



esa magazine

September 2011

High Performance Schools
Leadership focused
on results



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

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 32 Associations of Heads and Educational employers in 25 European countries in primary, secondary and vocational education.

Contact ESHA

Visiting address: Nieuwegracht 1-3 Utrecht Netherlands

Postal address: Postbox 1003, 3500 BA Utrecht Netherlands

e-mail: e.dejong@avs.nl, www.esha.org

The Editorial team for the magazine

Ton Duif (editor), Chris Harrison, Clive Byrne, Roy Tedscoe, Ellen de Jong.

This edition is sponsored by the AVS, the Netherlands.

Layout and design

Thoben Offset Nijmegen

www.thoben-offset-nijmegen.nl

In this issue

September 2011

- 4 Column Ton Duif
- 6 Educational revolution
- 12 ICP 2011, A meeting in Toronto
- 18 Exploring Learning & Teaching
- 28 E-Teacher 2.0
- 34 Payroll savings request poses 'unpalatable' options
- 38 High Performance Schools Leadership focused on results
- 54 Lokalt manifest i alle kommuner?
- 58 The Norwegian Headmaster-program reveals record-breaking number of applicants for 2011



Dear ESHA friends and members,

Hope that this column finds you all in good health after the summer holiday.

Day by day, we all feel ourselves committed to our work; organising the best education for all children. In the European countries, all children have the right to go to school, and most children will have good education. Being educated is an important condition to be successful in society. Without education you're not able to join the 21th century.

Unfortunately millions of kids in the world have no access to education at all for several reasons: there are no schools, education is too expensive, they have to work for their parents to complete the family income etc. etc. In 2000 the United Nations have set the millennium goals. An important millennium goal is that in 2015 all children in the world will have completed primary education! The last figures of the United Nations, show that 80 million children have no access to education at all.

Educators all over the world should be advocates for these children. They have to be in our schools, if they're not in, how can we educate them? If governments do not provide schools with sufficient assets, how can we do our job? If we use all world (energy) resources, if we cannot stop polluting the environment, if we leave the next generation our huge financial debts, why can't we give them the knowledge and tools to solve these problems in the (near) future.

To make this happen, go get more kids to school, to increase the investments in education and children all over the world, educators have set up the World Education Forum, in which all schools in the world will work together to make our statements and to influence the global education agenda. Please visit the website www.worldeducationforum.com and connect your school to the Forum. It will help to bring more kids to school and give them the tools to join 21th century society.

In the mean while I wish you all a good start to the academic year and I urge you to contribute to your ESHA magazine regularly.

A handwritten signature in black ink, appearing to read 'Ton Duif', with a large, stylized initial 'T' and 'D'.

Ton Duif
ESHA president

Educational revolution



BY JENS PORSGAARD NIELSEN
 PRESIDENT VOCATIONAL SCHOOL- AND COLLEGE
 LEADERS IN DENMARK

What you may call a revolution is blowing through our schools in these years. The source of knowledge changes. Teachers no longer hold a monopoly on knowledge. Pupils access information and knowledge easily. The smart young boy or girl can often find updated answers faster on their Smartphone than their teacher. How do we incorporate these fact in today's teaching? Many schools invest heavily in technology. But what about teacher training?

You might say: "This is old news". You may be right, but the way to teach has changed in a much slower speed than the development of tools, cell phones, smartphones, laptops etc. ESHA engage in projects developing skills for the future teachers and I currently represent ESHA in a Leonardo project called E-Teacher 2.0. This project will deal with the challenge of the rapid growth of web 2.0 technologies and their potential for supporting learning processes. Web 2.0 allows users to interact and collaborate with each other in a social media dialogue as creators. The primary purpose of the project is to develop a learning module, "E-teacher 2.0", to help teachers integrate web 2.0 into teaching, to keep teachers up to date and to prepare them for relevant new technologies as they emerge. A self-evaluation tool for teachers pedagogical IT-competencies will also be developed.



The project is aimed at integrating the E-teacher 2.0 concept into each partner country's higher education sector and will link the developed resources to the content in European Pedagogical ICT-license – EPICT. The project started in October 2010 and will run for two years.

The way to teach has changed in a much slower speed than the development of tools, cell phones, smartphones, laptops etc.

The project targets the following results:

- A model for analysing teachers' ICT-pedagogical competency profiles, relating to European frameworks and based on conclusions from topical need analyses in the partner countries.
- The module will empower teachers within new technologies, facilitate the process of re-didactization and arm teachers to spot and integrate new relevant technologies as they emerge. The module will be developed as a generic model, adaptable to local needs, but within an internationally agreed open framework. 'E-teacher 2.0' will be trial-run in each partner country in order to test, evaluate and optimize the module. Specific national versions of 'E-teacher 2.0' will be developed in each country's language, adapted to local needs.
- An accreditation of 'E-teacher 2.0' and/or integration into continuing education in each partner country, with the aim of border-crossing mutual recognition.

By giving the teacher's these competencies the headmaster can implement Web 2.0 in the daily education, and use the possibilities of the fascinating new technology. The module will contribute to transparency in and between the partner countries. Transnational recognisability through accreditation of the further education module will have potential for strengthening (virtual and physical) mobility. The project will relate to European frameworks, in developing a self-evaluation tool for teachers on their ICT-pedagogical competencies. In this way, the tool will be a good practice example of realizing international ICT-pedagogical frameworks, as far as they exist, while at the same time being open to future adaptations.

'E-teacher 2.0' will build on and correlate with the European Pedagogical ICT-license EPICT, in this way strengthening ICT pedagogical education as a whole and offering a chance for advancement in this field. The partners will aim towards accreditation in their own countries and/or integration into their accredited mainstream teacher educations. The accreditations will contribute to transparency.

In this edition of ESHA Magazine you can read more about the changing world of education. See page 28

Agenda

2011

September 23 – 24

ESHA Hungary Regional Conference:
“New Skills in Leadership” in Hungary

October 5

SLV NRW Germany Conference

October 6 – 7

SURFIRE Pro Rexi 2011 in Turku, Finland

October 12 – 14

Fourth German Speaking Region conference in Pécs, Hungary

October 19 – 22

Leadership in Education in León, Spain

October 20 – 21

NAPD Annual Conference in Killarney, County Kerry

October 27 – 29

ESHA Autumn GA meeting in Bruges, Belgium

November 3

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, Norway

November 18 – 19

ASD / Germany Conference in Kassel, Germany

December 9

Colloquium organized by ESHA France in Paris, France:
“La gestion des ressources humaines dans les établissements scolaires en Europe”

2012

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

ICP 2011

A meeting in Toronto

The President, Vice-President and Director represented NAPD at the Council meeting of the International Confederation of Principals, the ICP 2011 World Convention and the launch of the World Education Forum which took place in Toronto in August.

Our colleague from the IPPN, Virginia O'Mahony is the current President of ICP. At the Council meeting, Lisa Vincent from Canada became President Elect and Ari Pokka, one of our Finnish colleagues, was elected as a member of the Executive at a council meeting where much of the discussion and debate centred around PLP Pty Ltd, a wholly owned subsidiary of ICP which delivers in-service on a commercial basis to school leaders in India and China. New accountability mechanisms were put in place to reassure Council members that all is in order.



Over 2,000 delegates from around the world gathered in Toronto Convention Centre to participate in the event. The Conference theme was *Leading Student Achievement – an International Odyssey* and the event was attended by prominent educationalists from around the globe. Among the keynote speakers were Sir Michael Barber, head of McKinsey’s Global Education Practice, Professor Michael Fullan, Dr Jennifer James, Professor Andy Hargreaves, Lesra Martin about whom the Hollywood feature *Hurricane*, starring Denzel

Washington, was made, Juliette Powell author of *33 million people in the room: how to create, influence and run a successful business with Social Networking*, Dr Pasi Sahlberg from Finland, and Professor Chen Yukun from Shanghai.

Stephen Lewis inspires

All the speakers were strong but Stephen Lewis delivered an inspiring address which set the launch of the World Education Forum later in the week nicely in context. He is a former Ontario politician, former Canadian Ambassador to the United Nations, the UN Secretary-General's Special Envoy for HIV/AIDS in Africa and currently chair of the Stephen Lewis Foundation in Canada (www.stephenlewisfoundation.org).

His was a powerful message. In the 1990s he worked on a study of the consequences of armed conflict for children. The key message



Stephen Lewis

of the study was that, whether a child is in a conflict or coming out of a conflict, what the overwhelming majority of children want most is to go to school. The message was the same when he worked in northern Uganda, Rwanda, Afghanistan: children want to go to school.

He reminded delegates that school leaders work in a profession that alters the minds, the hopes, the futures and the aspirations of children. The Convention on the Rights of the Child and the Millennium Development Goals could almost be used as a school curriculum, he maintained. One of the goals is to achieve gender equality. We can't leave out 50% of the world's population. If only boys could be taught to treat girls with respect, the pattern of gender-based violence would be much reduced. He remarked that the patterns of sexual violence throughout the world are overwhelming. Quoting a study which revealed that the highest levels of violence against women occur in rural Ethiopia (at 90%) and the lowest level was in Japan (at 14%). However, the level of violence against women was in the range of 30-35% in developed countries, he revealed to surprised delegates. How much gender-based violence and brutality could be reduced, how much hardship eliminated if schools could get young people to respect each other's gender. As school leaders, he challenged the assembled gathering to adopt this message and to spread the word as we return to our own countries.

His address set a perfect context for the launch at the end of the Meeting Michael Fullan: Dónal Ó Buachalla (Vice-President) and Patricia O'Brien (President) of NAPD hold governments to account, to ensure that every child receives an education in the sure and certain knowledge that school is a key factor in eliminating poverty worldwide. (See page 32 and also the website)

PISA examined

In the context of the impending 2012 PISA study delegates were able to attend a workshop given by experts from Alberta in Canada, Shanghai in China and Finland, three high performing countries from the last study. The format was a moderated panel discussion where each representative spoke for 10-15 minutes about their own country's experiences and then participated in a question and answer session with the moderator and the audience.

During the presentation by Professor Chen Yukun, Director of the National Training Centre for Secondary School Principals, Shanghai, he remarked on the focus parents have for educational success given the one-child policy is a key factor in Shanghai's success. Professor Chen is worried the children are spending too



Meeting Michael Fullan: Dónal Ó Buachalla (Vice-President) and Patricia O'Brien (President) of NAPD

long in school – up to twelve hours a day. As a result, he worries that children are losing the capacity to think for themselves, being overly dependent on teacher instruction in a school climate where the apples of the parents' eyes are hothoused to success along very narrow curricular grounds. Delegates were amused to hear that Principals who run schools which don't offer sufficient recreation or exercise programmes may be "punished".

Pasi Sahlberg insisted that in Finland the emphasis is on equity rather than educational success. Trust in the professionalism of teachers is at the heart of their success, combined with a pupil-centred curriculum. Flexibility and adaptability are at the heart of their successful system and leadership is central to bringing this about. He reminded delegates that the PISA study is organised by an economic body but Finland is equally concerned with the quality of their society and the achievement of social equity which is as important as finishing first in the PISA rankings.

Jim Gibbons, educational consultant to the Alberta School Boards Association, highlighted the consistency of educational investment and funding in the province. Money spent on leadership was well spent, he believed, but additional supports for children with special needs and teaching methodologies which promote inclusion had the effect of raising all scores for the PISA cohort. Delegates appreciated the opportunity to interrogate the PISA process but in truth, none of the three top performers were in a position to state definitively why they had scored well in the assessment.

Details of the Council meeting and papers from the Conference are available on the ICP website: www.icponline.org

Exploring Learning & Teaching

BY BARRY O'CALLAGHAN



Irish schools have devoted considerable

energies in recent years developing written policies across a wide range of areas – such as Admissions, Discipline, Bullying, Attendance, Health & Safety, Critical Incidents etc. We can (and sometimes certainly feel we do) have policies for just about everything. We try to cover all eventualities and possibilities as best we can, yet what happens in our classrooms every day/week/year ultimately determines the success, or otherwise, of our schools. There are few that would argue against the idea that Learning and Teaching (L&T) is the core business of every school and yet there is considerable anecdotal evidence to suggest that very few schools have formally developed a Policy for Learning & Teaching. After devoting much energy to policy development some will recoil at the idea of yet another policy to satisfy the Department's or the Board of Management's requirements (and destined, perhaps, to gather dust on a high shelf in the Principal's office). If you are to consider constructing a Teaching and Learning Policy for this reason, don't bother, stop right here – your time will be much better spent addressing the myriad of issues that knock incessantly on your door.

Teaching has been traditionally been characterised by solo practitioners working behind closed doors.

While every school has some excellent teachers, their excellence is often based on their personal professionalism, ability and integrity and not on any system that supports and helps them develop. Teaching has been traditionally been characterised by solo practitioners working behind closed doors, sometimes defending the intellectual copyright of *their* notes and *their* methodologies – “I’m damned if I am giving *him/her/them* my work, or helping *them* to do their job better”. Thankfully in recent years this has begun to change, though this welcome change would seem to be inconsistent across schools.

Wouldn't it have been nice if someone had handed us the school's Teaching and Learning Policy?



Barry O'Callaghan

Wouldn't it have been nice if, when we started teaching, all those years ago, someone had handed us a copy of the school's Teaching and Learning Policy? We could quickly have learnt, and engaged with, what was important in our new school.

Bill Clinton is credited, inter alia, with saying "if we continue to do as we always did, then we will get what we always got".

When PISA data tell us we are falling behind we would be very foolish not to listen carefully.

More and more people inside (and outside) Irish schools are beginning to verbalise what many of us have known for a long time – despite the work of many excellent teachers, all is not as it could be (or perhaps should be) in our schools. When PISA and OECD data tell us we are falling behind internationally we would be very foolish not to listen carefully.

Two ethical principles should underpin our thinking

- First is the principle of learner-centredness – our schools exist for our students; in simple terms, without learners there would be no schools.
- Secondly, with future learners in mind, we are obliged to improve our professional expertise.

We may be able to force staff to comply but not to excel.

If you want a L&T policy, the quickest option by far would be for the Principal and Deputy to set an afternoon aside and put up the "Gone Fishing" sign. By 5pm, armed with Google and a basic ability to copy and paste, a L&T Policy could be ready to issue to the staff next morning. The problem, however, is that with no staff engagement with its development, there will be no staff engagement with

the Policy – compliance, perhaps, to some extent but lasting change in practice? – Very unlikely. We may be able to force staff to comply but not to excel.

The policy itself is of less value than the process of staff engagement.

There is general agreement by those schools that have produced a L&T Policy that the policy itself is of less value than the process of staff engagement during its construction. There is also general agreement that there is no destination to be arrived at. A L&T Policy will always be a work in progress, subject to on-going discussion, debate and review, but which, critically, will remain a focal point for continuing exploration by staff on the core area of L&T.

With “incidental inspection” (who, I wonder picked that awful title?) on the way, might it be useful having our teachers collectively reflecting on and sharing their best practices? Designing and facilitating well-structured classes? Collaborating with Lesson Plans and Schemes of Work? Supporting colleagues with peer observation?

Real support, resourcing and not lip service!

There is no one-size-fits-all solution to undertaking this work – much will depend on the school’s culture (how we do things around here), on the staff, where the school is at the point in time – collectively and individually, what priority will be given to this by the Board, Principal and Deputy and influential staff members – real support, resourcing and not lip service!

There are, however, a number of general “gimmies”. All staff will need to be involved from the outset. An initial in-service session comes with one big plus: it offers a taster of what’s possible. A

decision can then be made – to proceed full steam ahead or else go for plan B (whatever that might be!).

A process to be engaged in by staff over time.

A downside to a stand-alone in-service is that it is an “event”, interesting at the time, but most unlikely to lead to changed classroom practices. Developing and improving L&T in a school is a process to be engaged in by staff over time. We thus need to think about moving from the concept of in-service to the concept of CPD – Continuing Professional Development.

So who drives this forward?

So who drives this forward? Writing as a former Principal, I know only too well the feeling when yet another “good idea” appears on the horizon. Who’ll end up doing the work? Who always does?

In response, there are three things to consider:

- First is – can your school afford not to travel down this road? What is your school’s core business? Raison d’etre?
- Second, without the Principal and Deputy firmly and enthusiastically committed to this it will just not succeed. The sort of exploration required cannot happen without the Principal and Deputy fully on board.
- Third, the good news, much of work in this project will, necessarily, be undertaken by enthusiastic staff.

So, while the project will need to be steered by the Principal, Deputy and perhaps others, I suggest that a L&T Working Group will be needed to drive the development and undertake specific exploration to bring back to the all-staff grouping at later times for further consideration. The “how” of the management of all this will vary from context to context, from school to school.

Practical, usable strategies need to be developed, experimented with, discussed by, refined and documented by staff.

For a L&T Policy to have lasting impact we need to move from what needs to be included in the Policy (and why) to how it can become part of daily classroom practice – practical, usable strategies need to be developed by staff, experimented with by staff, discussed by staff, refined and documented by staff. Many L&T policies are ineffective because this key step – the “how” – is not addressed. In other words, the Policy must translate the Principles into Practices.

The Policy must translate the Principles into Practices.

So, what is there to explore about L&T? There are a number of possible options so start with:

- First things first – What is learning? What do we understand about shallow, deep and profound learning? How do students learn effectively? What are the implications for our teachers?
- What are the rights, entitlements, expectations and responsibilities of students? Teachers? Principal/Deputy? BoM? Parents? Community? Maybe our L&T Policy should make these explicit?
- If our school is to have a meaningful statement of Mission, Vision and Aims, shouldn't this be reflected in the L&T policy?
- Should we work on and try to agree on a common lesson structure? Not one that is prescriptive and negates creativity or innovation but that that sets out the parameters of what a “good” lesson might look like.
- Within an agreed common lesson structure, what should we observe happening at the start of a lesson? While “teaching” is happening? While “learning” is happening? (Are the teaching and learning parts different?) At the end part of the lesson?

What is “taught” by you is often not the same as what is “learnt” by them!

Have we ever come out of a classroom delighted with ourselves for a “great” lesson – “I covered lots of ground from start to finish ... not a squeak from the students ... went so well they had to tell me to stop talking ... the bell has gone, sir ...”. Great lesson for you for sure, but how was it for them?

How much learning took place *by* them? Remember – what is “taught” by *you* is often not the same as what is “learnt” by *them*! Being a subject expert is not the same as being an expert teacher. The best footballers rarely become the best coaches.

Being a subject expert is not the same as being an expert teacher. The best footballers rarely become the best coaches.

- Motivation is regarded as a key ingredient in student success, yet how many of us have explored and made explicit how we best motivate our students. How many schools have a policy for motivation?
- How much do we know about the preferred learning styles of our students? If we knew more, what would we do differently? An experienced teacher I know, regarded by her peers and her students to be very good, argued that she had a way (*her way*) of teaching – it had been successful for her and that irrespective of their (*her students*) preferred learning styles, she would continue with *her* teaching style!

- How can an understanding of multiple intelligences impact on how we regard *all* our students? How might it change what we did in the classroom?
- We have learnt more in the past 20 years about how our brains work than we did in all the previous millennia. Would we be impressed if a brain surgeon did not incorporate new knowledge into their practice? What do our teachers know about recent developments? What changes should we consider making in our practice? Would you open your mouth to a dentist who qualified 10, 20 or even 30 years ago and had not acquired any new knowledge or skills since?
- What is Assessment *for* Learning, as opposed to Assessment *of* Learning? How could we go about using it? What might the benefits be?
- When we open our mouths in classrooms, we use (and perhaps sometime overuse!) the most obvious communications tool we have. Yet, students observe and hear much more than our words. What do we know about non-verbal communication? What effect does it have in our classrooms?
- What are the differences between Open and Closed Questioning? Is one type better? Is either more appropriate at different times?
- “How am I doing”, I was once asked by a young teacher, eager for feedback. In truth, I did not really know, except to say that no complaints had been made. How can we have their question answered in a way that is non-threatening, non-hierarchical and not driven by performance management? How do we go about setting up peer-observation, mentoring, coaching, video observation?
- Can students learn thinking skills? Memory skills?
- How much of a say do we give learners in *their* learning? If we want them to become active, self-directed, independent, curious learners what must our teachers do in the classrooms?

- If we want our school to become a learning organisation, who should the first learners in the school be? How do we go about achieving this?

If learning in our schools involves no more than data transmission, then, as teachers, we should be very worried about the new technologies.

If learning in our schools involves no more than fact/data transmission, then, as teachers, we should be very worried about the new technologies and media (internet, eLearning, Facebook, YouTube etc.), since they excel at that and cost much less than we do. The good news is that the excellent teacher cannot be replaced by technology because the *structured and skilled* facilitation of learning will always belong in the hands of the creative, inspired, wise, self-reflecting, peer-collaborating, learner-centred teacher, who him/her-self is, first and foremost, always learning.

Changes in our classroom practices will not be revolutionary. That is just not what we humans do. We will only make changes that make sense to us individually, at a pace that can accommodate and integrate into our classroom practices. Dramatic change is neither probable nor is it desirable. To bring about lasting change we actually have to do things differently. Changing what we do will, however, require us to leave our zones of comfort and begin to take risks.

Continuing and sustained change will take place over time. Remember, in exploring learning there is no destination. The challenge will be to energise a critical mass of innovative and enthusiastic teachers committed to their own and their colleagues' professional improvement. This will be the key to overcoming the inertia of the tired, the stuck and the suspicious.

A final thought

Could a L&T programme be accommodated into the additional 33 “Croke Park” hours? What if teachers looked forward to and enjoyed this work, if it stimulated their thinking, if it brought benefit to them and to their learners?

We all came into teaching with high ideals – while sometimes we may lose sight of them in the day to day hustle and bustle, they haven’t gone away you know ...



Contact

Learning First offers a consultancy and support service to assist in the development of strategies to improve the quality of Learning and Teaching in Irish Schools and Colleges.

Learning First is led by Barry O’Callaghan, recently retired Principal of Senior College Dún Laoghaire. He can be contacted through the website www.learningfirst.ie or by email info@learningfirst.ie

E-Teacher 2.0



TORBEN STOLTEN THOMSEN
& JENS PORSGAARD NIELSEN

The explosive growth of web 2.0 technologies and their potential for supporting learning processes has been witnessed in many development projects. The encounter with young peoples' intensive use of media makes teachers' ICT empowerment unavoidable. Basic ICT-skills are no longer sufficient. Teachers of today still lack methods for integrating ICT into teaching. The time has come to collect and mainstream scattered experiences with training teachers in this field.

What is the e-teacher project?

The project relates to the need of empowering teachers within the pedagogical adaptation of web 2.0 technologies. The explosive growth of these technologies and their potential for facilitating students in learning to learn, have been witnessed in a range of development projects, which has led to various efforts to qualify

teachers' pedagogical ICT competencies. However, teachers of today still lack pedagogical/didactical methods for integrating ICT / web 2.0 technologies into teaching. An all-embracing European survey on teachers' web 2.0 competencies does not exist, but national and/or sector-specific surveys indicate needs and potentials.

Teachers often still belong to the generation of "digital immigrants", who mostly have to approach new technologies in a cognitive way. Even young teachers, grown up in the recent digital decades, have to learn how to structure their didactics. All-in-all, a systematic ICT-pedagogical further education of teachers is necessary.

Furthermore, this further education should relate to national recommendations and to the schools' standards. Yet, schools and teacher training institutes have very rarely outlined ICT-pedagogical competency profiles for teachers, in order to optimally target further education.

The project will contribute to improvements in quality and innovation in education, by improving teachers' ICT pedagogical competencies.

– A self-evaluation tool for teachers' ICT-pedagogical competencies will be developed and trial run will be held, relating to international frameworks and national need analyses.

The project will support teachers in implementing ICT pedagogical methods. – The further education module 'E-teacher 2.0' will facilitate the process of re-didactization and empower teachers in integrating Web 2.0 into teaching, update teachers with new technologies and prepare for new relevant technologies as they emerge. Based on previous best-practice projects, the module will be developed jointly by the project partners as a generic model, adaptable to local needs, within an internationally agreed open framework. 'E-teacher 2.0' will be trial runned as national versions in each partner country for evaluation and optimization.

The project aims towards national and border-crossing transparency and recognition. – An accreditation of 'E-teacher 2.0' / integration into continuing education in each partner country is targeted.



In the project we focus on 3 basic types of web 2.0 competencies, how to share materials, how to collaborate and how to socialize. These 3 topics are all focused in pedagogical and didactic competences.

And example on E-Teacher sharing

Together with a class working with visual design you only have once a week but for 3 consecutive hours you decide to make a class blog. You set up the blog and write the first blogpost about the purpose and rules of conduct. After each lesson the students take turn on writing a summery about the content of the lesson (including links and media when relevant). Both you and other students are

supposed to comment and supplement the post if required. This way the blog becomes the place where students share reflections about the lessons and the subject taught.

Everyone involved find it nice with the common understanding and the possibility to refresh the memory. Also content from the blog can be reused/remixed by the students for later assignments.

And example on E-Teacher collaboration

Tom is studying to become a mechanic and when he gets engaged in an exciting project, it is part of his mind all day long. Today is one of these days that really gets him going. The class has begun on a new project on the topic “Engines”. Tom is teamed up with two of his classmates and they have decided to focus on Wankel engines after a two-day brainstorming process using MindMeister.

During the two-day process many ideas and notes were posted – at school, in the bus, from home etc. Pros and cons. Different technologies. Pictures. Blog posts. And so on. During this process their teacher has participated with ideas and guiding comments. When the team met the next day the focus were settled within fifteen minutes. Many issues had already been dealt with. Next step was to define a problem statement and to have it approved by their teacher. Once again the document was created in a Google document and the writing process supported by their teacher. Once approved the team had been setting up some project documents to work on:

- A public project site, inviting friends with a special interest in Wankel engines to join. The project site also links to the overall project site.
- A blog acts as a project log to document the work process and reflections throughout the project.
- A project calendar for mile stones and deadlines as well as tasks management.
- A number of online documents to work on collaborative.

Tom is thrilled and excited. He also has a good overview of the tasks ahead of the group and likes the practical approach with its focus on creation and production.

Project flow

The project started with a Kick-off meeting November 2010 in Copenhagen. The project participants comes from, Portugal, Turkey, The Nederland, Norway and Denmark. All schools deals with digital learning. The partner schools, secondary schools, colleges, universities and university colleges for teacher education. In the spring 2011 the project had held a transnational meeting in Turkey. In the spring 2012 the project will be held the last transnational meeting in Portugal.

Between the meetings there will be trial runs on all the participating schools and virtual meetings between the participants.

Furthermore ESHA has a key role in dissemination and valorisation of the project among the members.

The project is different according to other Leonardo da Vincy projects, because one of our agreed goals is to make sure that each country makes the final module as a part of the national teachers education and gives the teachers 9 ECTS (European Credit Transfer and accumulation System) points.

Our hope is that this project afterwards will be used all over the European Countries and inspire the future education.

To learn more of the E-Teacher 2.0 project please read more on:

- www.e-teacher-2.eu
- <https://sites.google.com/site/eteacher20/>

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.”

Payroll savings request poses ‘unpalatable’ options

In meetings over the summer the education partners in Ireland, including NAPD met with senior officials of the Department of Education & Skills, who invited them to suggest how 350 million euro in payroll savings can be delivered the year after next (2012-13). This is a requirement under the EU/IMF Bailout agreement, and if the partners cannot suggest areas to achieve the necessary savings, there will be an imperative to increase the Pupil-Teacher-Ratio (P-T-R) with all the negative connotations associated with such a move.

The Director, Clive Byrne, has briefed the National Executive on the savings options. All of them are unpalatable, but at Executive level they have been the subject of a debate and an intensive question-and-answer session. NAPD will continue to liaise with the education partners in an attempt to safeguard existing resources but there is little room to manoeuvre. Here he sets out the hard facts of the situation.

NAPD, as a professional association, is not involved in the Teachers' Conciliation Council or negotiations dealing with salary and terms and conditions of employment at national level. The context is the reality that school Principals routinely make difficult choices regarding the disbursement of scarce resources.



Following the comprehensive briefing given by the senior officials on the 21 June last, NAPD representatives met with other education partners to explore various options to avoid direct salary cuts and across the board increases to the P-T-R. It was agreed that it was open to any organisation to respond to the Department but that a collective response could not be agreed.

Following these meetings and discussions with the NAPD officers the reality of an increase in the P-T-R at second level was discussed. The impact of salary reduction for teachers was considered. Other options were considered, including:

- The impact of increments on salary cost;
- Cuts to allocations;
- Supervision for exam conferences;
- The possibility of each post-primary teacher agreeing to work an additional 1 hour for the duration of the Recovery Plan;
- Initiatives to achieve savings in the areas of Supervision & Substitution;
- Scaling back the number of ex-quota posts;
- Scaling back Transition Year and other Programmes;
- Schools operating for less than 28 hours per week;
- Deferring Curriculum reform;
- Reviewing In-service provision;
- Amending existing class sizes;
- Understandings to make timetabling of practical classes easier;
- Examining the Section 29 process;
- Reducing the number of Special Centres used during the State Examinations;
- Incentivising early retirement

It is the Association's firm belief that there is little room to manoeuvre at second level and that a deterioration of the P-T-R at second level will have catastrophic repercussions for the service provided to the children in our schools. There is an imperative to protect teacher numbers in our schools and NAPD recommends that a process of internship as an imaginative component of initial teacher training be considered by the Teaching Council as part of on-going reform.

The Association accepts that all of the potential options to save money are unpalatable. NAPD calls on those partners who will be involved in negotiating the required savings to be open to the hard choices necessary to safeguard the P-T-R.

NAPD will continue to liaise with the education partners in an attempt to safeguard existing resources but there is little room to manoeuvre.

Having regard to the Department's stated position of "appropriate increases in the classroom teacher allocation schedule will be introduced", in the event of there being no agreement between the negotiating parties, NAPD believes that a temporary reduction in staffing, involving flexibility at school level, and along the lines of a model previously suggested by NAPD, will be preferable to an across the board adjustment in P-T-R.

High Performance Schools Leadership focused on results

BY MARLOU VAN BEEK MMC CMC PROFESSOR AND
JOHN WEST-BURNHAM



In a world where complexity increasingly touches every aspect of our daily lives, education will be more than ever a lever to innovate our society. We have to move forward! The challenge for education to think about new concepts is more urgent than ever! Education is challenged to improve student results; as schools should master to succeed a better perspective for their own social economic possibilities. All with the focus on a greater purpose: to improve society by improving the educational system! We should invest more in education and we can perform better especially in and trough education. But how can we learn from national and international “Good Practice”? How can we optimize the potential and involvement of leaders, teachers and students?

In this article Prof John West-Burnham and Marlou van Beek will describe how international knowledge and experience can be used to improve education performance and prepare students for the demands of their future society. This will need more than a focus on figures on flow or final examination results to prepare students as future citizens. They must become 21st century learners who are educated for global access to the labor market; equipped with knowledge to increase, apply and multiply future orientated life skills. Is there a sense of urgency to really improve performance or is this a utopian aspiration? How are better results and High Performance defined and which aspects are the most important ones? How can this new future be realized?

Urgency and Chances

Excellent education defined as urgent social requirement/ethical duty

As Fullan and van Beek¹ described in *Leading in a culture of change*; “public health and wellness of all citizens are significantly improved in countries that have been able to reduce the difference between

highest and poorest study performance results. Improvement of education serves the increase of lifespan perspectives of citizens. The purpose of education improvement is to contribute to future society and life perspectives of students'. The realization of these goals will not be achieved by political initiative only or by the publication of tables showing a decline in national educational performance. The moral and intrinsic motivation of teachers is essential. Leaders must focus on ensuring the acceptance of responsibility and the full involvement of teachers.

There is a need to ensure educators are able to see the relationship between global issues and their own practice and potential contribution to improvement. This is a key function of leadership.

Chances for each student

There is no doubt that social factors (for example the quality of family life) and economic factors (notably poverty) play a significant role in educational performance. It is equally clear that school based factors, notably consistency in the quality of teaching and learning have a fundamental part to play in securing well-being, enhancing life chances and realising personal potential. In the most effective schools (and the most effective educational systems) excellence is available to all and the driving imperative is to secure equity. In the least effective schools and systems there is a 'tail of under-achievement' and failure is accepted as inevitable for some. Oprah Winfrey described her personal awareness as follows: *'I don't think of myself as a poor deprived ghetto girl who made good. I think of myself as somebody who from an early age knew I was responsible for myself, and I had to make good'*. Failure will not be accepted as option within High performance Schools. According to Alan Blankenstein² High Performance Schools have a school culture where high performance results and student-success are the only options!

The development of talented students must also be included as relevant factor according to the CPB. Talent must not be limited or compromised; this is an important principle. We should keep in mind the publication of Douglas Reeves³ in *The Learning Leader*: “Effectiveness, by definition, is not only represented by performance measured by educational results. Some schools achieve by accident good results without the conscious application of measurement and quality analyses on the effect of leadership, teaching, variability, parent involvement or other indicators which show how these good results are achieved”.

For this reason High Performance Schools are focussed on an explicit moral proposition, to secure efficacy and learning for all participants. Closing the gap in performance between the most successful and the relatively least successful has to be seen as an issue of equity rather than a policy initiative. Leadership is therefore focused on an explicit moral proposition that centres on securing effective teaching and learning for all. Leadership has to be driven by personal values that focus on enhancing achievement and well-being, irrespective of the personal circumstances of students.

Chances for all schools

As the intrinsic motivation of teachers, based on shared moral principles is the basis for excellent education for each student this should also form the basis for every team in school. Each school, despite different starting positions, has the potential to perform at a higher level. It is essential to choose the right interventions and leadership style that fit the developmental stage of the school. There a number of phases common to all schools:

Phase 1. Quality of processes

If an organization is to develop from “weak” to “improving” certain basic processes are necessary to guarantee a certain minimal

quality. In this phase the organisation of the basic processes in accordance with the characteristics of High performance Schools (student achievement, extraordinary leadership, excellent education, innovative culture, High Performing Teams and social value) will be the most essential intervention for improvement. As an example for this phase is the realisation of reduction of drop –outs and the 100% participation of students in their learning and achievement.

Phase 2. Find best teachers and develop distributed leadership

To grow from “satisfactory” to “good” requires a facilitative leadership style. This leadership approach is most appropriate to working with high quality professionals. A school is only as good as its teachers. High performing schools are staffed by high performing teachers who are actively involved in the leadership of teaching and learning. Leadership is seen as collective capacity, not personal status and leadership in the classroom is a model for leadership across the school.

Phase 3. Focussed on performance

The third phase will be focussed on performance to become “great”; professionals will bring about permanent improvement of performance results by employing an evidence-based approach. Data on performance of results forms the basis for improvement when led by empowered teams. Students must be involved and share the responsibility for improvement with the teachers. Each intervention and action must be analysed in terms of its effect on student achievement. The High Performance School is data and evidence driven.

Phase 4. Innovative learning

The step from “great” to “excellent” requires transformative

leadership. With the right professionals, equipped with innovative materials and sharing the responsibilities for the results achieved the organisational structure will be analysed if it is focussed on the development of lifetime skills for a future global labour market perspective. Transformative leadership involves rethinking every aspect of the school's structures and processes to ensure that they are directly focused on enabling excellent teaching and learning.

Phase 5. Focus on future" global learning"

For the last phase to grow from "excellent" to "high performance", an innovative leadership style will be required to prepare teaching professionals for exchanging ideas and becoming involved in "global learning" – i.e. becoming world class practitioners. With the application of real-life-cases students will develop their 21st century skills that will be focussed on reading, numeracy and writing also on7 (C's). In these phase schools are securing active collaboration within and between schools to ensure that the best practices and resources are available to all.



Literature data show that the direction and the road to better student achievements is influenced by 6 crucial aspects. These aspects are the fundamentals to create High Performance Schools; a 21st century learning centre where the high student achievement is the highest goal for students, teachers and leaders. The six aspects focus on the following priorities:

1. Focus on Students achievement

A High Performance School is a safe and healthy school where students are challenged to perform at their best. Students are stimulated by professionals to grow, to explore, to investigate and to experiment. Students are challenged at school to continuously improve on their previous best by permanently increasing the level of performance. High Performance Schools are focussed on the realisation of highest achievements in the control and application of knowledge and lifetime skills for all students. Students are taught how to own their learning process by preparing their development in a learning portfolio in partnership with teachers and focused on learning goals and achievements. The development of self-awareness and authenticity create the self-confidence needed to participate life and feel more confident to handle complex situations. In High performance Schools excellent knowledge is considered to be a basic tool but focus also on the development of Meta cognitive strategies as element of 21st century skills of children. Students are educated in problem solving, thinking, and cooperation and to live healthy lives based on personal values and environmental responsibility. High Performance Schools ensure that parents and pupils are active partners in the learning process. They support a direct role in accountability strategies and the development of programmes that meet individual needs. Alpha, Beta and Gamma will be taught integral based on context and global perspective.

2. Excellent Education

The education in High Performance Schools exceeds the current curriculum and challenges involvement at all levels; which means integration of different disciplines and the synchronisation of education with the needs of the students. Within High Performance Schools relevant evidence based data will be used to measure results and serve the initiation of change to excellent achievements.

Based on the results of a meta analysis of Robert Marzano⁴ it can be stated: *“If we follow the guidance that is offered us by 35 years of research, we can enter an era of unprecedented effectiveness for the public practice of education.”* Craftsmanship of teachers including the mastering of pedagogic and didactic skills are the most crucial factors influencing the achievements of students. In High Performance Schools evidence based methods are applied to improve education and craftsmanship”.

3. Creating a culture of change

Essential for the realization of a High Performance School is the creation of innovative capacity in accordance with what is known



about successful change processes. From Michael Fullan's⁵ literature it is quite clear that "*Unsuccessful educational innovations bear in common the lack of application of the effects of change management*". Knowledge on change management consists of understanding change processes and knowledge about the critical success factors of such a process. High Performance Schools give attention to preparation of the strategy and the process of change with focus on generation and increase of knowledge. "A *continuous innovative process, based on long term strategy and acting open and action driven*" Andre de Waal⁶. The improvements in performance of the organization are focused on "synchronization of language" or, more accurately, the development of "a new common language with new explicit values". This can be achieved by initiation, development and mobilization of collective power and improvement in the effectiveness of professionals. There has to be a commitment to creating a learning community based on high trust and interdependence with explicit values and a shared language centred on high performance.

4. Extraordinary Leadership

In a calm and stable educational environment management alone (planning, budgeting and control) is sufficient. However in a complex dynamic environment where high expectations exist for the student achievements more and other skills, strategies and behaviors are needed. While continuity and stability of the organization are very important society demands that students are now educated to be future global citizens. That can only be achieved by fundamental organizational change that will disrupt stability.

High Performance Schools require powerful leadership with knowledge and skills to lead this change. It needs growth in leadership capacity that is widely distributed across the school community and works through collective strategies rather than personal power.

The focus is on middle leaders whose primary function is to model, monitor and secure effective learning and teaching.

Dr Joe Folkman's⁷ study of Extraordinary Leadership shows the 16 features which are important to become effective in innovative processes. Successful leaders are characterized by using the strengths of their own leading capacities.

5. High Performance Professionals

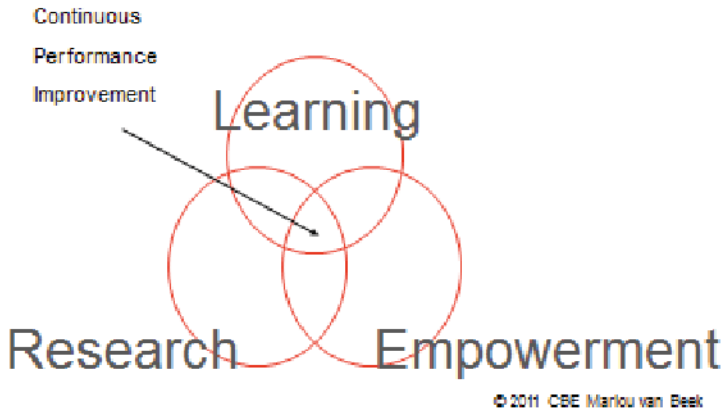
According to Andre de Waal⁸ "*Successful organizations are characterized by employees open for knowledge and new experiences*". How to get employees into this state of mind remains a big question. Creation of meaning plays a crucial role. Meaning is related to challenge and efficacy. Inspiration leads to challenge which leads to the formulation of new understandings and strategies." One of the most powerful forces of change is learning from colleagues (peers), especially those ahead at implementation of new ideas". (Michael Fullan)⁹.

In an excellent educational context teachers are invited to share experiences and knowledge. The content covers professionalism within the primary process based on evidence. Meta Kruger¹⁰ indicates that the demands of evidence based work increase overtime. This leads to school leaders and teachers using an evidence and enquiry bases approach. According to Katz and Earl this will be needed also for principals, leaders and teachers (2006) to move from work " based on implicit knowledge to (work) based on explicit evidence ".

6. Creating Public Value

High Performance Schools are element of sustainable social values chains connecting the broad global perspectives with small, safe and local perspectives. The mission of High Performance Schools motto could be; "*Think global, act local!*"(David Ulrich)¹¹ covering the gap between present and future. High Performance Schools must

be connected with the stakeholders who are involved in strategy formulation and realization. The distinctive identity of the school will be developed in consistency with ambition, core values and core quality. High performance Schools are the key to economic growth, wellness and health and will focus on student achievement on future lifetime skills. Excellent basic skills, ownership for the learning process, problem orientated and solving thinking, be able to corporate and a healthy lifestyle based on context and values.



- **Learning, research and empowerment**

In High Performance Schools the development of the whole school organization leads the changing process and not the personal and/or individual development of the teachers. School leadership and governance sees the quality of teaching and learning as its core purpose. This implies the deployment of time, energy and resources to enhance confidence in the quality of teaching and learning and the focus on achievement, i.e. minimising in-school variation. Learning and working are integrated to support the vision of the organisation. To realize High Performance School status the entire organization

will have to be changed. Interventions to achieve that status are based on the connection of three pillars learning, research and empowerment. This connection guarantees sustainable performance improvement. Development of knowledge, responsiveness and responsibility will contribute to high achievements.

• **Learning**

Successful changes in education share as theoretical start point “social constructivism”. This social constructivism is a learning theory that people involved give meaning to their environment in a sociological context. Knowledge will be constructed by each person in interaction with their social surrounding. In daily practice in social constructivism learning can be seen as a social process. The central assumption of the theory of constructivism is that learning is not the effect of transmission of knowledge from one person to another but more the result (construct) of mental capacities of the students self: we learn by connecting new information with knowledge we already have (previous knowledge). Constructivists state that educational professionals select by themselves the relevant information and determine how and in which order they will be implemented.

• **Research**

The second starting point to achieve excellence is the gathering and application of research data to found permanent educational improvement. These evidence based changes bridge the gap between present and the road to High Performance Schools. The school has to use a system that secures permanent monitoring and reflection on student achievements. This is of evident importance for quality improvement. The results of monitoring show the effects of interventions immediately as the result of the “return on investment”.

- **Empowerment**

For the majority of schools and education systems in the developed world the biggest single policy and leadership issue is the gap between those who perform and those who do not. The highest performing classrooms, schools and systems have a very narrow, or virtually no, gap. Another way of expressing this issue is the extent of the ‘tail of underachievement’ – the numbers of learners who fail to achieve what are defined as national and international norms and standards. The development of professional effectiveness and the personal and professional accountability and responsibility for the results must be embedded. The challenge and imperatives of working with evidence-based data is an essential part of this approach.

High Expectations of success

During the last decade many investments have been made in the improvement of the quality of education in diverse areas like quality care, human resource management or management development. Empirical data shows that in complex dynamic systems like education and health care integrating exploring and researching approaches challenge the professionals to initiate sustainable change. The complexities of the sector as well as the social importance influence the quality of the obtained results. Improvement requires an integral approach to be successful and sustainable. Improvement of student achievement can only be realised through systematic drastic change programs based on evidence. Mutual respect and trust and the formulation of high goals and expectations are the ingredients to realise high performance students’ achievements, high supported by teachers who help children learn, because they care! Underpinning all of the above with rigorous and systematic planning, resource management and data rich strategies to support teaching and learning.

The way to achieve High Performance is a complex dynamic process; the wide range of variables that need to work together in a positive way to ensure equity in education will always serve to make leading and managing in schools a demanding and challenging role. All the more reason to focus on developing leadership across the whole school; to ensure that leadership is primarily concerned with the quality of teaching and learning embedded in an educational experience that develops every aspect of the young person's well-being and life chances".

Notes in this article

- 1 Fullan, M., Beek, M. van. (2007) Leiding geven aan een cultuur van verandering. Kluwer: Basisschool Management Jrg 21,
- 2 Blankstein, Alan. M, Because failure is not an option,
- 3 Reeves, D., The learning leader, How to focus School Improvement for Better Results, Alexandria, Virginia USA: Association for Supervision and Curriculum Development.
- 4 Marzano, R. J., Waters T., McNulty B.A., School Leadership that works, From research to results. Alexandria, Virginia USA: Association for Supervision and Curriculum Development
- 5 Fullan, M., Beek M. van. (2007) Leiderschap in een cultuur van verandering, 's-Gravenhage: Reed Business
- 6 Waal, A. de (2008). Maak van je bedrijf een top organisatie! De vijf pijlers voor het creëren van een high performance organisatie. Culemborg: VAN DUUREN MANAGEMENT.
- 7 Zenger, John H., Folkman, Joseph R. (2009). The Extraordinary Leader, Turning good managers into great leaders. MHProfessional.com: Mc Graw Hill.
- 8 Waal, A. de (2008). Maak van je bedrijf een top organisatie! De vijf pijlers voor het creëren van een high performance

- organisatie. Culemborg: VAN DUUREN MANAGEMENT.
- 9 Fullan, M., Beek M. van. (2007) *Leiderschap in een cultuur van verandering*, 's-Gravenhage: Reed Business
- 10 Krüger, M. (2007) *Leidinggeven aan een onderzoekende cultuur*. In M.Snoek (red.): *Eigenaar van kwaliteit; veranderingsbekwame leraren en het publieke onderwijsdebat* (pp. 95-103). Hogeschool van Amsterdam, EFA
- 11 Ulrich.D., (1997). *Human Resource Champions*. Harvard Business Press.

About the authors

Prof. John West-Burnham



John West-Burnham works as an independent teacher, writer and consultant in leadership development and is also Professor of Educational Leadership at St Mary's University College, Twickenham. John worked in schools, further and adult education for fifteen years before moving into higher education. He has held posts in five universities and is currently Visiting Professor of Educational leadership at Queens University, Belfast and the University of Bristol. He is author of *Managing Quality in Schools*; *Rethinking Educational Leadership*; co-author of *Education for Social Justice*; *Systems Leadership*; *Spiritual and moral development in schools*; *Schools and Communities*; *Personalizing Learning: Making Every Child Matter*, *Effective Learning in Schools*, *Leadership and Professional Development in Schools* and co-editor of *Performance Management in Schools*, *Educational Leadership and the Community*, *The Handbook of Educational Leadership and Management* and 12 other books and over 30 articles and chapters.

Marlou van Beek MMC CMC



Marlou van Beek is Global Program Manager for the High Performance Schools. She is an expert in Educational Reform, Leadership Development and Capacity Building. Marlou has worked in the educational system as a teacher, principal, superintendent and interim manager. She works for more almost 10 years as a consultant and has acquired the Post Graduate Master Management Consultant at the Free University Amsterdam. She has successfully, in cooperation with International Experts, worked on servile initiatives to improve the educational systems. m.vanbeek@cbe-group.com www.highperformanceschools.nl www.cbe-group.com, www.makingshoft happen.net

More information

Schools who are interested in the content and approach of High Performance Schools, and want to participate in the international High Performance Leaders Community, can contact our program manager at m.vanbeek@cbe-group.com or 0031-20.5217432. The translation from the theoretical approach into practical implications for schools takes place in a two year cooperation program. The schools are involved in the process in order to establish a list of features and goals of High Performance Schools and consequently identify steps to attain these goals. Schools are also connected in a High Performance School Leadership Community. In this Community, there is room for leadership development, development of the teams and the development of teachers to top professionals. High Performance School diagnoses are part of the program, and it supports schools in their development.

Lokalt manifest i alle kommuner?

TEKST: TORMOD SMEDSTAD

Statsminister Jens Stoltenberg signerte i slutten av januar på vegne av regjeringen et nytt Manifest mot mobbing. Manifestet skal gjelde for fire år framover og legger stor vekt på å forankre mobbearbeidet sterkere lokalt.

NSLF er med

Norsk Skolelederforbund var en av underskriverne av manifestet. – Vi er glade for at NSLF er blitt part i dette. Å bekjempe mobbing er et ansvar alle har, men lederne har et særlig ansvar. De skal initiere, holde fokus og sørge for effektive tiltak. Ikke minst er det en lederoppgave å være en god rollemodell-, sier Solveig Hvidsten Dahl i en kommentar.

Resultater fra Elevundersøkelsen viser at mobbetallene de siste årene har vært stabile: – Det vil verken regjeringen eller de andre partene i manifestet slå seg til ro med. Det er derfor behov for felles innsats på tvers av ulike arenaer for å komme mobbingen til livs. Jeg er glad for at flere aktører enn noen gang nå står bak manifestet, sier statsministeren.

Kommunene må med

For å gjøre den lokale tilknytningen så enkel som kan kommunene gå inn på www.kunnskapsdepartementet.no/manifestmotmobbing og registrere seg som manifestpart. De vil så få tilsendt et ferdig utfylt lokalt manifest som skal undertegnes av ordføreren selv.

Kampanje mot digital mobbing

Et annet tiltak som er nytt i manifestet er at det skal gjennomføres årlige kampanjer for å sette søkelyset på viktige sider av mobbingen. Den aller første kampanjen skal handle om kampen mot digital mobbing. Formålet er å skape nasjonal oppmerksomhet rundt digital mobbing, samt bidra til å gi innhold til det lokale arbeidet mot mobbing.

Forskere har gjennom en europeisk undersøkelse kartlagt at åtte prosent av norske barn har opplevd digital mobbing det siste året. Det er mer enn i de fleste europeiske land. Kunnskapsministeren mener likevel at Norge har et godt utgangspunkt for å bekjempe digital mobbing: – 97 % av barna i Norge sier at læreren deres har engasjert seg i nettbruken deres. Like mange svarer at foreldrene engasjerer seg aktivt for å gi dem en trygg bruk. Disse resultatene er høyest i Europa og dette skal vi bruke aktivt i kampen mot digital mobbing, sier Kristin Halvorsen.

Undersøkelse

Kunnskapsdepartementet arrangerte tidligere i januar en konferanse om arbeid mot mobbing – hvor både teoretikere og praktiskere fikk legge fram synspunkter i korte innlegg. Blant annet presenterte NIFU resultatene av en undersøkelse som var gjennomført med utgangspunkt i de tre siste Elevundersøkelsene – Hvis noen forteller om mobbing. I tillegg hadde de tatt et dypdykk i 6 skoler. Ett av temaene var å finne ut hva som kjennetegner skoler med høye mobbetall og hva som kjennetegner skoler med lave mobbetall.

Hvilken refleksjon har elevene rundt denne problematikken? I denne undersøkelsen viste det seg at bruk av programmer mot mobbing hadde lite utslag i forhold til mobbetall. – Mobbing må forstås i en større sammenheng, og det er bare langsiktig målbevisst arbeid som nytter”, sa forsker Berit Lødding. På skoler hvor det er lit mobbing er elevene læringsmotiverte, trivselen er høy, det er gjensidig forpliktende relasjoner og en god dialog. – Det er økt sannsynlighet for mobbing på skoler hvor det er mange elever med særskilt tilrettelagt morsmålsopplæring, sa hun. Uten at dette kan beskrives som en effekt av dette forholdet.

De som lykkes i dette arbeidet har en enighet i staben. De har skriftlige rutiner og er trygge på hva de har blitt enige om. Det er tydelig klasseledelse og tydelige voksenroller – og en griper tidlig inn for å justere forhold mellom elevene slik at det ikke utvikler seg i ubehaglig retning. Skoler med lit mobbing har også god drahjelp fra foreldrene. I motsatt ende: der hvor det er mye mobbing er det lav læringsmotivasjon og skolen har lav prestisje i lokalsamfunnet. På noen små steder kan konflikter i lokalsamfunnet spilles ut i skolen.

– Jobbing mot mobbing må gå hånd i hånd med arbeidet for et godt læringsmiljø, konkluderte Lødding.

Det ble innvendt fra andre innledere at NIFUs undersøkelse ikke var en effekt-studie og derfor ikke kunne si noe om mobbe-programmenes virkning. Eamonn Noonan fra The Campbell Collaboration har drevet metaforskning på hva som virker mot mobbing. Han mente at forskningen viste at program som ble integrert på en god måte, leverte positive resultater. I flere tilfelle var det målt 20 % nedgang i mobbingen som effekt av gode programmer.

SUMMARY IN ENGLISH

Local manifesto in all municipalities?

Prime Minister Jens Stoltenberg signed in late January, on behalf of the government a new Manifesto against bullying. The manifesto will apply for four years.

The most important work against bullying is in the local communities. We therefore urge all municipalities to develop their own local manifesto, says Prime Minister Jens Stoltenberg and Minister of Education Kristin Halvorsen.

The Norwegian Association of School Leaders (NSLF) was one of the signatories of the manifesto. “We are pleased that NSLF has become a party to this. Combating bullying is a responsibility everyone has, but the leaders have a particular responsibility. They will initiate, maintain focus and ensure effective action. Not least, it is the responsibility of management to be a good role models”, says Solveig Hvidsten Dahl in a comment.

Joint efforts are needed to reduce and get rid of the bullying-problem. Therefore local municipalities, the parents organization, the teacher’s organization and more were invited to sign the document and take serious actions against bullying.

Campaign against cyber-bullying

Another measure that is new in the manifesto is that it will be carried out annual campaigns to focus attention on important aspects of bullying. The first campaign will be about the fight against cyber-bullying. It aims to create national awareness about cyber-bullying, and help to provide content to the local efforts to combat bullying. NSLF has committed to contribute in this campaign.

The Norwegian Headmaster-program reveals record-breaking number of applicants for 2011

A few days ago the deadline for applying to the headmasters study program was drawn. By then, 804 people had applied – over twice as many as there are seats.

TRANSLATED FROM DAGSAVISEN, BY MODOLF MOEN

– This is a pleasant surprise, and a proof to the fact that increased competence is both needed and wanted in Norwegian Schools, says Solveig Hvidsten Dahl, President of the Norwegian Association of School Leaders.

As late as last year, a survey proved that there is a leadership recruitment crisis in Norwegian schools. The survey showed that a headmaster's position on average only has between one and four applicants. And in many cases, there are few properly qualified applicants among these.

Among this year's applicants there are headmasters, inspectors, superintendents and teachers. Dahl hope and believe that the applicant boom can help to do something with the need to ensure relevant expertise, and to recruit new principals. Many are reluctant to apply to the principal positions because they are unsure whether or not they have what it takes to tackle the job.

– In many municipalities, it is common that you are promoted through the ranks, from teacher to middle manager and then principal. But as the principal you get many difficult tasks that you have not been instructed in during the teacher education. When they

Dahl thinks Norwegian pupils should enjoy the high number of applicants.

get the school key in their hands, many principals feel quite alone, says Dahl. She points out that the school principal education has earned a good reputation. Just knowing that you can further educate yourself gives self-confidence enough to apply for positions, Dahl thinks.

– We will undoubtedly get more and more potential leaders when teachers are now joining in.

Dahl thinks Norwegian pupils should enjoy the high number of applicants.

– Headmasters should be educational beacon. Good leaders are essential to building committed employees and to create a good school, Dahl says.

Solid foundation

Anne-Ma Grønlie is the Director of the Department of School Education. She is pleasantly surprised by the high number of applicants. Capacity was reduced from 500 last year to 400 this year because there were fewer applicants than expected in 2010.



- Can it now be appropriate to let in more than planned?

- We must discuss with the Ministry of Education, says Grønlie, who believes that education gives headmasters a solid foundation for strengthening their own school.

- The students are role playing and problem solving. They learn how to communicate with elected representatives and school owners. They also learn how to change an undesirable culture in schools and on how to improve schools in areas where it does not go so well, says Grønlie. The applicants must first get approval from the school owners - the municipalities and counties - before they start the headmaster's program.

Grønlie refers to the experience that few school owners say no. Dahl in Norwegian Association of School Leaders encourages owners to say yes.

- This is very important. We get feedback that the principals with this education feel safer and handle everyday challenges better than those without this education, says Dahl.

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 ongoing work of each teaching”
- “Unlocking the potential of teaching staff”

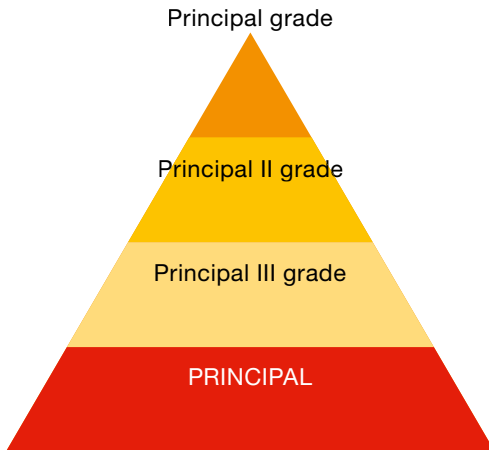
According to the National Programme for school and preschool education / years 2006-2015 / Act and pre-school education was introduced career development of teaching professionals in secondary education, but it does not cover all. Developed for teachers, but other educational professionals are not included.

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”

Catherine Whitehorn



European School
Heads Association