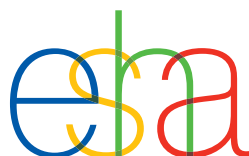




# esa magazine

October 2011

## The World Education Forum



European School  
Heads Association

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.

## **Subscription**

The ESHA e-magazine is free of charge. You can register through the internet at [www.eshamagazine.org](http://www.eshamagazine.org)

## **The ESHA Executive Board**

Ton Duif (President), Chris Harrison (Board member), Clive Byrne (Board member), Jukka Kuittinen (Board member), Solveig Dahl (Board member)

## **About ESHA**

ESHA is a Foundation that consists of 40 Associations of Heads and Educational employers in 24 European countries in primary, secondary and vocational education.

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**Dear ESHA friends and members,**

Two weeks ago I attended the third! ESHA regional conference in Budapest, Hungary. Almost 50 school leaders discussed issues such as, creativity in education, leadership and other issues. It is surely important that we resist the growing pressure from governments all over Europe to focus only on numeracy, science and reading, because this is what PISA measures. All countries want to be high on the Pisa ranking list. Dr Vilmos Vass gave a very interesting presentation on creative schools; besides good education on issues as numeracy and reading we should also focus on the child as a future participant in society. How can we combine children's wellbeing, physical and mental development with sport, art and personal growth? Having such conferences expresses the need for exchange of ideas.

Two weeks later, in Amsterdam, CBE organised the impressive conference "Making Shift Happen", in the Beurs van Berlage. The conference was overbooked with 600 participants. Educational gurus like Andy Hargreaves, John West Burnham and Michal Fullan gave workshops and Key-note speeches. The conference focussed on how we could prepare school systems for education in the 21st century, what really works in schools, how we could enhance the

number of high performance schools and what will be the next steps. Remember, we have schools, designed in the 19th century, teachers and heads raised and formed in the 20th century, educating children born in the 21th century, preparing them for a future we have no idea how it will look like.

What will make this shift happen? At ESHA we look forward to meaningful advice to help us make this shift and the magazine will publish your articles on this subject. Have a good term.

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a horizontal line and a small vertical stroke at the end.

Ton Duif  
ESHA president

# Today



BY JAUME PRAT, PRESIDENT OF AXIA,  
THE CATALAN ASSOCIATION OF  
SCHOOL MANAGERS

A new school year is on and all of us are dealing with well-known problems. We cope with a huge overwork, with a need of school-leading skills, with reduced or poor budgets, with a lack of autonomy at schools. Moreover, a very harsh crisis is hitting the whole world. We do not know how our lives are going to change in the near future because of what is happening and it is going to end. Europe has been a key stakeholder in the world scene for centuries. What role will Europe play after the crisis?

Everybody agrees on the vital role of education in the future of our societies. But nobody seems to know what to do to ensure that education enhances our children to become citizens to rule well our countries, to take care of the heritage left by generations and improve it. Some education systems perform much better than others, but this good performance has to do with singular circumstances. It is impossible to copy a good-achieving education system and it is extremely difficult to analyze why it is working and how we can learn from it, how to implement these conclusions to our education system.

In spite of this uncertainty and changing scene, hard work and research are on. Lots of things happen every day, every month. Once they have happened it seems that they no longer matter. We are always taking care of the present time and organizing the future. But we should have in our minds events, documents and reports which, no doubt, help us to shape our ideas and decisions for the present time. Let us just think about the McKinsey report issued December 2010, on how the world's most improved school systems keep getting better. A report whose reading and going over its ideas and conclusions can help us to understand, interpret and make conclusions on our school systems. Reading again on the "improvement journeys", the themes and the intervention cluster, is useful. Let us think about the ESHA Biannual Conference in Cyprus, in November 2010. The moral dimension of the human being is a common issue not to be forgotten at any time. Education is about shaping human beings and the foundations are moral elements. Values, ideals, principles and rules are the key elements which set up a person. If everything goes well, we get a person, able to be free and autonomous. Cyprus reminded us this topic and related it to school leaders. This is the beginning and the end of school management. In the middle we need lots of skills and tools, of course. We have heard many times that crisis are big opportunities to implement big changes. In fact, sometimes there are no other chances. Education is a thrilling human adventure and there are plenty of ideas to deal with the challenge.

# Agenda

## 2011

October 20–22

NAPD conference in Killarney, Ireland

October 27–29

ESHA Autumn General Assembly meeting in Belgium

November 4–5

AXIA Convention in Spain

November 3–4

NAHDS Annual Conference: CfE in Action: Leading learning in 21st Century in Dullatur

November 10–12

Convention Norsk Skolelederforbund in Oslo

November 18–19

ASD / Germany Conference in Kassel

December 9

Colloquium organized by ESHA France in Paris:

“La gestion des ressources humaines dans les établissements scolaires en Europe”

# 2012

March 14–16 March

AVS conference in Utrecht Netherlands

March 23–24

ASCL Annual Conference in Birmingham

March 28–29

Nordic School Leader Conference in Gothenburg, Sweden

October 29–31

13th ESHA Biennial Conference in Edinburgh, Scotland

# ESHA bi-annual conference 2012

BY GREG DEMPSTER, GENERAL SECRETARY AHDS  
(ASSOCIATION OF HEADTEACHERS AND DEPUTES IN SCOTLAND)

AHDS is proud to be bringing the ESHA bi-annual conference to Scotland in October 2012. Make sure you will join us! The theme for the conference is 'Connecting Leadership'. I am excited about the conference we have planned for ESHA delegates and look forward to meeting you in Edinburgh!



29 - 31 October 2012  
Edinburgh

Each of the three days of the conference will each address a sub-theme.

- Monday – Leadership,
- Tuesday – Motivation,
- Wednesday – Working together.

## Leadership

The first day will give delegates an opportunity to examine **Leadership**. We will start with a Keynote presentation on the evolution of leadership from Mark Van Vugt, author of ‘Selected: Why some people lead, why others follow and why it matters’ – delegates will get a free copy of the book at the conference.

We will then split into workshops to look in more detail at aspects of leadership. We will have a combination of general interest workshops and workshops which give an insight into approaches and developments in the Scottish Education system. Delegates will be able to attend two of the following workshops:

- Leading Change in Challenging Times
- Leading Learning
- Co-operative Learning
- Distributive Leadership
- Leading for wider/personal achievement
- Leading in a crisis

‘Scotland in focus’ workshops:

- Innovation: Our Curriculum
- Innovation: Cluster connections
- Inspection in Scotland
- Inclusive education
- 3-18 Assessment



Monday will also include addresses from our Education Minister and a drinks reception hosted by the First Minister of Scotland.

## **Motivation**

The second day will address the sub-theme of **Motivation**. This will be a very full day. Proceedings will be kicked-off by our keynote speaker, Dr Frank Dick OBE. Frank is the President of the European Athletics Coaches Association and has coached many high profile international sports stars. He will talk about teamwork and motivation – translating his experience, gained in the world of sport, to the world of education.

After the keynote presentation we will split into workshop groups to unpack the theme of motivation. Again there will be a mix of general interest sessions and ‘Scotland in focus’ sessions. Delegates will be able to attend two of the following workshops:



- Motivating a team
- Engaging the disengaged
- Motivation in a high performing school
- Motivating your staff
- Motivating young people
- Motivating for further learning

‘Scotland in focus’ workshops:

- Innovation: Leading in the classroom
- Insight: Healthy schools
- Insight: Outdoor learning
- Insight: Active schools
- Insight: Nurturing schools

After a quick lunch delegates will be able to take part in a school visit of their choice – Nursery; Primary; Secondary; Additional Support

Needs; Independent School or Further Education College. We also aim to offer the opportunity to have a virtual school visit to a small rural school using our schools intranet system called Glow.

After all that, if you have any energy left, you will be invited to attend the conference's Gala Dinner!

## **Learning Together**

With your last ounces of energy we will welcome you to day three which will focus on Learning Together. We have yet to pin down all the details for this day but aim to start with a speaker who will help school leaders understand the opportunities and benefits of professional social networking. We will showcase the work ESHA is trying to do become a platform for issues of common interest across its membership. We will host the signing of an agreement between member organisations which refreshes the commitment to work together and learn together that we made when we became members of ESHA.

Finally, we will aim to create a legacy of links from the conference by facilitating networking between delegates from schools of a similar size and sector from different countries in ESHA membership.

In addition to all of this, we will have a social programme for partners.



29 - 31 October 2012  
Edinburgh

**Our conference website will be released in November 2011**

**[www.esha2012scotland.com](http://www.esha2012scotland.com)**

'Early bird' booking will be available from November 2011.

# The World Education Forum (WEF)

BY TON DUIF, PRESIDENT WORLD EDUCATION FORUM

On August 19th, 2011 the World Education Forum (WEF) was formally launched in Toronto. During their last meeting on September 16th, the WEF Board decided that the WEF goals and targets have to be made more explicit and the methods need to be defined more clearly. Furthermore we need a plan how the Forum will be developed. This outline is a first attempt to roll out our activities.





## Starting points

According to United Nations records more than 80 million children in the world do not have access to any education, large groups of children are forced into child labour and 127 million young people are illiterate. Moreover, most of these numbers have been provided by the UN related countries themselves; so in reality these numbers may very well be understated. WEF wants to take action to change this. In due course WEF will start independent research to verify these data and if needed, adjust them.

## Millennium Goals

In 2000 all UN countries have agreed on the following Millennium goals\*:

- Eradicate extreme poorness and hunger.
- Access to a full course of primary education for all children.
- Man and woman have equal rights.
- Child mortality must be reduced.
- Better health care for pregnancy.
- Stop diseases like HIV/AIDS and Malaria.
- Reduce the number of people that have no access to clean drinking water by 50%.
- Better cooperation between countries to make this happen.

\* source Unicef: The Millennium Declaration and Development Goals: A Blueprint for Progress)

In September of 2000 the largest gathering of world leaders in human history gathered for the Millennium Summit at United Nations headquarters in New York. In that pivotal year, representatives from 189 Member States of the United Nations met to reflect on their common destiny. The nations were interconnected as never before, with increased globalization promising faster growth, higher living standards and new opportunities.

## The Millennium Development Goals Set Priorities for Children

Though the Goals are for all humankind, they are primarily about children, because six of the eight goals relate directly to children. Meeting the last two will also make critical improvements in their lives. Children are most vulnerable when people lack essentials like food, water, sanitation and health care. They are the first to die when basic needs are not met. Children have rights. Each child is

born with the right to survival, food and nutrition, health and shelter and to participation, equality and protection. Further, education – specifically free primary school for all children – is a fundamental right to which governments committed themselves under the 1989 Convention of the Rights of the Child.

Helping children reach their full potential is also investing in the very progress of humanity. For it is in the crucial first years that interventions make the biggest difference in a child's physical, intellectual and emotional development. And investing in children means achieving development goals faster, as children constitute a large percentage of the world's poor. Meeting the Education Goal will speed progress toward every other Millennium Goal. Educating children helps reduce poverty and promote gender equality. It helps lower child mortality rates and promotes concern for the environment. It is inextricably linked to Goal 3 – gender parity – as universal primary education by definition requires gender parity. Gender parity in primary education, meanwhile, is of limited worth if few children of either sex participate.

### **This is what WEF wants**

The World Education Forum is politically independent and aims to reach the following goals:

- To realize that the millennium goals, that all children will have access to at least primary education will be met.
- To enhance that the other millennium goals will be met, since children benefit from these too.
- Governments all over the world will be held responsible so that schools will have enough means to realize effective education. In order to do so, standards will be set together with the teaching community from all connected WEF schools.

## Methods

WEF tries to reach its goals by:

- Organizing a bi-annual world conference in The Hague (First in April 2014 1st theme will be: Educators educate: education for every child). During this convention standards for education will be set by representatives from all countries. These standards will be compared to the factual educational efforts each country makes. In this way we create a ranking list, which will be published;
- Organizing a debate on education and organizing research;
- Organizing a common, authoritative voice on behalf of all educators of WEF schools;
- Approaching the large international media in order to put education high on the political agenda;

## WEF Organization

Eventually, the World Education Forum will consist of an international board of delegates from the 6 continents, Europe, Africa, South America, North America, Oceania and Asia. Six Continental WEF Platforms will be created, (CWpl). For practical reasons WEF will stimulate the creation of national WEF platforms in all countries. These National WEF Platforms (Nwpl) will be legally part of WEF and will be formed by local educators.

## WEF Board Mission

- Representation
- General policy
- To give Cwpl board directives on headlines
- To establish standards and points of view
- To monitor finance and expenditure
- Long term policy

**Cwpl Mission:**

- To supply a governor for the international WEF board.
- To stimulate international relations in the various countries.
- Public relations and representation.

**NWpl Mission:**

- To promote school connectivity to Nwpl.
- To communicate with the schools involved.
- To maintain contact with the education organizations in their country.
- To participate in the Continental platform (Cwpl).
- To maintain and keep an approved budget and their own organization of work.

Both Cwpl and Nwpl will have their own platform on the WEF website

**Apart from schools, there will be two more WEF platforms:**

- Organizations platform
- Sponsors platform

**Organizations platform**

Educational organizations that endorse the WEF goals may be a constituent part of the organizations platform. In due course, WEF will develop activities on this platform. The platform will also encourage the exchange of knowledge, will act as a public relations platform and bulletin board for conferences on education. In return, the connected organizations will promote the connection of schools to the platform and will open up their networks to WEF.

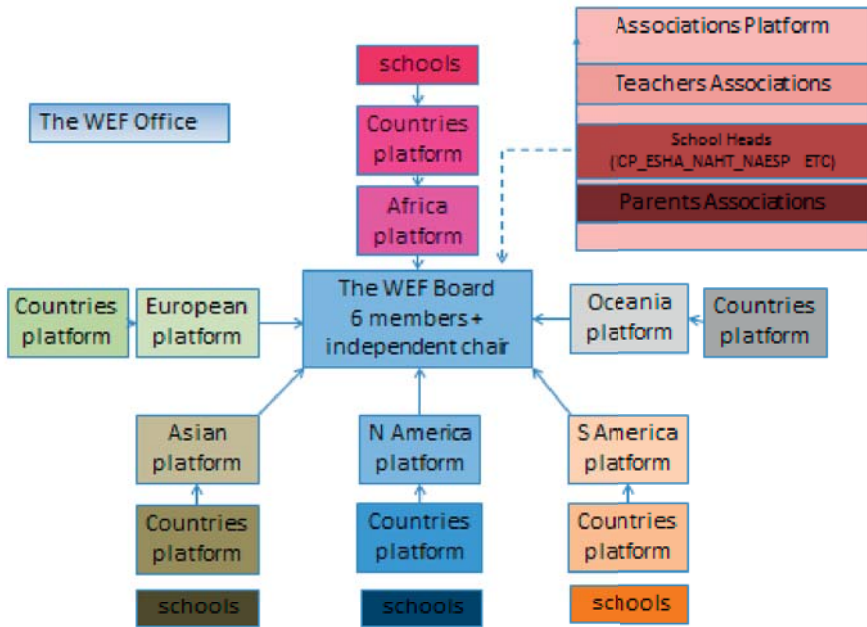
**The Sponsor Platform**

The Sponsor platform consists of the parts:

- Businesses that want to sponsor
- Individuals who want to sponsor

The present (Dutch) WEF Board and the present Foundation have the following tasks:

- Accommodating the International WEF Board for its installation by April 2014.
- Erecting and developing WEF.
- Preparing and organizing the first WEF conference in The Hague, April 2014.
- Appointing a project manager and setting up a WEF office.
- Any other business that might be of importance to realize above mentioned goals and tasks.



WEF Schematic visualization

## Finance

WEF revenues consist of the following components:

- Contributions from the connected schools
- Financial support from sponsors
- Interest

Connected schools will pay € 15 per year or its equivalent. This amount has been kept low on purpose, as the huge number of schools guarantees sufficient backing. The Platform has no profit motive. Sponsors (both businesses and private persons) may contribute, but have no educational influence on the WEF. They will contribute their investment solely from social responsibility. The WEF will commit itself to keep transparent financial accountability, accessible to all schools connected.

Invoicing the school contributions is channelled through our website.

## WEF Website

WEF's website is for now, hosted at "Kennisset". The present site serves as a sign-board for now, developed to support the WEF launching presentation in Toronto.

The WEF Website will need the following functionalities:

- Notification of sponsors, schools and societies.
- Automatic mailing of invoices and response forms.
- Automatic teller to keep up the score.
- A specific domain for each country, e.g.

**[www.wordeducationforum.com/nl](http://www.wordeducationforum.com/nl)**

or **[www.worldeducationforum.com/usa](http://www.worldeducationforum.com/usa)**

(these domains can be in the language of the country according to a fixed format)

## Action Plan

After the successful WEF launching in Toronto the right approach is now vital. This approach has three components:

- A methodological organization of WEF ( to be followed soon)
- The WEF roll-out
- The preparation of the WEF Conference in The Hague

## The WEF Roll-Out

### Phase 1 November 2011

We start with the Netherlands. The Dutch Platform will be erected.  
([www.worldeducationforum.com/nl](http://www.worldeducationforum.com/nl))

### Phase 2 January 2012

Roll out in the USA and Europe as a start.

## The WEF Office

At this moment, all activities are executed by the various members of the Board, being much too operational. It is therefore of the utmost importance that at short notice we hire a project manager. This person will be instructed to carry out the above mentioned developments. Obtaining cash flow is a priority. The WEF Office will be small but effective. We should not be doing everything ourselves, we will invite tenders for smaller projects to be carried out.

## The World Forum in The Hague

We have started negotiating the World Forum in The Hague. This convention centre has an auditorium containing 2200 people. Den Haag (The Hague) Marketing, which is a supportive, back-up office, has informed us that our WEF perfectly fits the ambitions of the city of The Hague and that the council itself will certainly cooperate intensively in all areas. The Hague Marketing, the World Forum and The Hague Tourist Office work in close partnership.



# New challenges, new methods in the school management practice

REPORT ON THE 3RD REGIONAL ESHA CONFERENCE  
IN BUDAPEST, HUNGARY





This series of the Central European regional conferences started in 2009, proceeded in 2010 – both had English as its working language – and as third in the row, this recent event took Hungarian as working language and it was successful just like its predecessors. From the part

of ESHA, this time the special guest and keynote speaker was Mr. Ton Duif, the President of ESHA Europe, whose presentation in English was translated to the audience. (Specially for him, naturally, consecutive translation was provided along the conference, for helping him to follow the words and to understand the reactions of the participants beside the illustrations.)

Colleagues in the Central European region of the secondary high schools – regardless the type of schools (namely if it was a grammar school or any of the vocational training types) – agree the challenges concerned: the economical/financial reasons (resulting radical rationalizing, school merging), the lack of learning ambition of the students, the ageing teachers (i.e. the less and less attracting job of teachers), the even decreasing support from the parents, the even weakening civil power at policy making, the ever changing legal regulations of education and training, and – last but not least – the strongly changed requirements of the governmental school maintainers. Consequently each of us try to apply some new method in the everyday life, trying to match the requirements and to find solutions to the problems – or to the difficulties, or to the challenges; which you prefer to name them, according to the various philosophical approach to the theme. Some of us simply may call them as tasks, regardless of whether they were assigned

by the maintainer or demanded by the mission of the school itself. Specially the heads of VET schools are concerned, because the system of vocational training within the compulsory education suffered the most; having been gradually ruined during the last 20 years; partly because of being almost completely pushed out of the period of time of compulsory schooling, and having been changing the qualifications and their examination requirements all along since

the transition. (The initial vocational education and training, resulting in the first vocational qualification as skilled worker of a trade, had traditionally been part of the compulsory education in Hungary.)

Each of us try  
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The first day was rather workshop-like; school visit in the morning and a short course on GeoGebra software package application.

The day showed the everyday life of a merged school – merged from four secondary

high schools: of a grammar school, of a vocational oriented (i.e. giving the base of electronics and fine mechanics; mechatronics of office machines), and of two schools of economics (of different fields of the trade) – under the title: “how to reconcile”. There was a forum to debate the various needs and aspects of reconciliation in the wide range of interests of the partners who got to work together in the newly born large school, of well over 1500 students now – partners like teachers/staffs of the different schools, pupils

of different spheres of interests, parents at the background families (with different ranges of interests and attitudes again). Really, in this case, three of the schools were living close to each other before, using the same canteen in the centre within the block building in fact, while the fourth were moved in here from a distant location. Each of the four schools had its own atmosphere, under its own directorate, management. Now there's only one management, one (employer) head for all of them – and very recently, the office of finance was lifted out from the school's employees' body, due to the summer educational reorganization in Budapest; the new bureau of finance has to deal with a couple of other merged schools also, and even the staff beside the teachers (i.e. psychologist, assistant teachers, career guidance, child care personal, etc.) is to deal with the same couple of merged schools too, from now on. (There are now quite a few of such educational financial centers in Budapest.) So, there were a lot to discuss and debates, by the participants.



Mr. Koren Balázs, Eötvös Loránd University, Budapest, PhD School – had a show on GeoGebra; a free math software for learning and teaching. (As it turned out, some of the participants' schools are using it, though the much larger part of those present have not heard of

it.) Interactive graphics, algebra and spreadsheet were all on the interactive blackboard – we had a very spectacular, fascinating introduction indeed. The software package offers dynamic mathematics for everyone, it can be applied on lessons from elementary schools to university level. On its website – [www.geogebra.org](http://www.geogebra.org) – it is not only the free download software, but many free learning

materials are available. 3D visualization is also available – and the classroom materials look especially attractive for the students (and to teachers too). We would like to advise everybody to visit that website, and get started with the introductory materials; it is really amazing. You can get it for Windows, Mac and Linux; available in 58 languages. The International GeoGebra Institutes – which you'd find in every continent, in most of the countries – support local professional development for teachers, organize conferences and workshops, conducts research and coordinate projects, so visit [www.geogebra.org/igi](http://www.geogebra.org/igi).

The second day of the Conference was the plenary session.

Mr. Csomós Miklós, the Vice Mayor of Budapest City sent his welcoming words to the Conference, which was presented – at the start of her opening speech – by Ms. Dr. Ács Katalin, the President of ESHA-Hungary and the head of the school which served as the venue of the Conference days.



The first key-note speaker was the Capital's Government head of Department of Education (and Child- and Youth protect), Ms Pölöskei Gáborné, as secondary high school maintainer of Budapest City, providing information of the future system of education in Budapest (regarding schools incorporated in the power of the City); seen and heard by

no one before as it had not been brought to public or to reconciliation previously. She explained the requirements – according to the present state of the design – from the points of view of the school maintainer, regarding the new and even changing state of schools.

Mr. Dr. Vass Vilmos, (habil.) associated professor at Eötvös L. University (Budapest) – the traditional cradle for teacher initial training – gave an exciting presentation on “The creative school”. But before lending his ideas to the audience, he had turned to the President of ESHA Europe and gave a short summary in English. Returning to the audience, in Hungarian, he referred to various books – of Edward de Bono, Ken Robinson, Hord-Sommers and Csikszentmihályi, all published in Hungarian translation – necessary to have read by every head who wants to keep up-to-date of the recent developments in order to be aware of best ideas and practice on the challenges we face here today. Focused on the thinking-creativity-learning circle, detailed the field of professional learning communities, as a flavor of his dynamic presentation he talked about the pedagogy of restaurants (of various kinds, including canteen, dining hall of school, of fast foods, etc.), which examples fascinated the audience.

Ms. Englenderné Hock Ibolya, Hungary’s Germans National Self Government, President of the Committee of Education, and as head of ‘Koch Valéria’ School Centre – presented “Leadership in the practice”. At the first minutes, she gave a German summary of her coming presentation to the President of ESHA Europe. She had been deputy head for 8 years, and now as over a year of having been the head of the same school, she would define her tasks as head, as follows:

- continuously to be fully aware of being definitive to the whole school, owing to her personality and attitudes;
- got to be an active part of the public life;
- to manifest (and require) professional skills at the highest possible standards;
- to demand German communication throughout the whole school;
- to ensure that pupils of German origin (or having German as

their first language) be involved in the school's public life and educated – learning Hungarian as a foreign language;

- to make cultural groups act – to provide their financial base also (by winner applications, getting support from foundations, etc.);
- to keep close and direct relationship with the parents, and with other (similar) schools;
- to keep in touch with the various parts of the School Centre (kindergartens, elementary, secondary, boarding, etc.) and have contact events in reports to remember;
- to initialize professional innovations, keep them in control, coordinating – to develop curricula of methods, to build local curriculars (of the grades 1-12) logically upon one another, to develop German literature of Hungary as a subject material with didactics for grades 1-12;
- on the issue of recognition of surplus work – how to distribute it rationally (as it must not be compulsory); to set up a portfolio which is kept up-to-date by the teacher him/herself and is self-evaluated/assessed and so make it a part of quality assurance and assessing teacher work;
- regarding to support professional work – to support those who write textbook or develop CPD course material or innovate teaching method: providing time frame, communicating to colleagues and parents, providing access to CPD courses (where's the limit?);
- to get all opportunities to compose and submit applications (for Comenius, for student or teacher exchange projects, youth camps, etc.);
- regarding control and evaluation – frequent visits to lessons, classes (in order to get to know teachers and students at work), recognize surplus works both from teachers and students, provide a feedback on the experience and assessments; do it by plan, in order and being objective, giving time to discuss;

- concerning dilemmas: where would be the limit of self-sacrifice for the school; feeling still being a part of the staff, it is hard sometimes to make my decisions or critical observations be accepted by the colleagues; how much should I make teacher colleagues be involved in making my decisions; regarding conflicts between parent-student-teacher – how to make a right compromise making the best of the situation without self-abasement. I would advise fellow heads to be a well prepared mediator.



Mr. Ton Duif, the President of ESHA Europe, spoke about the “Current trends and issues in education and leadership”. He called the attention of the audience to the ESHA Magazine and its website and recalled the most important Reports of the recent past years. He gave details

of the OECD Study on school leadership (of 2006-2008), which emphasized (among others) new regulatory models with feedback, incentives, adaptive capacity. He made us remember that the key conclusions of the Study were that we would need a new definition of leadership, and really complex impact and outcome models do confirm the strong influence of schools in the community.

It is a wrong trend that leadership looks increasingly ‘unattractive’ job for younger members of the staff, though it is seen as an increasingly complex and demanding (i.e. challenging) job – but nevertheless it is becoming less attractive as a career option. The Study gave 4 recommendations, regarding school leadership roles and responsibilities, distribution of task/power of the school

leadership, developing skills for effective school leadership and on making school leadership an attractive profession. He showed the circle of 4 modules: (1) understanding and analysis; (2) self-diagnosing and auditing; (3) prioritizing and taking action, and (4) communicating and connecting. Concerning know-how, the Study stated that school leadership can improve teaching and learning by shaping organizational structures, school climate and teacher practices – can improve equal opportunities by collaborating with other schools and local communities – and school leadership is at the interface between policies and their implementation at the school level. He also showed the triangle of school-community-family (inside the triangle there is the student). He referred to the MacKinsey conclusions, the PISA 2009 6 studies. detailed the Dutch Principal Academy Competences, explained the circle of internal evaluation and accountability and the diagram of the external evaluation and accountability. We all shared the opinion that this presentation was very well worth to listen to, calling attention to remarkable points.

Mr. Csillag Ferenc, national senior expert on education (school management), had his presentation called “Headmaster – in changing role”. He pointed out a few dilemmas: the government cut the financial support to education and raised the standards demanded by the quality control. It is also the state which also wants to decide on the mission of the school – that causes increased stress amongst the teachers, and so to the head. He sees that the school leadership is forced to shift from the pedagogical attitude to the rigid managerial control. Creativity gets damaged, the serving mode earns acceptance from the maintainer – he cries for guarding traditional right values, beside the appraisal of innovations as answers to the changed behavior of the youth and requirements of the changing society. Empathy and even more inner communication and

solidarity would rather be necessary within the staff of the school; clearing every issues coming either from inside or outside of the school walls.

Mr. prof. Dr. Benedek András, head of Department of VET teacher initial training at Budapest University of Technology and Economics – explained the training courses of public education leaders and mentors, briefing on its history, and mostly dealing with the present and future expectations’ details. Earning from their continuous worldwide research work and the experience of whole semester’s teaching and shadowing practice of their students at the partner schools, they regularly update their instruction and training materials. As the result of their modern activity, they are the leading institution of teacher and school leader training on the scene of VET – they have been on the field of VET since 19 years now and their output is about 15.000 graduates on leadership initial and CPD training.



Beside the handouts of the speakers, the participants had the “Renewal of the Hungarian education” – an 8 page leaflet of September 14th, 2011; of the Ministry of National Human Resources, Secretary of State for Education – to pick up and get informed of the latest policy

developments. About the “Concept of the change of vocational education and training system” of the Ministry for National Economy, published on Internet only and also just the other day, was called for attention of the participants.

# Taking Command

BY RONAN WALSH

Ronan Walsh has just entered his second year as Deputy Principal of Sutton Park School in north Co. Dublin. He began his career as a student teacher at Newpark Comprehensive and he loved working there, but, when his degree subjects ruled him out for an incremental post and the chance of a full-time position came up at Sutton Park, he made the move and eventually found himself, barely aged forty, taking on the position of second-in-command.

The purpose of my visit was to probe Ronan about his job and about the skills that he needed as a Deputy Principal. I had known Ronan at Newpark and had with great reluctance (based on a recognition of his talents and my unwillingness to lose him from my staff!) written the reference that helped him to secure his first position in Sutton Park.

Ronan is not timid; nor is he arrogant; he's just confident. 'Never assume that you're too young or too inexperienced. Be prepared to put yourself forward, even if others are ahead of you in the pecking order.' Not fazed by challenges and a willing volunteer, Ronan has a capacity to take the initiative, which, in terms of the acquisition of leadership potential, did him no harm. 'If you put yourself in a



position where there's a chance of something happening, you have a very good chance of advancing.... keep pushing yourself forward for things; treat it as a learning process, even if it doesn't work out!'

But he also had the sense and tact to appeal to those around him who had more experience – and it worked. No one took umbrage, he got nothing but support: 'If I can do anything for you.... I'll give

you a dig out.'

Passionate, full-on involvement is Ronan's most striking characteristic. In his Dip. year he spent more time teaching and subbing than he did at lectures. He got caught up in extra-curricular activities – boys' rugby and girls' hockey. He was given opportunities and he seized them with both hands.

He looks with gratitude to the people who gave him his chances, who 'took a flyer' on him. Larry Finnegan (former Principal) gave him the

responsibility of a Leaving Cert. history class, early on in his time at Sutton Park, and later gave him the opportunity to be in the running for an incremental post.

He applies the lessons from this experience, these days, to the way he deals with younger teachers, leading by encouragement. He tries to bring them to realise what they can do, rather than being 'demure and shy'. Even if it doesn't produce immediate material rewards, it helps to create a positive profile. It's about hanging on

'Never assume that you're too young or too inexperienced. Be prepared to put yourself forward, even if others are ahead of you in the pecking order.'

and seeing what happens. It's about being pro-active. 'If you think things could be done better, why wouldn't you go for it?'

He works to build empathies. He talks to new staff members, particularly the 'quiet, reticent ones'. He holds as one of his strengths the ability to be there to meet colleagues, to sit down in a classroom and have a chat, to exchange a word or two on the stairs. He's in the staffroom every break, right there in the middle. He's still teaching – 3rd, 5th and 6th years, by his own choice – partially because it helps him to understand where the teachers are. He sees this role as complementing that of the Principal, in keeping lines of communication open.

He served his time as Transition Year co-ordinator. It was originally regarded as a poisoned chalice but he grasped it enthusiastically and set about addressing his post in a creative manner. Ronan's idea of creativity is based around a 'can-do' philosophy about the application of imagination – swift problem-solving with flair.

An early challenge for Ronan was the timetable but, working with 'the IT guy' he saw the creative possibilities. As a small school Sutton Park has a 'one-sided timetable'. Options are limited but, working with his intimate knowledge of pupils' needs, he loves nothing better than pulling the strokes that keep everyone happy – the TY boy who gets his Applied Maths by attending the Fifth Year class, the champion swimmer who combines her subject choices with her training schedule.

*When I walked in the grounds with Ronan, on a sunny day in May, the grass playing area was marked with a running track. It smacked of sepia-print sports days, bunting and ice creams, brass band, shiny trophies and medals.*

He brought some of the same creativity to the working-out of the Croke Park hours in the school, but he is clear that it was his close

contacts with the teachers that allowed him to achieve a consensus. 'You can usually get around to enough of the people quickly – all people want is to be consulted.'

Sutton Park is a small, fee-paying school, nestling below the Hill of Howth. The pupil population comes from Clontarf, from Malahide and from the immediate surroundings. There's an old house, a heterogeneous collection of buildings and a field of grass. When I walked in the grounds with Ronan, on a sunny day in May, the grass playing area was marked with a running track. It smacked of sepia-print sports days, bunting and ice creams, brass band, shiny trophies and medals. But it's not a school dedicated to nostalgia, although in the past Sutton Park was associated with J.S. Neill's Summerhill, being child-centred, liberal, and non-conventional; now its overwhelming characteristic and virtue is that it is a small, intimate institution, given to a close focus on the welfare of the child.

Child centred? 'Needs are changing, with the demands of the points and careers and it means we're both child- and parent-centred. We are trying to develop the child – our stated aim is to 'nurture all that is best in the child'. We try to identify the one thing that the child can do and we work to keep self-esteem high throughout the year, but in the past we would have taken the child's word as gospel; now we consult with the parents.'

Philosophically, he is attached to the way in which pupils and staff are seen to work closely together. Teachers are encouraged to give of themselves outside the confines of the timetable. 'Take the guys [for sport] on Tuesday afternoon,' he contends, 'and you won't have an issue in the classroom.' He takes some pride in knowing the name of every single child in the school and he knows what football team they support. He is intolerant of those who say they're 'no good with names'. He tells them: 'You're gonna have to learn...' and asserts, 'We treat the school as an integrated community... You

need to know all kids across year levels. It's absolutely vital in a small environment that we would do that. Our strength is our ability to educate children of mixed ability together.'

If Ronan applies a lot of personality and common sense to his task, he is also a keen proponent of life-long learning. He reckons he has spent eight out of the last twenty-two years studying, the most recent project being a M.Sc. in training management in DCU. He is now cajoling the younger teachers to consider doing the course: 'If you want to get going, you've got to get yourself upskilled.'

His own Continuing Professional Development has made him

'If you want to get going, you've got to get yourself upskilled.'

more analytical regarding the academic side of education, if only because he had to justify the balance in TY between the informal curriculum and the conventional subject-base. However, his DCU study led him to reflect on a number of issues and tempered his approach. He

picked up on the concerns of parents; he became conscious of the need to involve parents in areas such as subject-choices. He found himself applying more attention and creativity to parents' meetings and devoting more time and to the bureaucratic elements – consent form for trip, dotting the 'i's and crossing the 't's.

We steer gingerly around the issue of fees, privilege and privacy, but it is clear that paying customers place certain pressures on schools. 'Fees oblige you to come up with solutions... you try to discommode the least number of students.' Ronan has been in his position while the school has developed and modernised. They now have a system of year heads, who build an intimate knowledge of the pupils in their charge. 'They are the first port of call on discipline



Communications within the school  
have been revolutionised by the  
extensive use of IT

issues – that has made a massive difference.’ Communications within the school have been revolutionised by the extensive use of IT. ‘Minutes of meetings, notes, the message board, a note to every parent – they can all be e-mailed. The days of lickin’ the stamps are gone!’ He talks of growth pains of computerised school reports – the limited range of standardised comments that were available, the vagaries of spell-check [Tadgh = Toad], the dreadful typos, but with the advent of free text and the judicious allocation of time for proof reading has enabled a warmer embrace of the technology. In the current years all class rolls will be recorded electronically, with some of the Croke Park hours being spent on upskilling the staff to handle this.


Sutton Park has a ‘very small happy-to-work-together close-knit staff.’ There are few, if any, of the tensions that might arise more readily with a larger staff, no cliques, ‘no ambushes at staff meetings’. The relationships between staff members are positive and strong. There’s a good exchange of professional ideas. As he faces into Year 2 of senior management, Ronan brings with him unabated enthusiasm and increasing wisdom borne of that crucial combination of experience and reflection.

# The ESHA website: A gateway to exchange your ideas

The ESHA website is now 6 months online. More and more educational leaders have found this new gateway to exchange ideas, but it is still not enough. ESHA resembles more than 85,000 leaders in Europe, highly educated and intelligent people that could help to bring education on a higher level to all European countries.







**Column Ton Dulf**



ESHA is now 22 years old, you could say that we have passed our childhood and entered adulthood. When ESHA was founded in 1988, it started as a Foundation of Associations of Heads in

**Latest news**

October 2011:  
On the ESHA portal, we have posted an interesting article on [Grading teachers](#). Please read it and give your feedback on the article on our community site.

October 2011:  
Collaboration is key in the commercial world. The report "[every classroom its own site](#)" enables every teachers to collaboratively work on assignments. And it is

**ESHA Magazine**



**Work in progress**

- Administrative Load
- Autonomy of schools
- Reduced budgets
- Quality of education
- Leadership Academy
- ICT @ School
- German Language Section

**This is ESHA!**

The ESHA website contains 7 working areas:

- School autonomy
- Ict @ school
- Administrative workload
- Leadership Academy
- Quality of education
- German speaking region
- The World Education Forum

Every community has a community leader. In this article you can find some of the teasers of the communities that would help you to find your way to the website.

## Autonomy in Schools

ROY TEDSCOE & CHRIS HARRISON (UK)

Autonomy in schools raises standards. This is the key buzzword of the UK government's policy on education and has been ever since greater financial delegation and devolvement began some 20 years ago within English schools.

For school leaders the result of this policy is that we have a high level of control of our schools. Primarily, because we have control

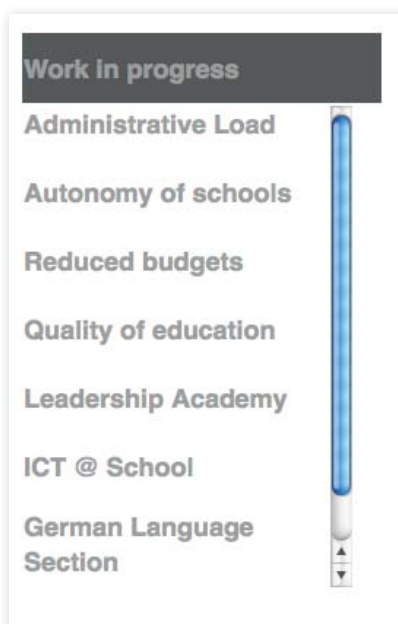
of the total budget allocated to each school, key decisions and choice about staffing, resources and training lie within each school setting.

Effectively, this is tantamount to being able and responsible for the hiring and firing of staff, designing and creating the environment in classrooms and shared areas in the school, choosing what equipment is purchased and – most importantly – controlling the recruitment and deployment of staff and so can influence of the teaching and learning delivery model in the school.

The argument which says that if you have control of your own budget you can hire according to your needs is one

that is very hard to argue with. I certainly found in my school that if I hired what I judged was needed the effectiveness of teaching and learning of pupils was enhanced.

If, and where, spending is directed to classrooms and towards meeting pupils learning needs then undoubtedly standards will rise; however, where it is directed towards equipment and making the



school look good, even though this may help the school environment the learning standards in it will not necessarily rise per se. It is a combination of both these areas which creates an appropriate ethos and school culture which then helps children to want to come to school and also to want to learn each day. This is where and why autonomy is powerful and in such power lies the enablement of school leaders to enjoy direct influence over the teaching and learning ethos and culture. But with autonomy comes accountability, and accountability has built into it certain risks. These risks are, that if and where the perception is that you are not doing your job properly or you are not spending your money effectively, then your judgement will rapidly come under higher scrutiny with the consequent suggestion and implication that you are possibly not the right person for this job in this school. Therefore, the high stakes stresses and strains of working within this kind of freedom and where this schools system's level of scrutiny is so high it can be detrimental to health, to lifestyle and also to the sustained effectiveness of your own personal leadership.

Undoubtedly, if you have strong vision, distributed leadership, effective systems, good teamwork, a happy learning environment and can access good advice and support, then living with autonomy is indeed, good practice, a good feeling, a good outcome, and a great job.

## **Administrative workload**

GEERT GOVAERT

About 15 – 20 years ago the computer was introduced in the schools. Computers in classrooms were innovating, but far more interesting for the school leaders, was a computer in their office. Some schools already had a full-time secretariat and some only had have a day. At that time we thought that life would be easier

### **Clive Byrne: Quality of education.**

Do more with less is the mantra from economists as governments strive to get their financial houses in order. The same mindset wants educationalists to set targets for system accountability that are easily measurable. However, what is easily measurable isn't often the most valuable and the challenge for school leaders is to maintain quality in the context of increasing enrolments, fewer teachers and cuts to resources. Has anybody cracked the code? Have you any good ideas that would transfer across national boundaries? Please share your thoughts with other ESHA members, go the [www.esha.org](http://www.esha.org) and join the Quality communion!

and less complicated. And for sure the administrative workload would be taken over by the computer.

We see now that we have more things to do in spite of the computer. Schools get more tasks and every stakeholder is asking for more: minister of education say it's easier than the paperwork used to be, but he's silent about the extra items he asks for. Inspectorate say they don't ask anything more than the schedules and curricula that are used in the school, but if you don't have 500 or 1000 pages to show them, they already have doubts about the seriousness of the school. Parents and students are communicating daily with the schools, accountancy got more complicated, the government (non-educational) is demanding policy notes about health, safety, mobility, ...

The administrative workload is huge. If you have an example of good practice, an excellent article or you want to start a discussion, please visit <http://eshacommunity.wikispaces>.

com/1+Administrative+Workload and subscribe. There you will find your peers with the same problems or maybe a good solution.

## ICT@School

FRED VERBOON

Communication has changed significantly during the last 10 years. Our children use internet platforms like Facebook and Twitter. Smart phones are used as internet devices. These changes happen so rapidly that even sms seems out dated nowadays.

The ICT section addresses two themes: how technology can help you collaborate with the internet generation and how to get the best out of IT environment at minimum costs.

## Ton Duif: The World Education Forum

Can you imagine that more than 80,000,000 children in the world have no access to schools? That's the same number as the whole population of Germany!. Did you know that 127,000,000 youngsters cannot read or write? Did you know that more than a billion people have no access to clean drinking water, so will die young? What would happen is under these people the new Einstein is born, a brilliant mind that could solve our environment problems, our energy shortage. We leave the next generation behind with huge debts, without investing in their education at all? The World Education Forum, build on schools all over the world, will advocate for all young children by building pressure on all governments in the world. The World Education Forum is political independent. Do visit [www.worldeducationforum.com](http://www.worldeducationforum.com) or [www.esha.org](http://www.esha.org) for support and membership

Mobility projects, collaboration assignments, best practices for your own IT department, free software are examples of what you can expect from the ICT section. Please visit ICT@School at [www.esha.org](http://www.esha.org) and share your ideas with school heads around Europe.

Greg Dempster (Scotland) Reduced budgets

Education, like other public services, is facing an unprecedented squeeze on resources. At the same time many systems are putting in place significant changes to curriculum, management structures, governance arrangements and staffing arrangements. School leader organisations need to be organised if they are to effectively challenge threats to their budgets.

The reduced budgets section seeks to address three themes: gathering information about the budget situation in different countries; how school leader organisations are effectively challenging government plans to cut budgets and examples of innovative approaches to working with smaller budgets.

Please visit **[www.esha.org](http://www.esha.org)** to share, compare and reflect with other school leaders from around Europe.

### **Andre De Best The Leadership Academy**

So, Join the ESHA website now on [www.esha.org](http://www.esha.org) :learn, enjoy, share and disseminate!

Learning to Learn  
and to Love it.  
Helping teachers in  
building WINGS  
for Lifelong Learning  
for their students



LLWINGS is a European project aimed at promoting a new vision of school as the bridge to lifelong learning and active citizenship, through a focus on joy to learn and learning to learn competence as the very lifelong learning WINGS. LLWINGS aims to support teachers as the leading actors of school innovation in translating the "learning to learn" goal into practice and daily enhance joy to learn in the classroom. To this aim, LLWINGS wants to engage with the school community and stakeholders in Europe, including teachers, Principals, associations, families, and all those who are committed to improve school.

## What will LLWINGS do?

- Investigate current provision of teacher education and teacher training in Europe;
- Learn from interesting practices;
- Develop and pilot an e-learning community;
- Promote the LLWINGS vision and the project outputs through seminars, events and dialogue with the teacher community and the school stakeholders in Europe;
- Ensure the sustainability and transferability of project results and constantly monitor and improve quality of project outcomes.

LLWINGS builds on the strong commitment of a European partnership made of 9 organisations with consolidated experience in the field school education, lifelong learning and teacher training, which share a common vision on the transformative potential of school and the key role of teacher in the process.

LLWINGS partners include both nation-based organisations and research centres and high-profile European networks active in the field of school innovation.

The European Schoolheads Association, is part of this initiative.

Clive Byrne says, "ESHA, representing 85,000 school leaders across Europe, is keen to promote our schools as effective centres for lifelong learning. School leaders are key levers of change and ESHA will profile LLWINGS on the desktops of school leaders throughout Europe."

# 21st century Leadership Some thoughts

BY ROY TEDSCOE

I wish to put forward some points about leadership as I see it, and how others much wiser and better than I, see it too. I hope by the end of this article I will have given you something to think about and to discuss. First, however, let me by way of introduction say...



One evening a grandson was talking to his grandmother about current events. The grandson asked his grandmother what she thought about violence, the computer age, and just things in general.

The Grandmother replied: *"Well, let me think a minute, I was born before: television, penicillin, polio shots, frozen foods, Xerox duplicators, contact lenses, Frisbees and the pill. There were no: credit cards, laser beams or ballpoint pens.*

*Man had not invented: pantyhose /tights air conditioners, dishwashers, clothes dryers - clothes were hung out to dry in the fresh air- and man hadn't yet walked on the moon.*

*Your Grandfather and I got married first, and then lived together.. Almost every family had a father and a mother.*

*Until I was 25, I called every man older than me, "Sir". And after I turned 25, I still called policemen and every man with a title, "Sir." We were here before computer- dating, dual careers, day-care centres, and group therapy.*

*Our lives were governed by the Ten Commandments, good judgment, and common sense. We were taught to know the difference between right and wrong and to stand up and take responsibility for our actions.*

*Serving your country was a privilege; living in your country was an even bigger privilege...*

*We thought fast food was what people ate during Lent.*

*Having a meaningful relationship meant getting along with your cousins.*

*Time-sharing meant time that the family spent together in the evenings and weekends- not purchasing condominiums.*

*We never heard of FM radios, tape decks, CD's, electric typewriters, personal computers, or men wearing earrings. We listened to Big Bands, songs, dramas and speeches on our radios.*

*And I don't ever remember any body dying from drug abuse or being violent because of music and lyrics.*

*The term 'making out' referred to how you did on your school exam...*

*Pizza Hut, McDonald's, and instant coffee were unheard of.*

*Ice-cream cones, phone calls, rides on a bus, and a cola were all a few piastres.*

*And if you didn't want to splurge, you could spend your pocket money on enough stamps to mail 1 letter and 2 postcards and go to the cinema.*

*You could buy a new Ford for £600,... but who could afford one?*

*Too bad, because petrol was 11 piasters a gallon.*

*In my day: "grass" was mowed, "coke" was a cold drink, "pot" was something your mother cooked in and "rock music" was your grandmother's lullaby for/to the baby.*

*"Aids" were helpers in the Principal's or army general's office,*

*"chip" meant a piece of wood, "hardware" was found in a hardware shop and "software" wasn't even a word.*

*And I think we were the last generation to actually believe that a lady needed a husband to have a baby.*

*No wonder people call us "old and confused" and say there is a generation gap.*

*How old do you think I am?*

*I bet you have a real old lady in mind... you are in for a shock!*

*This is pretty scary if you think about it and pretty sad at the same time.*

*Are you ready?*

*This woman would be only 59 years old... as am I, – and therefore...*



The question, is, is school leadership in the 21st century that much different to leadership in the last century. I suppose the answer could and should be, no. The real difference between leadership in the 20th century to leadership today, is about accountability and quality on the one hand, and understanding the child and his/her needs, on the other.

It seems to me, that we are in a state of just beginning to understand that education is about skilling the new generations to cope with life as they will find it. Therefore our job as leading educators, is to facilitate, in order for us to deliver what it is that pupils in our care need from us.

Our awareness of the child is more important than our systems, and more importantly -the needs of today should lead us to leadership in the 21st century.

Schools in the future may look different; certainly they will have more technology, and indeed more stripped down furniture than we have had in the past. We need to understand, that fashion has a lot to play in the way a school looks, as much as knowing the traditional needs of a school such as desks, seats, books, shelves etc. therefore schools need to and may have moved from this slide 1 to this slide 2.

The class environment needs to be sharp to teach our children to cope with their educational demands.

So, yes, we will have to spend money on decoration, on the look of the school, on the attractiveness of the school, and of the realisation that equipment in school is not just about paper and pencil. The environment we create is important to the quality of learning.

There are a lot of schools that have gone some way towards this understanding, and for example, now most schools in the UK have interactive whiteboards in every classroom.

This in itself provides an upwardly mobile understanding of the fact that technology in education is now firmly here to stay. I know schools where children walk round with PDAs and smartphones on which they do all their work and information searching. They send their homework in to teachers to mark, and register, by electronic mail. It seems to me that this kind of technology, if embraced properly, will win and change hearts and minds in education, especially with pupils, and certainly become part of the 21st century classroom and to be an integral part of the principles within it.

Undoubtedly, one of the elements of 21st century education is about trust.

Does the government trust teachers, does the government trust headteachers to be able to have the autonomy to run their schools and their budgets in order to enhance education for the children.

This causes conflict, for and in, the belief of educators and the faith of educators and does not necessarily match that of governments.

Governments are interested in a saleable and marketable product therefore they look to levels of attainment and marginal areas so that they can gain votes.

This is not why we are in education, we are in education to help children. Helping children however does not necessarily gain votes.

It is therefore, in walking this tightrope, between government

wishes and real education that you, as educational leaders, will have to walk.

Only, telling colleagues, that the drop on either side of this tightrope is a chasm, that you, as administrators of education for your children, will walk that tightrope gently, firmly and with confidence towards the goals that you see are the right ones for your children.

Unfortunately that will bring you into conflict at certain times, with government certainly, with pupils, occasionally, with governors and

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trustees in due course and almost certainly with the local authorities and the immediate bosses of /in education.

It seems to me that the 21st century school leader needs to stand firm, needs to feel confident that what they are doing is the right thing for their children and that they are doing things honestly and well.

Colleagues we need to keep abreast of what it is that children find interesting, of what it is the children find topical, or what it is that our pupils need to be able to succeed as citizens in life. (Slide).

School leaders of the 21st century have become press agents, social workers, financiers, accountants and administrators. Working in 21st century leadership is far divorced from the last centuries image of the headteacher wearing a mortarboard and swinging his cane. (Slide).

But I will reiterate, though the image has changed the job of leadership has not. It was always about leading the school. It as always, about ways to better our children, was always about skilling pupils to be able to cope with life and giving life skills to all in our charge. It was never about paperwork, it was never about where the pen-nies are going to, it was never about I'm going to fail in this or that directive, and it was never about I am going to lose my job if I don't do what I am told.

An educational system isn't worth a great deal if it teaches young people how to make a living but doesn't teach them how to make a life. (Author Unknown)

Autonomy brings with it responsibility. But school leaders always had responsibility.

What has changed? Perhaps, it is other added parameters of that responsibility in terms of accountability that has changed, and it is this that the modern school leader is actually facing, that is different from what the last century's school leaders faced.

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**"Due to recent technological advances,  
everything I taught you about computers  
is no longer valid."**

So, if we are to take into account of what is changing in leadership? The questions we should ask are: Are we getting freedom to do the job as we see it, or are we getting instructions to do the job, and to, suddenly become accountable, so that we may become puppets?

It may be a clumsy point that I'm trying to make, but in the end if we become accountable to and for the way things are done, are we doing things the right things in the right way for the children in our care?

This is why it saddens me to say to you, that successive governments both in my country and all over Europe are looking for accountability based on attainment and not necessarily on total education of child. This makes it extremely difficult to make education enjoyable and less mechanical than it should be.

You and I are all products of a mechanical education where we had to learn dates by heart, where we had to sit down and stand up when we were told to, where we had to decline verbs and learn them by heart so that in effect like actors learning a script we could

regurgitate that script when we were asked to, normally in a test or an exam. That then, was used to say, "ah, yes he/she is doing well, but needs extra maths- he/she is doing excellently" and that therefore they must be mediocre/ good students.

My heart tells me that every child wants to do well and my mind tells me that every child can do well in certain things and that therefore they should be given the opportunity to excel in those certain things, and not always tested on the things that perhaps they can't do very well. But, I am also a realist, if you cannot read, write, add up and move yourself through society with an understanding of what's right or wrong, then surely you are not a complete member of that society, and the system, or your parents, or indeed your education establishment has failed you.

If that is the case then, we as school leaders, we must supplant that failure and we should always be striving to heighten the quality of what we do and do better and better for the children in our care. A recent Observer radio debate specified that initial teacher training is vastly important to ensure quality and that it takes time to make that teacher confident and a good practitioner. It is essential therefore to have good quality continuing professional development for all in the school.

I would like to ask school leaders, do you think teachers should have a hand in what curriculum they create for their classroom? Do you think that schools, in understanding their own context, should create the curriculum for the school in and around the society that they serve?

Do you think as school leaders you are there to facilitate the fact that a teacher who understands mathematics should be able to

spread understanding to their pupils and the teacher who understands literature should deliver literature or do you feel the teachers should be all things to all pupils?

Do you, as school leaders really feel that what you been asked to do is the best job in the world or the worst?

What is your stress level?

What do you feel about what you have to do now and in the future?

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**"It's not a great mission statement,  
but we'll revise it if things get better."**

Prof Louise Stoll says and I quote, " we know that in terms of improving student learning the most powerful thing that headteachers could do is to focus on children teachers learning". Another discussion point; please share with me at least one observation from this discussion back. Thank you. (Do (slide 3).

Can we get more specific in defining 21st century skills? One can take two stances. Elena Silva, in her *Education sector report*, says that the many definitions have at their core the ability to "analyse and evaluate information, create new ideas and new knowledge from the information."

In short, these skills are not new, but they take on a new urgency in the 21st century. *A report from the Partnership for 21st century Skills* also emphasizes the importance of creativity and critical thinking, but adds new knowledge to the definition. It includes global awareness, media literacy, information literacy, and other new content.

I can't imagine many people would disagree with these goals, however seriously (or not) you take the idea that a primary goal of schooling is to prepare students for the workplace. No one needs to be exhorted about the importance of teaching students to think critically or to analyse information. Close observers of education have been concerned about students' lack of deep understanding since the late 19th century, and the wider public has been aware of the problem as and when they deal with the ex- students who now run their lives, such as politicians, for example! After all we know that, 'Teaching creates all other professions.' (Author Unknown)

And indeed, the 21st century plan is an impressive start. The task force has thought through what a new emphasis on 21st century skills will mean for four key aspects of the system:

- Teacher training,
- State standards,
- Assessment
- Accountability.

Most impressive is the level of specificity found even in this relatively brief and early-in-the-game report. For example, the report includes five recommendations for teacher training and professional development, including the creation of online "hubs" at which teachers exchange information, curricula, success stories, and so on.

The report also makes the sensible suggestion to start modestly. Initially not more than five districts or so, to implement the task force's recommendations fully, and another ten schools for example, in other districts will be stand-alone models.

Colleagues do you think this is the right way to go and is it workable? Discuss.

## 20th Century Classroom vs. the 21st century Classroom Origin USA

I believe that authentic 21st century education addresses the “whole child”, the “whole person”, and does not limit our professional development and curriculum design to workplace readiness.

21st century skills should be learned through our curriculum, which must be interdisciplinary, integrated, project-based, and more, it should include, perhaps within a project-based curriculum the utilisation of the seven survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap*:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analysing Information
- Curiosity and Imagination

So for discussion we should look at several points. How should education be structured to meet the needs of students in this 21st century world? How do we now define “School”, “Teacher” “Learner” and “Curriculum”? I and other more wise educationalists suggest that our educational principles need to look like this.

- Schools in the 21st century will be laced with a project-based curriculum for life aimed at engaging students in addressing real-world problems, issues important to humanity, and questions that matter.
- This is a dramatic departure from the factory-model education of the past. It is abandonment, finally, of textbook-driven, teacher-

centred, paper and pencil schooling. It means a new way of understanding the concept of “knowledge”, a new definition of the “educated person”. A new way of designing and delivering the curriculum is required.

- We offer the following new definitions for “School”, “Teacher” and “Learner” appropriate for the 21st century:
- **Schools** will go from ‘buildings’ to ‘nerve centres’, with walls that are mobile, porous and /or transparent, connecting teachers, students and the community to the wealth of knowledge that exists in the world.”
- **Teacher** – From primary role as a dispenser of information to orchestrator of learning and helping students turn information into knowledge, and knowledge into wisdom.
- The 21st century will require knowledge generation, not just information delivery, and schools will need to create a “culture of inquiry”.
- **Learner** – In the past a learner was a young person who went to school, spent a specified amount of time in certain courses, received passing grades and graduated. Today we must see learners in a new context:
  - First – we must maintain student interest by helping them see how what they are learning prepares them for life in the real world.
  - Second – we must instil curiosity, which is fundamental to lifelong learning.
  - Third – we must be flexible in how we teach.
  - Fourth – we must excite learners to become even more resourceful so that they will continue to learn outside the formal school day.”

Again discussion points centre on:

- So what will schools look like, exactly?
- What will the curriculum look like?
- How will this 21st century curriculum be organized, and how will it impact the way we design and build schools, how we assess students, how we purchase resources, how we acquire and utilise the new technologies, and what does all this mean for us in an era of standardized testing and accountability?

Imagine a school in which the students – all of them – are so excited about school that they can hardly wait to get there. Imagine having little or no “discipline problems” because the students are so engaged in their studies that those problems disappear. Imagine having parents calling, sending notes, or coming up to the school to tell you about the dramatic changes they are witnessing in their children: newly found enthusiasm and excitement for school, a desire to work on projects, research and write after school and on weekends. Imagine your students making nearly exponential growth in their basic skills of reading, writing, speaking, listening, researching, scientific explorations, math, multimedia skills and more!

So to all of us on this journey through our modern education leadership I wish you all “bon voyage” – Thank you for your patience and kindness in reading this and good luck in all you do.

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USA 1960's typical classroom – teacher-centered, fragmented curriculum, students working in isolation, memorizing facts.

Time-based

Focus: memorization of discrete facts

Lessons focus on the lower level of Bloom's Taxonomy – knowledge, comprehension and application.

Textbook-driven

Passive learning

Learners work in isolation – classroom within 4 walls

Teacher-centered: teacher is centre of attention and provider of information

Little to no student freedom

“Discipline problems” – educators do not trust students and vice versa. No student motivation.

Fragmented curriculum

Grades averaged

Low expectations

Teacher is judge. No one else sees student work.

Curriculum/School is irrelevant and meaningless to the students.

Print is the primary vehicle of learning and assessment.

Diversity in students is ignored.

Literacy is the 3 R's – reading, writing and math

Factory model, based upon the needs of employers for the Industrial Age of the 19th century. Scientific management.

Driven by Governments and standardized testing mania.

A classroom at the School of Environmental Studies, aka the Zoo School, in Minneapolis. A perfect example of real-life, relevant, project-based 21st century education.

Outcome-based

Focus: what students Know, Can Do and Are Like after all the details are forgotten.

Learning is designed on upper levels of Blooms' – synthesis, analysis and evaluation (and include lower levels as curriculum is designed down from the top.)

Research-driven

Active Learning

Learners work collaboratively with classmates and others around the world – the Global Classroom

Student-cantered: teacher is facilitator/coach

Great deal of student freedom

Few “discipline problems” – students and teachers have mutually respectful relationship as co-learners; students are highly motivated.

Integrated and Interdisciplinary curriculum

Grades based on what was learned

High expectations – “If it isn’t good it isn’t done.” We expect, and ensure, that all students succeed in learning at high levels. Some may go higher – we get out of their way to let them do that.

Self, Peer and Other assessments. Public audience, authentic assessments.

Curriculum is connected to students' interests, experiences, talents and the real world.

Performances, projects and multiple forms of media are used for learning and assessment

Curriculum and instruction address student diversity

Multiple literacies of the 21st century – aligned to living and working in a globalized new millennium.

Global model, based upon the needs of a globalized, high-tech society.

Standardized testing has its place. Education is not driven by only the government and standardized testing mania.



European School  
Heads Association