Bullying at school: Prevention and Intervention
ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published eight times per school year. You are welcome to use articles from the magazine but we would appreciate it if you contacted the editor first.

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Dear ESHA friends and members,

The European Commission has launched the new call for programs in the Life Long Learning (LLL) programs Erasmus and Comenius. To enter such a program, you have to submit a bid reflecting one of the topics in the LLL program. Because ESHA represents school heads in primary, secondary and vocational education, we are involved in the Comenius program.

ESHA represents 89,000 school heads in 25 countries in Europe. This makes us a wanted partner in a lot of Comenius bids. Because these bids must have been submitted before the beginning of February, a lot of associations want to work with us, using our dissemination tools like the interactive ESHA website and this Magazine, subscribed by more than 40,000 school heads in Europe.
ESHA is a member of EUCIS, the European Civil Society Platform on Lifelong Learning. EUCIS has criticised the very bureaucratic system that the EU uses. You have to fill in a pre-form that would take a lot of work to complete, there is little transparency on the actual awarding process and when you’ve finished the program, you will find yourself in a breath-taking accountability program. This should be modified because otherwise only big, professional organisations can work with these programs, excluding smaller, less professional organisations, which could have good programs. I’ve spoken with the EC commissioner for Education Mrs Androulla Vassiliou. We will see what the EC is going to do with it.

This is the first ESHA Magazine in 2012. More will follow. I would like to wish all of you the best for 2012 and hope to meet a lot of you in October in Edinburgh on ESHA’s conference.

Ton Duif
ESHA president
As school leaders across Europe, we are well used to working with politicians, or, at least, to politicians either telling us what they believe education should be like or using the strengths and weaknesses of our schools to score political points. Here in England we are working in a highly charged political context at the moment, with free market, conservative educational politics in the ascendency. The secretary of state (or senior minister) for education, Michael Gove, is leading a radical transformation of English schools (I say ‘English’ advisedly, as Scotland, Wales and Northern Ireland have complete autonomy in education). The cornerstone of the reforms is the creation of a network of quasi autonomous schools, known as ‘academies’. These schools have a larger measure of independence from local education authorities, for example receiving their annual funding directly from central government. Moreover, they are not required to adhere to the national curriculum, which other, non-academy, schools must follow, and they are free to employ...
teachers under different terms and conditions to those in force nationally. Additionally, community groups, including parents, are being encouraged to create brand new schools in areas where it is felt that there is complacency in education or where there are insufficient ‘good’ schools. These parent or community-led initiatives, for which there is generous funding set aside at a time of austerity elsewhere in the system, are known as ‘free schools’.

The vision is to make parental choice of schools more meaningful, to encourage the influential private schools in England to inspire autonomous state schools, and, assisted by the relentless publication of performance data about individual schools, to make school provision much more diverse and market-oriented, and much less like an all-encompassing and uniform public service.

Of course, one can agree or disagree with this vision, and one’s stance is likely to be determined by where one stands politically. Those on the left are far more likely to be opposed to the fragmentation of an equitable public service and see the marketization of education as likely to benefit disproportionately the affluent or privileged. And it would be quite wrong to see the current government’s reforms as the implementation of an ‘Anglo-Saxon’ market model – these are highly controversial reforms even in England, and the conservative party, their main proponents, have rarely secured more than 40% of the popular vote. Similar reforms are most unlikely to take place elsewhere in
the UK, and in other parts of the English-speaking world opinion is similarly divided. Despite many misgivings about some of the current politically-inspired reforms, I would defend the notion that education should be politically influenced. Politics at source is the art, or science, of managing the affairs of the *polis*, the city-state. What more central topic can there be to the affairs of our social units than how we organise the education of our young people? This enterprise cannot be seen as the private property of any individual or cadre of professionals – it should, in my view, in a democratic society, in the realm of politics. I would advocate not complaining about ‘politicians interfering’ in professional matters, but rather ourselves actively engaging with politics and the political debate around education. This will help to regenerate our democracies, reinvigorate our societies and re-engage a wider range of people with all-important questions of how to prepare the next generation of young people for live in our communities.
Agenda

2012

March 2–3
ESHA Spring meeting in Ljubljana, Slovenia

March 15–16
AVS Master classes & Conference in Utrecht, The Netherlands

March 7–12
NAESP Conference, Tampa, USA

March 22–24
NAESP Conference, Seattle, USA

March 23–24
ASCL Annual Conference in Birmingham

March 28–29
Nordic School Leader Conference in Gothenburg, Sweden

May 4–6
NAHT conference in Harrogate, UK

October 29–31
13th ESHA Biennial Conference in Edinburgh, Scotland
An account of a six country collaborative Comenius project

BY IAN BAUCKHAM

Background to the lead school

The lead school in this project is the school where the author of this article is the headteacher, and has been since 2004. It is a co-educational school of some 1500 students aged 11 to 18 situated in Tunbridge Wells in Kent, south east England. It is a Church of England state school, which means that the funding is provided by the state (initially the local authority, and since 2011 directly from central government in Westminster). In 2008 the decision was made to try to increase the range of international projects undertaken, and the responsibility for international development was part of the role of a newly appointed assistant headteacher. This headteacher joined the leadership team of one headteacher, two deputy headteachers, and three assistant headteachers, along with a business manager and a personnel (human resources) manager.
The author of this article, as headteacher, had a long standing commitment to international links, and as representative in ESHA for the Association of School and College Leaders had made a number of informal contacts abroad. The suggestion was made of applying for Comenius funding for a multilateral collaborative project involving a range of European countries and enabling young people from across Europe to come together in each others’ countries in turn, over a 2 to 3 year period, to undertake project work on specific themes and to assist in the process of building understanding between nations. A bid was duly compiled and submitted to Brussels in 2009. It was some time before we heard back, but were delighted to be offered funding.

Six nations working together – Sweden, England, Netherlands, Germany, Italy and Finland. Some of the Comenius students who produced the Comenius magazine to summarise their week in England.
Scope of involvement in the project
The countries involved were England (the lead country and initiator of the project); the Netherlands; Germany; Italy; Finland; and Sweden. The partner schools were identified by a mixture of existing and new contacts. Some of these were facilitated by the headteacher of the English school using contacts made through his international activities.

Planning the project
Having provisionally secured approval for our plans, the next step was to organise a planning conference of teachers from each of the partner schools. This took place in Tunbridge Wells in the autumn of 2009. The underlying theme of all the projects is about developing, growing and nurturing young people as future leaders. Consequently, the programme of collaboration has aimed to provide a range of learning opportunities in which students are encouraged to be active citizens rooted in a secure knowledge of their particular subject interests. Each leg of the project involved 4 students from each country, so 24 in total, and two teachers from each country. The principle was agreed of allowing different students access to each leg, thus ensuring that some 24 from each country have been involved directly over the project’s lifespan, a total of 144 altogether, plus their teachers. Strategies were identified for feeding back the experience and insights to other students and the rest of the school at the end of each leg.

Themes of each stage of the project
The themes of each Comenius visit have been:

• Sweden – September 2010 – developing sports leadership. Each participating school spent time coaching students from the other schools in a particular sport. So, for example, the English school
played some of a unique Kentish game, stool ball, with the other schools.

• Germany – November 2010 – understanding the nature of society and developing communication skills. All schools gave presentations on how each country celebrates Christmas to residents of an old people’s home. The project was focused on how old age is something to be celebrated. It helped equip students with a better understanding of the issues facing the elderly and how they can and should be nurtured within society.

• Italy – March 2011 – understanding the impact of individuals in making a difference – the week considered the impact of war within the immediate regions of each school and how it has shaped the social landscape since. Each school learnt about different individuals from each country that could be viewed as ‘heroes’ – and why.

• Finland – September 2011 – environmental leadership. Work was based upon the myriad of socio-economic-political issues related to water management in the region of Imatra (the location of the Finnish school). Students learnt how water is managed and ways forward to creating a sustainable future.

• UK – November 2011 – ethics conference. Students prepared detailed presentations on five key ethical issues facing our countries at the beginning of the 21st century. These included for example just war, euthanasia, drug trafficking and ‘you are what you eat’. After a range of research and discussion based activities, students chose one central issue which they felt most relevant to their concerns across Europe. They selected euthanasia. Having prepared their presentation and debate representing both sides of this complex issue, they took part in a visit to the historic Houses of Parliament in Westminster, and were privileged to be able to conduct the debate in the presence of the member of Parliament for Tunbridge Wells, Greg Clark MP, using one of the
House of Commons committee rooms. This was possible through the mediation of one of Greg Clark’s personal staff, who is a parent at the English school. Following the debate, during which Mr Clark assisted the students in presenting their views in the style of a Westminster debate, the group of 24 young people and their 10 teachers was given a tour of both chambers, including access to a number of rooms normally reserved for senior figures in the British establishment.

Through their work in Parliament students were able to better understand how ethical issues underpin our societies. They were also able to develop their debating skills considerably – a vital skill for future leaders in society. The last day was spent putting together a student magazine reporting some of the key lessons and experiences, an extract of which follows this article. There was also time for recreation and team building, essential for any successful joint international project, with a music workshop day and a visit to a local curling rink.

The final leg of the Comenius project is scheduled to take place in April 2012 in the Netherlands and will take as its theme linguistic diversity, culminating with a young persons’ Model United Nations General Assembly.
Outcomes
Of course, one of the key by-products of all these meetings is that students have a much better understanding of different European perspectives not only on the visit theme but also of the issues facing young people across Europe. The social connections made at these conferences help develop a deeper global perspective – and get them thinking beyond the confines of their town and country. Moreover, understanding will have increased between young people of different nations, barriers, prejudices and preconceptions broken down, and a small contribution made to building future peace and collaboration in our common European home.

The participating schools
• Bennett Memorial Diocesan School, Tunbridge Wells (England)
• Imatran Yhteisluko, Imatra (Finland)
• Eduard Stieler Schule, Fulda (Germany)
• Liceo Russell, Cles (Italy)
• Visser t’Hooft Lyceum, Leiden (Netherlands)
• Västerhöjdgymnasiet, Skövde (Sweden)

Ian Bauckham is headteacher at Bennett Memorial Diocesan School. Until 2011 chair of international committee of Association of School and College Leaders (ASCL) and ASCL ESHA representative.
Compte-rendu d’un partenariat Comenius entre six pays

L’auteur de cet article, Ian Bauckham, dirige la Bennett Memorial Diocesan School à Tunbridge Wells, à l’initiative de laquelle un partenariat Comenius a été mis en place dès 2009. Ce dernier a permis à 144 élèves et leurs professeurs, en provenance des Pays-Bas, de l’Allemagne, de l’Italie, de la Finlande, de la Suède et du Royaume-Uni de travailler ensemble sur divers thèmes, dans le but de renforcer la compréhension entre les nations et de développer chez les jeunes les compétences nécessaires aux futurs leaders.

Voici un aperçu des thèmes étudiés tout au long du partenariat:
• Suède, septembre 2010: développer le leadership dans les sports;
• Allemagne, Novembre 2010: comprendre la nature de la société et développer les capacités de communication;
• Italie, mars 2011: comprendre la capacité que chaque individu a de changer les choses ;
• Finlande, septembre 2011: la responsabilité environnementale et les solutions pour un avenir durable;
• Royaume-Uni, novembre 2011: conférence autour de cinq défis éthiques que nos sociétés ont à relever en ce début de 21e siècle; A l’issue des discussions, les élèves ont choisi le thème de l’euthanasie afin d’en débattre au sein de la Chambre des
Communes, à Westminster, en la présence de Greg Clark, le représentant de Tunbridge Wells au Parlement (voir l'article à la suite de ce compte-rendu). Comprendre la place de l’éthique dans nos sociétés, défendre et débattre d’un point de vue, rédiger un compte-rendu et travailler en équipe sont autant de compétences attendues des futurs leaders;


Appréhender les défis qu’ils ont en commun a permis aux élèves de penser au-delà des frontières nationales. Comprendre les différences pour affaiblir les préjugés: ce partenariat Coménius contribue à la paix et à la coopération futures au sein de notre maison européenne.

L’euthanasie: un débat qui refuse de mourir
C’est autour de la question de la légalisation de l’euthanasie active en cas de souffrance physique insupportable que s’est articulé le débat à Westminster. Les intervenants contre la légalisation arguèrent de la difficulté de déterminer à 100% la volonté de la personne demandant l’euthanasie, de notre héritage chrétien qui nous enseigne le caractère sacré de la vie et de la frontière trop ténue entre euthanasie et crime. En réponse, les pro-légalisation rappelèrent le droit qu’a tout homme de contrôler sa vie, le droit de mourir dignement et la diversité des croyances religieuses en Europe. Les élèves du partenariat Coménius ont compris les enjeux de la question de l’euthanasie, ont débattu selon les règles propres au Parlement, ont appris l’art de parler professionnellement et ont découvert des coutumes et cultures différentes des leurs. Pour toutes ces raisons, cette journée fut un véritable succès !
Euthanasia: an issue that refuses to die

ARTICLE WRITTEN COLLABORATIVELY BY STUDENT PARTICIPANTS IN THE COMENIUS PROJECT

Yesterday, a group of students from various different European countries visited the Houses of Parliament to debate the very controversial topic of euthanasia. Greg Clark, Conservative MP for Tunbridge Wells and Minister of State for Decentralisation and Planning Policy, chaired this debate and made it as much of a realistic experience as possible. It was voted that the statement to be discussed was ‘This House would legalise active Euthanasia for unbearable physical suffering’.
In order to make this as realistic as possible, there were opening speakers from the two sides of the argument. Helmiina Suuronen, from Finland, who was in favour of the motion, opened the debate. She briefly discussed the main issues which included that all human beings should have control over their own lives. Tim Chase, from England, was opposing the argument; he introduced his ideas which included that you can never be one hundred per cent sure that the person requesting euthanasia is certain that they want it. He also said that legalising euthanasia could lead to the increase in crime and that as a country we should aim to kill the pain and not the patient.

Throughout the hour, students learnt about the practicalities of having a debate in the House of Commons. For example how to address one another as an ‘honourable member’ and how to intervene the opposing speaker – ‘will you give way?’ Everyone had the chance to express their opinions during the debate and the students were becoming passionate and involved. Janne Laitila, from Finland, was against the motion. His arguments were ‘Life is a gift from God’ and ‘who are we to decide when one’s life comes to an end?’ Paulina van der Doe, from the Netherlands, challenged his statements saying that ‘Many people aren’t Christian so they don’t believe in sanctity of life’.

Taylor Mae Bouwman, from the Netherlands, was for the argument and quoted a story about Guusje, a Dutch girl, who recently
The presentation and debate took place in the historic Houses of Parliament in Westminster
died from euthanasia and quoted words from her father saying ‘the cancer was destructive. It ruined her body. We helped her. She died in dignity surrounded by people who loved her. It has been good. For our hero Guusje.’

Johan Lindberg, from Sweden, concluded with a speech against the motion saying ‘Where do we draw the line between legal euthanasia, and murder?’ as well as ‘Euthanasia should not be legalised because it could lead to dangerous consequences and increasing the moral decay of society.’

Jacomijn Guijt, from the Netherlands, was in favour of the motion and concluded by saying ‘We are not in favour of death, we are in favour of life…we should be able to say stop when life cannot offer anything more.’

To decide whether the motion should be passed or not, Greg Clark showed the students how to vote in parliament. First of all, he asked who was in favour and who was against the motion in order to try to decide which side had the most votes. It was not possible to tell this so he called for division.

He chose two people from each side to count the members in favour and against the motion so that it couldn’t be biased. The result of the vote was ‘the aye to the left 15, the no’s to the right 12’ so the ‘parliament’ had approved the motion.

The day was successful and the students learnt a lot, not only about euthanasia, but also how to debate in the House of Commons. All of the students were from different nations and this experience taught them to speak professionally and confidently as well as learning about different customs and cultures.
The presence of Minister for Children, Frances Fitzgerald, at the one-day conference, *Bullying at School*, at Trinity College, Dublin, on November 10, underlined the importance of the topic; the range of contributions from the UK, Australia, Norway, Finland, as well as from the growing cohort of researchers and specialists in this country, served to raise awareness of the teachers, the Principals and the parents [a few] who attended.
Bullying is a big issue in all schools and while cyber bullying may be the current aspect under the microscope, it’s really only a subset of the behaviour [that form of persistent, proactive aggression] that has such an impact on the learning and living of a substantial number of children.

If we are to ‘get real’ about tackling bullying, we have to deal with it on a national level and we have to put significant resources into developing a programme that will foster good practice, join up the dots between the various agencies with responsibility for the welfare of children and offer ways and means to counteract the negative behaviour when it occurs.

The KiVa model
The outstanding model, in this regard, is the KiVa anti-bullying programme which has been developed at the University of Turku
in Finland and implemented across the comprehensive school system [82% of the 3,000 schools, covering grades 1-9, ages 7-17] in that country. The first object lesson to take on board is that the scheme had the solid backing of the Finnish Government, which responded with the resources to address a problem that had been a big concern since the 1990s. Christina Salmivalli [Professor of Psychology at Turku University, currently leading the development and evaluation of KiVa] described the programme and how it arose from the commitment to making a priority of the prevention of bullying, on the premise that it’s the right of the child to exist in a ‘safe school environment’. While each school is encouraged to develop its own policy, KiVa is available as a country-wide support system, based on philosophical principles but offering systematic, practical assistance.

The programme divides into universal and indicated actions. Universal actions consist of a range of highly-developed and varied educational materials – teachers’ guides, short films, experience-based lessons. There is a bank of presentation graphics to animate lessons, meetings of school personnel and with parents. All the stakeholders have access to a web-site and a virtual learning environment. There are computer games, posters and even high-visibility vests for those supervising the playgrounds. The provision is thorough and exhaustive.
Indicated actions come into play when a specific instance of bullying arises in the school. Each particular case is handled in a series of individual and group discussions between the school’s KiVa team and the students involved.

The KiVa approach focuses on four groups: the victims, the bullies, the bystanders and the school authorities. Each has a crucial role. The victim needs to feel heard and helped. The abiding negative memory for many victims, looking back, is that ‘no-one cared’. Even in the presence of a highly-developed scheme, people can be overlooked. KiVa is currently rolling out a ‘virtual mailbox’ which allows individuals to disclose instances of bullying.

The bullies need to be confronted, but throughout the day there was a repeated affirmation of the limited value of punitive measure to cope with bullying; The behaviour of the bystanders does matter [the programme aims to enhance awareness of, and empathy for, the victims of bullying; to propose safe strategies to allow the bystanders to support them]

Prosocial peers – Underlining this programme – and similar initiatives such as those in the UK and Australia – is the concept of peer support, of involving young people in being attuned to positive, ‘prosocial’ actions.

Teachers’ training includes the use of a diary/notebook, which is used to document the specific instances and the responses. School authorities are expected to be pro-active [even when the bullying – as in cyberspace – mostly happens beyond the school walls].

Professor Salmivalli alluded to the evaluation that shows a significant decrease in bullying, since the inception and roll-out of KiVa, but she was also anxious to point out the challenge involved in maintaining such a programme, in inventing the actions that keep up the good work.
Addressing Systems Errors

This was a theme that was complemented by Gaute Bjornsen of the Connect Oslo Schools Programme. His preoccupation was implementation. Yes, we have to have the willingness, the wisdom, the integrity; we have to have the philosophical basis; we have to have the resources. But Bjornsen maintains that well-funded programmes are not enough, there has to be effort and commitment, follow-up and implementation. He’s all for ambitions and expectations but there have to be daily routines to incorporate the ideas. ‘It is far better that all teachers and classes master the basic social skills every day, than to have some teachers and classes perform advanced things now and then’.

His approach was refreshingly pragmatic and was as applicable to most areas of educational enterprise as to bullying. He saw the multi-tasking of schools as problematic – ‘many schools juggle
far too many balls’ - and asserted that it’s vital to ‘prioritise the essence’.

The core of his presentation was about learning from common systems errors. He was caustic about complacency, ‘foggy values and foggy thinking’, the reluctance to ‘do’ systems analysis and to act upon it. Taking systems errors for granted turns us into underachievers. In his clinical, considered and precise English, he demanded that we ‘be bolder, more honest in addressing what everybody knows.’ We need to be open to changing the ways we work.

There common error that received most opprobrium was behaviour management by means of rules and sanctions, the practice of either ignoring or demonising students who bully. Given that statistics offered at the conference pointed to a significant group of victim/bullies [those who bullied and were bullied] and who shared with both bullies and victims long-term symptoms of stress, anger, depression, difficult relationships, it was unsurprising to find restorative problem-solving methods being regarded as much more appropriate and effective. Bjornsen expanded on this – seeing both victims and bullies are being in danger. ‘Most bullies are trapped in a game and in a role of which they have lost control.’ Change becomes possible if all parties understand the mechanisms in bullying. He repeats the need for parental involvement. He sees the parents as vital participants – the school must communicate its values, sharing its thinking, co-operate with parents – a good relationship between school and parents ‘often is the key to both solving an preventing bullying’. The classroom is a vital location for the development of collective social skills.

If KiVa offers a package of well-developed strategies, Bjornsen is advocating active definition of values –‘you have to do the defining’ – and principles. A clear perception of children (and adults) is vital; there has to be consensus around core actions, strategies and principles. His emphasis was on relationships – he showed a
‘Triangle of Trust’, with the student at the centre, school at the apex and the parents at the base.

Cyber bullying
Much of the day focused on cyber bullying as the most recent manifestation of the behaviour. Texting, mobile phones, e-mail, U-Tube and all the other means of electronic communication have been recruited by bullies since the beginning of the 1990s. The early instances were by texting and as young people have gained increasing access to the means of communication, so has the number of episodes involving technology as a means of bullying.

Helen Cowie, a Professor at the University of Surrey, identified the types of cyber bullying [Harassment, Denigration, Outing and ‘trickery’ - the circulation of the personal and the private - and exclusion] and Peter Smith [Professor of Psychology at Goldsmith College], characterised cyber bullying:
• It depends on the bully having some technical expertise;
• It is indirect, rather than face to face; the perpetrator does not see the victim’s reaction;
• The motives of the bully are different;
• The role of the bystander is complex;
• The breadth of the potential audience is greatly increased
• For the victim, there is no place to hide, no respite

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<th>Bullying</th>
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<td>• Direct</td>
<td>• Anonymous</td>
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<td>• Occurs on school property</td>
<td>• Occurs off school property</td>
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<td>• Poor relationships with teachers</td>
<td>• Good relationships with teachers</td>
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<tr>
<td>• Fear retribution</td>
<td>• Fear loss of technology privileges</td>
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<tr>
<td>Physical: hitting, punching and shoving</td>
<td>• Further under the radar than bullying</td>
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<td>Verbal: teasing, name calling and gossip</td>
<td>• Emotional reactions cannot be determined</td>
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<tr>
<td>Non verbal: use of gestures and exclusion</td>
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The levels are still relatively low and the coping strategies are, for the most part, similar to those applied to ‘traditional’ bullying. But two disturbing factors emerge:

One is that schools are sometimes ambivalent about their responsibilities with regards to cyber bullying. As it is more often than not it instigated outside hours and beyond the walls, some schools are washing their hands of the issue. Professor Mona O’Moore, who has been the leading light in promoting the examination, research and development of bullying issues in Ireland, is unequivocal about this. The effects reverberate in the classroom – therefore schools have to acknowledge cyber bullying and address it.

The other factor, reverberating in a number of studies, is the low incidence of bully victims confiding in teachers.
References

- KiVa: tiina.salmivalli@utu.fi
- Gaute Bjornsen: gaute.bjornsen@gbreflektor.no
- The Centre for Evidence Based Early Intervention [Bangor University] is holding a KiVa programme on May 22 [Bangor] and 23 [Cardiff]. Details, bookings from j.hutchings@bangor.ac.uk
- ABC: Anti-Bullying Centre TCD: Has published Silent Witnesses, a DVD and workbook that is designed to assist schools and parents prevent bullying. See website: www.abc.tcd.ie
- Understanding School Bullying by Mona O’Moore, published by Veritas. www.veritasbooksonline.comona
- Dealing with Bullying in Schools by Mona O’Moore and Stephen James Minton, published by Paul Chapman: www.paulchapmanpublishing.co.uk
Le modèle KiVa
Il s’agit d’un programme de lutte contre le harcèlement scolaire, développé et mis en place en Finlande, et présenté par Christina Salmivalli, en charge de son développement et de son évaluation. Bénéficiant d’un solide soutien du gouvernement, le programme est né de l’engagement de faire de la prévention contre le harcèlement scolaire une priorité.
Le programme comprend des actions générales – initiatives qui s’adressent à tous les élèves de la même école au moyen d’un matériel éducatif très diversifié mis à la disposition de tous – et des actions ciblées – qui interviennent lorsqu’un cas de harcèlement est repéré.
L’approche KiVa se concentre sur le rôle de quatre groupes: la vic-time doit se sentir écoutée et aidée; l’agresseur doit être confronté à ses actes; les camarades ont un rôle positif de soutien à jouer; et l’équipe éducative doit être proactive.
Les résultats sont significatifs mais reste la question du maintien et du développement du programme sur le long-terme.
Corriger les erreurs
La maîtrise des règles fondamentales de vie en société au quotidien par les professeurs et les élèves serait plus efficace que la création de nouveaux programmes certes avancés, mais limités dans le temps et l’espace. L’approche présentée par Gaute Bjornsen, membre du programme Connect Olso Scools, est pragmatique: La nécessité pour l’école de s’attaquer aux erreurs dites «systémiques» et de définir des priorités;
• L’une de ces erreurs consiste en, systématiquement, ignorer ou diaboliser les élèves qui harcèlent. Cette démarche ne prend pas en compte un groupe important d’élèves étant à la fois victimes et bourreaux. Ce groupe partage avec le groupe des victimes et celui des bourreaux des symptômes de stress, colère, dépression;
• Toutes les parties – y compris et surtout les parents – doivent s’impliquer et comprendre les mécanismes qui caractérisent le harcèlement scolaire;
• La nécessité de définir clairement les valeurs et principes à respecter.

La cyber harcèlement
Quand la technologie sert de vecteur au harcèlement scolaire, ce dernier se caractérise notamment par son anonymat, sa déconnexion physique de l’école et son audience potentiellement très large. Le rôle de l’entourage y est plus complexe et la victime n’a nulle part où se cacher.
Si les stratégies de lutte sont similaires, deux aspects différencient néanmoins le harcèlement dit «traditionnel» du cyber harcèlement: ce dernier, situé en-dehors des heures et des murs de l’école, laisse la possibilité à cette dernière de se déresponsabiliser du phénomène; En outre, la victime de cyber harcèlement va rarement se confier à son professeur.
Nyt ledelsesværktøj

BY MICHAEL DIEPEVEEN – SOUSCHEF – SKOLELEDERFORENINGEN

Den danske skolelederforening emo g baggrund af anbefalinger fra OECD udarbejdet et nyt værktøj ”Fokuspunkter ved observation og vurdering af undervisning”. Værktøjet er tænkt som en inspiration for skolelederne til at systematisere iagttagelser af læreradfærd og –kompetencer med henblik på efterfølgende faglige drøftelser med læreren.

Observation af undervisning er en opgave, som erfaringsmæssigt kan synes vanskelig at finde tid til og sætte i system, hvorfor der også lægges op til, at andre fx faglige vejledere kan inddrages. Med det nye værktøj kan man få et konkret forslag til, hvordan opgaven kan gribes an.

Der lægges i materialet op til at gennemføre observationer af lærernes undervisning inden for følgende kompetenceområder:

• Fagdidaktiske kompetencer
  – Planlægning af undervisningen
  – Undervisningens forløb
  – Læringsaktiviteter
  – Relationskompetencer
  – Klasseledelseskompetencer
På alle områder er der mere detaljerede forslag til observationer. Fx at skolelederen lægger mærke til undervisningens tilrettelæggelse og evaluering, til lærerens emo verbale og emo gic kommunikation med eleverne, og til reaktioner i forhold til evt. Uhensigtsmæssig elevadfærd.
Det nye værktøj ”Fokuspunkter ved observation og vurdering af undervisning” er omfangsrigt, men let og overskueligt at bruge. Det kan give ledelsen indsigt i og emo gicion for undervisningens kvalitet og danne baggrund for en kvalificeret dialog med læreren om valg og fravalg i forbindelse tilrettelæggelsen af den enkelte emo g. Konkret anbefales, at de enkelte læreres undervisning emo gic og drøftes to gange årligt efter aftale.
Materialet er IKKE en facitliste på, hvad god undervisning er – selvom der er visse indikatorer – men er netop egnet til en opfølgende drøftelse med læreren om valg, fravalg, rutiner, udviklingspotentiale mv.

Summary in English:

Observation and evaluating teaching
Example of a piece, developed by the Danish association of School Leaders to enable public school leaders to follow, observe and valuate the teaching - in order to discuss the process and performing with the teachers for improvement etc.

Det er evident...

At der er brug for at gå fra ’at synes’ til ’at vide’ i folkeskolen kan de fleste vel blive enige om giver mening. Men det er ofte nemmere sagt end gjort, hvordan gør man?
Den danske skolelederforening har udviklet et webbaseret videomateriale primært målrettet skoleledere med interesse for at arbejde

**Baggrund for projektet**

I Danmark har undersøgelser vist, at flertallet af danske folkeskoler ikke funderer deres undervisning på evidens. Og der er emo g om, at skoleverdenen skal arbejde mere evidensbaseret og tilrettelægge undervisningen på en emo, så man gør det, der virker og så læringen fremmes. Udgangspunktet er:

- At der er for stor afstand mellem forskningen nu og dem, der arbejder i folkeskolen
- At forskningen skal ud på skolerne frem for at basere sig på skrivebordsudtænkte problemformuleringer
- Og at der skal gives meget lettere adgang til den forskning, der eksisterer. Det hel e skal være mere operationelt.

Alle parter på skoleområdet i Danmark – regeringen, politikere, forskere m.fl. – peger på skoleledelse som en særdeles vigtig emo g i sikringen af skolernes udvikling og resultater. Skolelederforeningen har derfor også med dette emo g sat særligt emo på god skoleledelse og den gode skole. På udvikling af skolens faglige kvalitet, på ledelse af læringsmiljøer og på den gode undervisning.
Hvad betyder det for praksis?
At arbejde evidensbaseret betyder, at man emo g den bedste til-gængelige viden inden for et område. Til at gå videre med, bore i, vende om på, uddybe, forbedre. I materialet gives input emo fra teoretikere og praktikere – her statements lidt tilfældigt plukket fra de medvirkende ledere og lærere på skolerne:

• Vi skal sørge for at reflektere, for ellers lærer vi ikke af det, vi gør
• Det rart nogle gange at få sig hævet sig højt-højt op over praksis
• Hvis ikke man stopper op emo mellem, sker del hele bare pr. emo gic
• Det er alfa og omega at have gode kolleager, man kan videndele med
• Selvfølgelig skal ledelsen sørge for at udvikle medarbejdere bedst muligt
• Både ledere og lærerne har brug for at emo om den gode undervisning
• Det handler om, at skolen hele tiden må udvikle sig og følge med
• Føler vi os opdateret, bevarer vi vores motivation og vores emo g

Materialet kan bruges i udviklings- og undervisningsforløb, på møder og kurser, ved drøftelser i ledelses- og lærerteam på skolen og i kommunens skoleledergruppe, skolebestyrelsen m.m. På den emo er materialet til inspiration for ikke alene ledere, men alle i skoleverdenen, der gerne vil arbejde med evidens. Udviklingen er støttet af Børne- og undervisningsministeriets Tips & Lotto pulje og Lærerstandens Brandforsikring. Tak til emo g til de medvirkende, ikke mindst de to skoler og deres ledere.

Materialet ligger på www.skolelederne.org > Ledelsesværktøjer > Evidensbaseret skoleledelse.
Summary in English:

Evidence based school development
The Danish Association of School Leaders have produced a new electronic material to support evidence based school development – to meet the fact, that teaching, education and planning school activity much more should be based on new research and knowledge.

Definition på evidens

Evidens betyder, at noget er indlysende – det er den leksikale betydning af ordet – og i pædagogisk sammenhæng betyder det, at der er en forholdsvis sikker eller måske ligefrem videnskabelig viden for at noget virker efter hensigten.
Det er det, man normalt lægger i evidensbegrebet, men det er ikke et entydigt. Begrebet evidens er hentet fra den sundheds/ lægefaglige verden, hvor man lægger vægt på, at der skal være strikte, kvantitative forskningsresultater til grund fra praksis, før den kaldes evidensbaseret.
Men i den pædagogiske verden kan begrebet bruges bredere, således at noget kan være evidensbaseret, hvis der fx er udbredte praktiske erfaringer for, at det virker i bestemte henseender.

Kilde: Professor Per Fibæk Laursen DPU/Center for Grundskoleforskning
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- 3-18 Assessment
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- Insight: Outdoor learning
- Insight: Active schools
- Insight: Nurturing schools

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Details of a full partner programme are available on the website.

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2009 war eine Delegation unter Leitung von Professor Rolff nach Shanghai zur Normal University of Shanghai eingeladen um die begonnenen Kontakte zwischen China und Deutschland zu intensivieren. Betreut wurde unsere Delegation aus Schulleiter/innen der SLV NRW und Professoren der Universität Dortmund von Prof. Dr. Yu Ke.

Aus diesem Besuch entwickelte sich eine intensive Zusammenarbeit. In diesem Jahr kam Prof. Yu zum Gegenbesuch für mehrere Wochen nach Dortmund. Trotz seines engen Terminplans mit Vorträgen in der ganzen Bundesrepublik folgte er der Einladung der SLV NRW als Gast zu unserer jährlichen Klausurtagung. Im Mittelpunkt unserer Diskussionen und als Thema seines Vortrages stand der überraschende Erfolg Shanghais bei PISA. In einem Atemzug genannt mit Finnland, Ontario, Alberta und Korea war
dies eine Meldung, die für erhebliche Unruhe oder Überraschung im Bildungsbereich sorgte. Ungeklärt bleibt dabei, ob Shanghai repräsentativ für China sein kann. Es wurde jedoch unter mehr als zehn Provinzen ausgewählt, obwohl die Ergebnisse in anderen Provinzen besser als in Shanghai gewesen sein sollten. Die brennende Frage ist, wie dieses Ergebnis möglich wurde, und ob es in Zukunft heißen wird: Von Shanghai lernen.
Unter der Überschrift „Schweiß und Tränen“ erläuterte Prof.Dr. Yu die Bedingungen für diesen aus seiner Sicht zu teuer erkauften Erfolg. (Der Vortrag von Prof.Yu wird im folgenden zusammengefasst)
Schulisches Lernen bestimmt das familiäre Leben.

Institutionalisierte Lernangebote außerhalb der Schule werden von ca. 40 bis 50% der Schüler(innen) wahrgenommen; der Zuwachs gegenüber 2005 beträgt jeweils 32% bis 38% während der Woche und an den Wochenenden.

Wie auch immer der sozio-ökonomische Status der Familie aussieht: Bei Investition in Erziehung und Ausbildung gibt es kein Wenn und Aber. 88% der chinesischen Eltern legen Geld als Spareinlage für Erziehung und Ausbildung ihrer Kinder zurück.

Nach dem aktuellen „Weißbuch zur Bildungsausgabe der chinesischen Familien“ investiert eine Durchschnittsfamilie sozialer Unterschichten 17,3% ihres Jahreseinkommens in die Erziehung und Ausbildung. Die Mittelstandselseltern hingegen nur 12%.

In einer Umfrage aus dem Jahr 2009 verwiesen 78% der Grundschüler(innen) in Shanghai auf ihre Eltern als Ursache für Hausaufgabenüberlastung, jedoch nur 22% auf ihre Lehrer(innen).

Unter den Tisch der PISA-Studie fallen dabei nicht nur die Stunden für die von Lehrer(innen) verabreichten Hausaufgaben, die sowohl in den zusätzlichen Schulstunden als auch zu Hause erledigt werden sollen, sondern auch die Lernstunden innerhalb der Familie, bei denen das Kinder-Eltern-Verhältnis in ein Schüler-Lehrer-Verhältnis umschlägt (Frankfurter Rundschau, 01. Feb. 2011).

Der am 16. Mai 2011 veröffentlichte „Bericht zum Entwicklungszustand der Kinder und Jugendlichen in China (1999-2010“ besagt, dass Schüler(innen) durchschnittlich 7,5 Std. am Werktag schlafen, deutlich unter der gesetzlich vorgeschriebenen 9 Std. - Schlafzeit. Davon sind etwa 80% der Schüler(innen) betroffen. Selbst am Wochenende schläft ca. 72% der gesamten Schülerschaft weniger als 9 Std.

**Fazit**

„Die Globalisierung, welche sich ursprünglich in der Wirtschaft vollzog, hat Länderstudien wie PISA mit sich gebracht. Der globale

„Die Kosten für das PISA-Wunder Shanghai seien auf dem Rücken der Schüler(innen) ausgetragen worden. Die Kinder verlieren Freude an Wissen, an Schule, an Sport, Freude am Leben. Die Leistungsfähigkeit der Physis sinkt, die Kurzsichtigkeit steigt. Pauken erscheine als das einzige Erfolgsmittel, um im Meer der Testaufgaben zu bestehen. In einem Interview in diesem Januar sagte ich, die Familie, die intimste Institution der Menschheit überhaupt, ist zur härtesten und emotionslosesten Erziehungsanstalt degradiert worden, in der Eltern zu rigorosen und monströsen Lehrer(innen) mutieren. Einer Umfrage aus dem Jahre 2008 zufolge messen die Eltern der kognitiven Bildung mehr Gewicht als der Moralerziehung bei, nämlich 66,4% vs. 32,2%. „

Wie eine solche Entwicklung historisch bedingt ist, beschreibt Prof. Yu in unserer nächsten Ausgabe unter dem Titel: Das konfuzianische Bildungsideal.
Primary School Heads Association in Bosnia and Herzegovina

BY DR.SC. ENES HUSEINAGIC
The need for independent school heads association has arisen out of the need for autonomous decision making about its own position and influence on creating and forming upbringing-educational system in Bosnia and Herzegovina. School heads meeting held by OSCE in Bosnia and Herzegovina has given the initiative to form the association which would primary school heads help to actively take part by forming the school policy. The idea itself formally was brought up to its start in 2009.

Work group meeting for founding the primary school heads association at the state level, which was held in Sarajevo 30th September 2009, have made following conclusions in means that:

• Work group participants are the members of Initiative Board for founding the primary school heads association in Bosnia and Herzegovina,

• Conclusions made at the Work group meeting will be distributed to all primary school heads in Bosnia and Herzegovina with the help of OSCE district departments.

After long preparations association with official name “PRIMARY SCHOOL HEADS ASSOSIATION IN Bosnia and Herzegovina”, shortly “ADOŠ” was founded on 7th December in 2010 in Sarajevo, Bosnia and Herzegovina and registered at legal institution in June 2011.

At its beginning, primary school heads association in Bosnia and Herzegovina, has defined its already known influence, not only in
educational section but also other areas of educational system. Day to day, it proofs that it is not a “closed” group of individuals. It shows the efficient influence to system, to head’s position and to primary school heads association status. As a constructive association and professional eminence the association becomes a very important “member” of primary education.

Goals of association are:
• improving primary schools by influencing educational policies at state level;
• cooperation to authority ministry, pedagogical agency, other agencies and other institutions and associations in school area;
• protection of interests in general, and association and members’ interests, pointing out the importance of special role school head plays;
• developing cooperation between schools in Bosnia and Herzegovina and abroad;
• Entering partnership with ESHA.

Primary school heads association activities in Bosnia and Herzegovina are:
• forming permanent and part time work bodies in order to evaluate some actual issues, and creating different documents that are important to association and primary schools in Bosnia and Herzegovina;
• organizing seminars and professional gatherings in order to achieve the goals of association;
• achieving partnership relations to educational institutions, associations and other interested subjects;
• establishment and improvement of cooperation to local authority on mutual interests issues;
• establishment of cooperation to similar associations abroad;
• protecting the autonomy of school heads through suggesting law
  a sub law actions;
• cooperation to media and publishers;
• Establishing the means for school development and
  improvement.

Primary school heads association members are:
• Primary school heads that work by school curriculum in
  Bosnian;
• Primary school heads that work by school curriculum in
  Croatian;
• Primary school heads that work by school curriculum in Serbian,
  all primer to the law of R.Srpska;
• Primary school heads that work by curriculum primer to the law
  of Brčko District Bosnia and Herzegovina.

Bodies, respectively organizational structure of Primary school
heads association in Bosnia and Herzegovina are:

1. Assembly is the most important body of Association and its
  members are:
• 30 primary school heads that work by curriculum in
  Bosnian, taking care of territory principal and proportional
  representation of school heads;
• 30 primary school heads that work by curriculum in
  Serbian, taking care of territory principal and proportional
  representation of school heads;
• 30 primary school heads that work by curriculum in
  Croatian, taking care of territory principal and proportional
  representation of school heads;
• Three school heads from Brčko District work by school
  curriculum of Brčko District in Bosnia and Herzegovina.
Mandate of Assembly members is three years. Assembly runs the assembly presidency which is constituted of three members, assembly president and two wise presidents. Assembly mandate is three years, with the fact that every year presidency to Assembly is rotated between three members.

2. Executive Board is the executive body of Association and it’s been constituted by three members of:
   - Primary school heads that work by curriculum in Bosnian, taking care of territory principal and proportional representation of school heads;
   - Primary school heads that work by curriculum in Serbian, taking care of territory principal and proportional representation of school heads;
   - Primary school heads that work by school curriculum in Croatian, taking care of territory principal and proportional representation of school heads;
   - And one member of primary school head that work by curriculum primer to the law of Brčko District Bosnia and Herzegovina.

3. Supervising Board is constituted of four members, by one school head of:
   - Primary school heads that work by curriculum in Bosnian, taking care of territory principal and proportional representation of school heads;
   - Primary school heads that work by curriculum in Serbian, taking care of territory principal and proportional representation of school heads;
• Primary school heads that work by curriculum in Croatian, taking care of territory principal and proportional representation of school heads; and
• Primary school heads from Brčko District that work by curriculum primer to the law of Brčko District Bosnia and Herzegovina.

4. Court of Honor is constituted of four members.

At its work, Primary school heads association in Bosnia and Herzegovina, will hold on to its program units which all Association members have accepted.

First professional gathering organized by the Association was held in Sarajevo on 27th June 2011 in Republic of Srpska (in Jahorina). Main purpose of the meeting was directed to improving professional issues, as well as changes and interpretation of law and sub law regulations which are installed in upgrading-educational systems in Bosnia and Herzegovina.
Career development of teaching professionals with managerial responsibilities

BY SAMUEL SHEYNIN

Career development of teaching professionals in secondary education, provided conditions for:

• “Growth per person in a professional field,”
• “Being up to date”
• “Growing prestige, more responsibility”
• “organized approach aimed at improving the implementation of the on-going work of each teaching”
• “Unlocking the potential of teaching staff”

According to the National Programme for school and preschool education / years 2006-2015 / Act and pre-school education was introduced career development of teaching professionals in secondary education,
but it does not cover all. Developed for teachers, but other educational professionals are not included.

Career development for all teaching professionals would have to:
• Reduction of unnecessary tension in the team
• Motivating all teaching professionals
• Non-discrimination
• good practice

The purpose of career development is to achieve the main tasks facing secondary education by the potential of best - teaching professionals. The attention we offer - growth or Career Development of pedagogical specialists with managerial responsibilities.
To create such a system is necessary to determine:

1 **Determining the number and job titles**

   Example:
   - Principal
   - Principal - grade III / III rank / - 21st Century
   - Principal - grade II / II rank / - 22 century
   - Principal - First Class / I grade / - 23 century

   The name of the position is the smallest problem!

2 **Setting quotas for different positions - a pyramid-type**

   - Principal - 40%
   - Principal - grade III - 30%
   - Principal - grade II - 20%
   - Principal - First Class / grade I / - 10%

3 **Additional commitments and responsibilities for each of the positions**

   **Principal - III stage**
   - the experienced principals appear mentors to a number of newly appointed principals.
   - Maintain and improve the level of work.
   - Establish effective school practices

   **Directors Second Class**
   - Maintain and improve the level of work.
   - Establishment of good school practices
   - Participate in working groups and committees at regional level

   **Director - First Degree**
   - Maintain and improve the level of work.
   - Establishment of good school practices
   - Participate in working groups and committees at national level
4 Procedure for the position
Model for career development of teaching professionals with managerial responsibilities
• Announcement of vacancy
• Competition / school level /-a PD / Deputy Director /
• Regional level executives

Occupation of positions is done in stages as follows:
• Stage I - 2012 III degree
• Stage II - 2013 Second Class
• Third Stage - 2014 for first degree

5 Reports for all positions of a certain period of time
Reports of the teaching staff based on two functions:
• Assessment of four years
• Check for two years
Evaluation for appraisal of teaching staff allowed three options:
• Moving in - high position
• Moving in - low position
• Save job
Allow verification at appraisal:
• Sending qualification
• Adjustment of certain activities

Financing module for career development PSRF
• Stage I - 2012. Through the school budget
• Stage II - 2013. Through the distribution of the single standard cost
• Third Stage - 2014. To provide for the Single Standard Cost

Valuable thoughts on career development:
“Determine what the most - she loves to do and find someone to pay you to do it.”
The widening quality gap between Finnish vocational versus general education

BY JUKKA O. MATTILA

In Finland, vocational and general studies divorce at student age 16. Roughly 50 % continue the next three years at the upper secondary school, the other 50 % enter vocational institutions.

Earlier, majority of the 16-year age group chose the upper secondary option, mainly due to the unpopular image of vocational studies. However, in recent years much money and effort have been invested in the face-lift of the vocational line with the result of general education seeing itself nowadays as an underdog.
Results of the 2010 Finnish Quality Award Competition and the Excellence Finland Final 2011 are a concrete and objective evidence of the situation. In both competitions (business companies and other institutions combined) vocational institutions have succeeded to enter the small score of finalists (two amongst the 6 best in 2010 and one amongst the 4 best in 2011). No general education representatives have been visible.

In spite of the success in PISA comparison, in applying systematic EFQM quality standards and procedures in everyday work place practices, Finnish general education is still more or less unmapped white area. To see something positive in the situation: the only way is up.