) to account for the performance of schools.

Additionally, there are three key problems associated with tests and the testing process itself:

- the assumption that scores in tests are completely accurate;
- that a short test can accurately judge performance in a multi-faceted task eg writing;
- that tests can in themselves drive up standards in learning – and, odd to have an indicator that learning has occurred with learning itself.

If the original purposes of the design of tests is to confirm what it is that a pupil knows, understands and can do and then for those results to become used as proxy measures of the quality of teachers, headteachers, schools, local authorities, the government and (ultimately) the nation itself has to be questioned. Such high stakes cause the misinterpretation, misuse and number crunching games by all participants, resulting in schools spending a disproportionate amount of time and energy devoted to improving performance by drilling learning to achieve small percentage gains at the expense of teaching for deeper learning and understanding by pupils.

So, if we want an assessment, testing and accountability model which is fit for purpose we shall need to develop professional competency against the following criteria:



- classroom practice which enables a teacher to fully recognize, value and use formative assessment to support learning at all levels without a focus on ratcheting up scores at borderline levels by teaching to the tests;
- confidence and professional understanding of the tests themselves, including the measurement error of the test itself;
- reflection of test validity of measures themselves eg is the use of specific punctuation an accurate definition of whether an 11-year old can write;
- the overall cost of testing for external purposes needs to be assessed in terms of value for money – is the money well spent? What else could it be spent on to greater effect?
- a system of national summary data collection (sampling?) to provide measurement of trends over time within the education system.



In essence, if we are entering a period whereby public sector services move from a period of sustained increases in funding to a future which will place far greater emphasis and pressure on all resources, questions arise about what should be measures, how it should be measured and by how much the state should devote its total resources to their measurement. The costs of measurement systems themselves will increasingly come under scrutiny within the VFM agenda, particularly when answering the basic question of 'which other front line service(s) could the money be better spent on? Spending in UK schools follows a three-year cycle with the current 2008-11 cycle seeing sufficient financial growth maintained to schools until March 2011. In 2011-12 there will be a 'one off' year before the next three-year cycle is introduced in 2012-15; the years of plenty within the system will undoubtedly be replaced with a clear need to demonstrate where and why funding is required in frontline services such as schools.

« A developing culture of identifying, sharing and promoting the best of practice is a key element to the vision for ESHA in the future »

Therefore, if for no other reason, league tables, rankings, output scores and similar exercises will in themselves come under increased scrutiny and questioning in the future – especially where the public has little trust in official statistics and where rankings of some public services are carried out by private/independent organizations in many countries. Interestingly, school leaders remain in the highest category of trusted public sector employees by the public at large with confidence levels consistently placed higher than doctors and hospital consultants.



We can all learn from comparison. But, if comparison is to be effective (believed with confidence) there must be commensurability of the indicators used across the world of public services – especially for commensurability of indicators between countries. A developing culture of identifying, sharing and promoting the best of practice is a key element to the vision for ESHA in the future. Sharing what works well in schools and school leadership across Europe may not necessarily provide any ‘quick wins’ for politicians and individual governments today, but the longer-term benefits and payoffs for the wider world of education could prove to be substantial. We need to think carefully about which performance indicators (PIs) are used and for what purpose in managing and measuring systems, ranking organizations, targeting standards and for how to make use of professional ‘intelligence.’ The risk of not using such PIs more intelligently to identify how to improve/maintain performance at a time of funding austerity is to lose trust and confidence from those leading and managing schools today. ◀

Scotland's New Curriculum – Curriculum for Excellence

BY PRESIDENT, IRENE MATIER

An article on the new curriculum which is being introduced in Scotland, Curriculum for Excellence (CfE).

For many years the Scottish curriculum has been recognised as having many strengths. Prior to the introduction of curriculum for excellence there existed a well-respected curriculum for 3 to 5 year olds, a broad 5-14 curriculum, Standard Grade courses and a National Qualifications structure carefully designed to meet the needs of pupils at different stages. However, the various parts were developed separately and, taken together; they no longer provided the best basis for an excellent education for every child. To fully prepare today's children for adult life in the 21st century a curriculum that is less crowded, better connected and able to offer more choice and enjoyment was needed.

In November 2003 a Review Group was set up to identify the purposes of education 3 to 18 and principles for the design of the curriculum. The Group was asked to take account of the views expressed during the National Debate, current research and international comparisons. As well as educational factors, the Group considered global factors which would have strong influences on the aims and purposes of education over the coming decades, including changing patterns of work, increased knowledge of how children learn and the potential of new technologies to enrich learning. In addition the Group was asked to take a broad view of children's development, within the wider framework of Integrated Children's Services, bearing in mind the wide range of adults directly involved in the education of children and young people, in early years centres, schools, and colleges and out of school learning. The result of this work is *A Curriculum for Excellence*.

Each child has an enormous capacity for learning and the potential to achieve in different ways.

Curriculum for Excellence applies to all children and young people from their earliest contact with the education system through to the time they leave school as young adults. It applies to the experiences provided in the different places where they go to learn: early years centres and nurseries; schools; and to colleges and others working in partnership with schools.

Because children learn through all of their experiences – in the family and community, pre-school centre, nursery and school – the curriculum needs to recognise and complement the contributions that these experiences can make.

It is designed to convey knowledge which is considered to be important and to promote the development of values, understanding and capabilities. It is concerned both with what is to be learned and how it is taught. The curriculum affects us all.



The purpose of Curriculum for Excellence is to ensure that all the children and young people of Scotland develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future. These are summed up in the aims of Curriculum for Excellence and the detailed wording of what are called the four capacities.

These aims are that every child and young person should know they are valued and will be supported to become **a successful learner, an effective contributor, a confident individual and a responsible citizen.** ◀

There are four capacities. In The ESHA Magazine in September 2010 Irene is telling us more about these capacities.

<http://www.ltscotland.org.uk/curriculumforexcellence/curriculumoverview/aims/fourcapacities.asp>





ESHA 2010 CONFERENCE

Grand Resort Hotel, Limassol Cyprus

4 - 6 November 2010

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ESHA German Speaking Regions

Die Deutsch- sprachigen Regionen in ESHA

BY DR. BURKHARD MIELKE, ESHA HONORARY PRESIDENT

The ESHA General Board met in 2006 at Potsdam. At the meeting the regionalization of ESHA into language areas was approved. There were three basis findings upon which it was based:

- **1st** Most individual members of ESHA organizations were not committed to the ESHA idea. During ESHA meetings, it was only presidents and formal representatives of the connected organizations who could benefit from discussions. Very few others were involved.
- **2nd** One reason for this was certainly the language. Communication and cooperation in a common language could stimulate more interest in direct participation in the work of ESHA.
- **3rd** Certain topics have a higher relevance in some linguistic areas than in others.



Burkhard Mielke

The intensity differs from regions to region. The German-speaking of ESHA has been developed most intensively, thereby increasing the interest among the members of organizations in ESHA to ESHA organized in national associations broadening the acceptance of membership. The question of what does ESHA bring to us found a clear positive response.

This was achieved by the conferences of the German-speaking region in ESHA, but more especially by the information about the conferences and their resolutions in German which

were printed in the magazines of the Heads' Associations in Germany. There are more and more presidents of the German Associations that collaborate in the conferences and discuss in their state associations, the resolutions and substantive positions of ESHA.

Austria, South Tyrol, Switzerland as well as the German Associations of Pecs, Hungary, Luxembourg and the German community in Belgium are now involved. First contacts with schools in German-speaking regions of other countries have been initiated.

It started in Basel, with the first Regional Conference. It was the first time that we worked together and across borders on the Heads'



issues. At the end of the conference, the participants wrote the Basle Resolution that would be forwarded after translation into English to the Commission in Brussels.

The participants were guided by H.G.Rolff, who presented the results of recent research that infers that the influence of school leaders and head teachers on the school development and student performance is significantly higher than previously thought and that this was to have a very direct effect in putting the Basel Resolution to Brussels.

The Basle Resolution

The criteria of Lisbon can only be achieved in autonomous schools. Autonomy is the right – based on an understanding of basic democratic rights – to make your own decisions on the basis of trust, respect, transparency and accountability that is understood both horizontally and vertically. (both to government and to stake holders of the school). In the development of autonomous schools, the role of school leadership is of crucial importance. This requires that school management is recognized as a distinct profession. Everyday local school management must be embedded in a European and global context. We urge the European Commission and the Government officials responsible for all European countries that:

- The quality of work must be secured for the future by education and training.
- The European consciousness must be strengthened through mobility and exchange in order to bring the autonomy in a wider context.
- An autonomous decision-making authority must be assured at all levels of government.

This requires demand-support systems that are effective at both school level and regional and pan-European level.

A year later, the South Tyrolean Vrband ANP in Italy organized the second German-ESHA Conference in Goldrain / Coldrano with a new

theme but based on the Basle Resolution: Autonomous Schools need different School Management Structures.

An important theme for the future is the issue of management levels in the school. Therefore we need deputy heads and middle management functions. In two important speeches of G. Rembado, the President of the Italian partner organization, and of H. Asselmeyer of the University of Hildesheim, these issues were linked to matters of status, education, functional description and salaries of deputies and department heads. After an intensive discussion the Goldrainer Explanation was born:

« Everyday local school management must be embedded in a European and global context »

‘Basically, a paradigm shift in the pan-European region is leading us from a centrally controlled school system to autonomous, self-responsible units. This has growing implications for the management of schools, with growing responsibilities for school heads. The recent position and responsibilities of school managers are no longer sufficient for the purposes of efficient school management. Until now, colleagues have worked on the basis of a model of equality because they had to teach their subject from a centrally based curriculum, without any involvement in school development. The entire organization of the school was an issue for the school head, who exclusively had the responsibility to ensure that the guidelines were implemented as precisely as possible.’

The need for a broader base for leadership roles in autonomous schools requires the installation of an effective middle management. This realisation moves between the two poles of ‘development in the school itself’ and ‘from above’. There is no dispute that the development of middle management has to be followed by the development



of new standards and legislation, such issues as time management / coordination time, salaries, training resources, etc. as part of the new understanding of school leadership.

For further work a number of important issues were collected. Finally, we agreed to continue the work of Goldrain / Coldrano on the theme of “Middle Management – The Middle Level Executives” in small systems, general and particular, in connection with the implementation of the human right to inclusion. “Personalization – Inclusion – Integration” as a political requirement for implementing a new understanding of school



management. In this example, the implied management issues are dealt with, as they arise from the political order.

To make further work possible, we started a worldwide research on the issue of middle management. As a preliminary there is currently a worldwide investigation of deputies, to gain a picture of how this important function is carried out in different countries. On the same basis, this will be followed by a further study of department heads and other leadership positions. The first results will be presented in Landau. ◀

The third ESHA meeting of the German-speaking regions will take place from 13 – 15 October in Landau and is organized by Theo Bauer for the school association Baden Württemberg in cooperation with the coordinator for German-speaking region in ESHA Margret Rössler. Moreover, organizers for the following years have already been found.

▶ Read more on page 34

The fourth German ESHA Conference will be held in 2011 in Pécs, Hungary. A conference in Schleswig Holstein is planned for 2012. Hosts of meetings for the following years have already been lined up.

▶ Read more on page //

To register for the 3th ESHA regional Conference for German speaking regions go to http://www.bildungsserver.be/desktopdefault.aspx/tabid-2211/4314_read-35481/

Third Regional ESHA Conference in Landau (Germany)

October 13 to 15, 2010

Tagungsprogramm

ESHA Tagung der deutschsprachigen europäischen Länder

Tagungsort

Leinsweiler bei Landau

Thema

Inklusion und mittleres Management

13.10.2010 Mittwoch

Bis 15.00 Uhr Uhr Anreise

16.00 Uhr Beginn der Tagung

Begrüßung – Hinweise zum Ablauf

Grußworte des ASD

Grußworte ESHA

Grußworte....

Grundsatzreferat: Frau Professor Faber-

Hauptreferentin des deutschen Städtetags

Neueste Erkenntnisse zur Inklusion – Stand in der

Bundesrepublik

Diskussion und Aussprache

18.30 Uhr Abendessen

14.10.2010

Donnerstag

9.00 Uhr

Referat: Umsetzung der Inklusion in Finnland

– kleine Schulen

Referent: Jorma Lempinen

Aussprache und Diskussion

Referat: Kleine Schulen

Herr Lohmann, Ministerialdirigent NS

Aussprache und Diskussion

14.00 Uhr

Rahmenprogramm und Abendessen

15.10.2010

Freitag

9.00 Uhr

Fortsetzung der Arbeit von Goldrain

– middle management

Evtl. Erstellung von Resolutionen und Verabschiedung
der Tagungsergebnisse

12.00 Uhr

Ende Programm

Gemeinsames Mittagessen



ESHA Regional Conference

24-25 September 2010 in Budapest

Inspections - Effective Schoolmanagement by external help

Program

24.09.2010. – Friday

9.00–12.00

Schoolvisit according to participants' requests

- 14.00 Opening words of the President of ESHA-Hungary
- 14.10 Welcome from (the new Minister of Education)
- 14.20 Mr. Sárik Zoltán: Advisory staff or rather Inspectors?
- 14.50 Mr. Halász Gábor: How to help school management – an international overview
- 15.20 Coffee break
- 15.40 Mr. Vass Vilmos: Innovative schools vs maintainers – regarding enhanced school output
- 16.10 Ms. Ács Katalin: What help we would need –who could provide it?
- 16.40 coffee break
- 17.00 Students and parents, as critical partners – with invited guests. Moderated by Tibor Plánk
- 17.30 The Austrian experience – with invited colleague from Austria



25.09. 2010. – Saturday

- 9.00 Workshop: experience exchange Moderator: Geza Molnar
- 11.00 Coffee break
- 11.20 Debate on bullying at schools – moderated by Emöke Szerdahelyi
- 11.50 Ms. Kovács Ágnes: Affective education – recent trends, incl. integrated education
- 12.30 Closing words
- 12.45 Lunch

Costs

Fee for the Conference: 100 €

(including coffee, tee, lunch on Saturday, conference-material)

Dinner on 24.09.: 25 €

Sightseeing on 25.09. afternoon 14.00-17.00: 17 €

Recommended accomodation on the spot of the Conference Hotel: 70€ (single room)

Global Educators: Building a Foundation, to Change the World

BY MEREDITH MUELLER DALY, CPC

Have you ever imagined where or who you would be without the seemingly simplistic, luxury of kindergarten? Without the chance to begin your more than a decade-long trek towards a better existence?

While many can only imagine life without the benefits of an early childhood education, about 80 million children across the globe live that very life every day according to the Global Campaign for Education (United States Chapter). An estimated additional 150 million children will drop out of school, before they complete elementary school.

You can compare an early childhood education to establishing a sound infrastructure for an amazing architectural accomplishment. But, we all



Meredith Mueller Daly

know that without stable and effective foundations your structure will collapse. Millions of lives collapse around us, everyday. Why?

Because, they will never know the nurturing sound of a teacher's voice or, more significantly, the promise of a better future. However, Global Educators, LLC., aims to change that.

Universal issues plague many education systems around the world. Issues such as low academic achievement, ineffective curriculum and poor quality teachers, are stalling worldwide personal and

professional advancement. Global Educators work to ensure school systems have a strong foundation, which they achieve by recruiting highly qualified, administrators and teachers. These individuals are committed to changing the landscape of education well beyond its current state, to a world of endless opportunities; they are committed to changing lives.

Professionals recruited by Global Educators are extensions of their mission. Recruits are community-focused individuals, seeking ways to contribute to the education system on a global scale.



Global Educators' staff view education as a universal right. They are committed to reform and to dramatic and positive transformations at partnership schools level.

Global Educators has garnered a reputation of seeking out the epitome of a well-rounded teaching professional, in favour of educational reform and supported by a working knowledge of assessing the individual

« Universal issues plague many education systems around the world. Issues such as low academic achievement, ineffective curriculum and poor quality teachers, are stalling worldwide personal and professional advancement. »

needs of students. It is, perhaps, no wonder that students in partnership schools receive world class instruction that prepares them for entrance to the best universities in the United States and worldwide. To further its mission, Global Educators became the exclusive recruiter for Mosaica Education, Inc. Mosaica Education, Inc. works with the Abu Dhabi Education Council's Public Private Partnership (PPP). The PPP is contracted to the Abu Dhabi Education Council (ADEC), with the goal of raising the standards, through the medium of English, to build a world class education system in the Emirate of Abu Dhabi.

Since the birth of PPP, Abu Dhabi students have transitioned from the textbook to "coverage," where a curriculum is delicately planned and matched with the individual students' needs and abilities.



In a world where awe-inducing statistics shock the average person and encourage debate, Global Educators dares to take the debate further. They've proven that education reform is a stark reality that requires the attention of the world. They've shown that there is no need for another 80 million children to go without an education.

Global Educators has potential to offer millions, something they had only dreamed of – the chance to thrive. ◀

For more information contact Meredith Mueller Daly, CPC at mdaly@globaleducators.com, or visit their website at www.globaleducators.com

“Investment in Education is vital for Underpinning recovery”

BY JOHN HARRIS, FORMER PRINCIPAL OF WESLEY COLLEGE, DUBLIN

John Harris welcomes the NCCA initiatives in junior cycle and offers a fascinating account of pioneering experiments with the post-primary curriculum in the Nineteen-Seventies

The current thinking about possible changes being explored in the kinds of curriculum and assessment systems to be offered to pupils in post-primary schools is both timely and welcome. Not only is the debate important in itself but many of the issues thrown up by the current recession have given reason for a new outlook being taken of how investment in education is vital for underpinning recovery. This is a point recognised by many other countries but as yet has not impinged sufficiently on thinking in the Irish republic. And it needs to be recognised that what is needed now is not just more investment



per se but a fundamental review about school curricula and creative new approaches to give every opportunity to our young people to acquire the necessary skills, attitudes and values to help chart a vibrant future for Ireland as an alternative to seeing those talented young people languishing on the dole queues.

When the first comprehensive schools were introduced in the late 1960s and early 1970s they were given a specific brief to be centres of innovation in terms of

curriculum and of new approaches to teaching and learning. An advisory committee was also put in place by the Department. The Principals of the schools were all members of this committee. The first such schools were established in places where there had previously been no post-primary school. The model was later used when four former Protestant secondary schools and one Jesuit school were taken over by the State and transformed into comprehensive schools.

As their name implied these schools were expected to offer a comprehensive and balanced curriculum comprising both academic and practical disciplines. They were expected to be inclusive schools in



terms of catering for pupils of a wide range of abilities. Being State schools meant that fees for tuition were not charged from the point where the O'Malley scheme of 'free' education was introduced. The creation of the new category of comprehensive school offered exciting challenges to those who were appointed as Principals and teachers with the opportunity to try new approaches to teaching and learning and with the active encouragement to do so.

This period in the 1970s was also a time when interesting developments were taking place elsewhere in Ireland. The City of Dublin VEC, in conjunction with the school of Education in Trinity College, set up a very successful curriculum unit [CDU] and another was also created in the Shannon area, based on the comprehensive school there. The forerunner of Newpark School, also, conscious of these developments, had organised a conference for those in issues of new curricula. This led in turn to the inauguration of a new body called the *Irish Association for Curriculum Development [IACD]*. This association organised meetings and discussions on curriculum issues and this continued actively for many years. A number of well-known curriculum experts from both Ireland and England came to speak at the IACD meetings. One of these was Leslie Smith, who was at the time Director of Goldsmiths College *Curriculum Laboratory* in London. He proved over time to be a great supporter of both IACD and of curriculum development in Ireland generally. In his work in Goldsmiths College he had, with others, conceived a curriculum model known as the "Four-Fold Curriculum". This had been piloted in a number of schools in England.

The four-fold curriculum:

1. Interdisciplinary Enquiry [IDE]
2. Autonomous Studies
3. Remedial Education
4. Special Interests

IDE envisaged allowing students to undertake detailed enquiry into important areas of investigation conducted by clusters of children with the provocative assistance of focus-groups of teachers. The areas of enquiry would be selected by the pupils from a broad overriding theme and the study would be undertaken over quite a long period of time. The final outcomes would be displayed and open to discussion by all members of the class. The group of teachers could come from different subject areas, able to bring their expertise to assist those undertaking the enquiries. The emphasis in this kind of work was intended to be essentially on process rather than product and the process was a shared one where the pupils were the ones who chose their topics and the methods of conducting their enquiries.

Autonomous Studies on the other hand was essentially more like teaching 'subjects' as we conventionally know them. However some of the skills learned through IDE could also be applied as appropriate.

Remedial Education was essentially a concept very different from what most people would probably understand the term to mean. The concept is that any pupil at any level of ability will face moments or periods where they need help and assistance in overcoming difficulties in the course of their overall studies.

Special Interest Studies envisaged time being given in which the young can follow as deeply as they wish strong personal interests. For this they might form groups across the age ranges.

Whilst any idea of basing a whole curriculum on such a model was never considered to be in any way practical to us, some of the thinking behind the concept of interdisciplinary enquiry seemed to offer possibilities. As a means of putting this to the test it was decided to run a programme for second year pupils which would integrate aspects of



History, Geography and English. The 'Umbrella' theme for the enquiry was 'Movement'. An extended period of two hours was blocked once a week when the pupils were given the opportunity to undertake enquiries in groups with the general guidance of their teachers. While this may not seem to be very far removed from innovations undertaken elsewhere under the general heading of 'Integrated Studies', there were some features which drew on aspects of IDE.

In subsequent evaluating of this pilot exercise there was many of the pupils stated that they had enjoyed the programme and had been successful in achieving useful outcomes as a result of their enquiries. Some, however, had found it hard to adjust to such a different kind of open-ended classroom activity. Nevertheless it was felt that the exercise had been worthwhile and that it offered some potential for further work of this kind. In practice, however, such an approach was never formally adopted. In evaluating the programme it was recognised that success of such a form of semi-structured learning imposed a considerable amount of work for the teachers concerned in preparing beforehand and in having a wide range of specialist materials available, such as for art work, model making and reference literature. It also would have needed extensive in-service for the teachers so that they could internalise and appreciate the skills required of them. Sadly, the exercise was not repeated. Some useful lessons were learned however.

Probably the more significant innovation introduced in Newpark was when a decision was taken not to enter pupils for the Intermediate Certificate Examination and instead to conduct our own examination at the end of the junior cycle and to issue our own Newpark Certificates to the students. The purpose of doing this was so that an element of flexibility could be introduced into what curriculum material could be covered and not be limited only to that specifically prescribed for the Intermediate Examination.

While there was some scepticism among staff members regarding the wisdom of such a move many were also happy to have the additional freedom to concentrate on the kind of work that they felt to be most important. One particularly interesting aspect of this exercise was that parents were generally very supportive of the initiative. I can recall telling some teachers from other schools about what we were doing and their immediate response was that surely parents would never go along with such a change. This, however, was not our experience.

These procedures operated for some years. However, concern was expressed by some of the teachers that we could not be sure about how the standards being displayed by our Newpark pupils would rank against those elsewhere who were taking the Intermediate Examination. Some also felt that pupils needed the experience of taking a state examination as a 'dry-run' for the Leaving Certificate later.



I did not personally share this view as I felt that taking a state examination at that point was putting the students under unnecessary pressure before being mature enough to cope with it. As a means of overcoming the objections, however, it was decided to enter the students for the Day Group Certificate Examination as well as that run by the school itself. Eventually, however, it was decided to return to taking what had emerged as the Junior Certificate Examination.

The general approach to welcoming innovation was also seen when Newpark was one of the first schools to pilot the Transition Year programme when this was proposed by the then Minister for Education, Richard Burke. The idea of such a year was raised by the Minister in April 1974 and three schools introduced this in September of that year each with a small number of selected pupils. We told the Minister, however, that we wished to take a year of planning before introducing such a very different kind of curriculum. The Transition Year was started in Newpark in September 1975 and was the first school to run this programme for the entire fourth year cohort and doing this has been the practice ever since.

It has been a situation of great sadness, as the years progressed, and as the recession in the 1980s resulted in funding for the school being drastically reduced, that the openness to schools undertaking initiatives of innovation tended to become less welcome or feasible. This is a tragedy as having some freedom to innovate can really enliven a school and maintain an atmosphere of excitement and challenge. Happily the Transition Year remains and there is still freedom there to try out new initiatives in terms of short courses giving freedom of choice to the students. I acknowledge of course that there have been significant developments within the different subject disciplines in terms of content and to some extent in teaching methodologies. There are new understandings about how young people learn and also regarding the

nature of intelligence. I am encouraged by new understanding about the significance of emotional intelligence, particularly explaining why some seemingly gifted young people do not always perform to the expected standards. I believe that using assessment as an aid for learning rather than just for measuring progress is a particularly important development. I ask the question, however – are all teachers fully aware of all this new thinking and is it reflected in how classrooms operate? Important as all these developments are there many questions remain regarding the nature of our examination systems. Without this the potential of all recent initiatives can never be fully realised. The work being undertaken by the NCCA in this connection is of great importance and merits the support of the teaching profession and most of all of the Government and Department of Education & Skills. ◀

Biographical note

Dr. John Harris has had a distinguished career in Irish education lasting over 45 years. He was the first Principal of Newpark Comprehensive School [1972-90], where he pioneered curriculum innovations in junior cycle, a seven year and transition year. He subsequently served as Principal of Sandford Park School [1990-96] and Wesley College [1996-2003]. He served as Special Advisor to Ministers for Education John Boland, Gemma Hussey and Patrick Cooney.. He was a founder member of the Society for Management in Ireland and the Irish association for Curriculum Development. Currently he is General Secretary of the Board of Education of the Methodist Church in Ireland.

