The European factor with focus on conference in Dubrovnik
ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published nine 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.com](http://www.eshamagazine.com)

**THE ESHA BOARD** Clive Byrne (President), Chris Harrison (Board member), Greg Dempster (Board member), Omar Mekki (Board member), Barbara Novinec (Board member)

**ABOUT ESHA** ESHA is an Association that consists of 42 Associations of Heads and Educational employers in 26 countries in primary, secondary and vocational education.

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The ESHA magazine is a platform for sharing vision, knowledge and experiences of school leaders to their European members. ESHA’s goal is to inform, share and promote best practice but cannot be associated with a specific political viewpoint. The author of an article is responsible for the content unless otherwise stated.
# Flipping Classrooms

**BY FRED VERBOON**

There is a number of interesting ICT enabled projects that offer teachers chances to rethink education. Most of them enable teachers to offer a more individual and self-paced way of learning. One of the most promising movements is called “Flipping Classrooms”.

The [Friday Institute for educational innovation](http://www.fi.ncsu.edu) studies ways of effective education and differentiates the following levels of rigor: remember, understand, apply, analyze, evaluate, create and publish. According to Dr Lodge McCammon, teachers traditionally spend the vast majority of the available classroom time on delivery and review of content. Only a small percentage is spent on application. This application of content is usually done at home. Traditional education therefore offers only the first two levels in the classroom and the third at home…

Another interesting argument for innovation is that in the traditional classroom setting, teachers focus on the middle group of a class. Students just follow the pace that the teacher offers. This leaves a group of higher...
Thank you so much to all associations for their confidence in electing me as President of ESHA. It is an enormous honour for me, for my association the National Association of Principals and Deputy Principals NAPD and for my country. Thank you also to our colleagues in Croatia for a wonderful conference in Dubrovnik. It was wonderful to see hundreds of colleagues from throughout Europe working, collaborating, sharing ideas and having fun.

As I take on the role of President of ESHA I have some questions to focus the thinking of the association over the next number of years:

- How best can ESHA articulate a vision for school leaders and school leadership to the Commission and the partners that will ensure that the principal is responsible for educational outcomes?
- How can ESHA promote a different image of headship to counteract the stereotype of the old and grey holder of the office?
- How can school leaders highlight the positive aspects of their role?
- How can ESHA at European level seek to both mentor newly appointed colleagues and coach/counsel colleagues in difficulty?
- What can ESHA do to develop the strategic rather than the operational aspects of school leadership?
- How best can ESHA at European level sustain and invigorate existing leaders?
• How can we articulate their concerns and lobby on their behalf? ESHA must develop a moral authority to speak with passion on behalf of members and create self belief and self confidence among school leaders so as to promote Emotional Intelligence as a key leadership tool.

• Importantly, how can ESHA identify and create a cohort of future school leaders in the member countries?

• What competences are critical to getting the right individuals to consider school leadership as a career and how do member associations create opportunities for them to show leadership in their role as classroom teachers? Is it possible to harmonise educational qualifications for school leaders among ESHA members?

• What opportunities can ESHA provide for networking in the members own country and internationally?

I believe that these are some of the questions we must pose and depending on the range, quality and effectiveness of the solutions arrived at, that will dictate what ESHA will look like over the next number of years.

Clive Byrne
ESHA President
“Greg Dempster is the General Secretary of the Association of Headteachers and Deputes in Scotland (AHDS) which represents school leaders from primaries, nurseries and special schools. Although Greg has just celebrated his 10th anniversary in this role he doesn’t come from a teaching background. Before joining AHDS Greg worked for the Government in Scotland in a range of different policy areas (health, criminal justice, recycling, Europe and external affairs) as well as being seconded twice. His first secondment was to the marketing department of a private sector smart card manufacturer based in Paris and his second was to run a government advisory body dealing with issues relating to transport and disabled people.

Greg is proud that in his time with AHDS the association has grown steadily both in membership and influence as well as providing highly regarded training and development to members. This included hosting the ESHA Biennial conference in Edinburgh in 2012.

Outside of work, Greg is a keen golfer, runner and cyclist though between work, family life and study (he is doing a distance learning MBA with Heriot Watt University) he finds far less time to do these things than he would like. He is happily married to Rachael and has a full family life with his three children James (10), Eve (7) and Daniel (4).”
OMAR MEKKI
VICE PRESIDENT OF THE NORWEGIAN ASSOCIATION OF SCHOOL LEADERS

Omar Mekki is the vice president of the Norwegian Association of School Leaders. He has substantial organizational experience at both local and national level in Norway. Omar lives in Bergen, and his professional background is as a teacher for 7 years, as deputy principal for 3 years and as principal for 15 years. He has worked in both primary and secondary schools; lastly as a principle for 10 years at a combined elementary and lower secondary school in Bergen.

Omar now works as a consultant for the IMTEC foundation on issues regarding school – and leadership development, and leadership education and training. He collaborates with individual schools, municipalities and University Colleges. IMTEC, which is an abbreviation for International Movement Towards Educational Change, is based in Oslo. The organization was established in the OECD in the seventies. Presently, one of Omar’s major engagements is to organize and lecture at the National program for school leadership education in Norway. This program addresses school leaders at all levels of the Norwegian school system. As a part of this work he supervises 35 school leaders who work on school development projects at their own schools. Omar has over the years established a substantial network, including both practitioners, politicians and researchers, in Norway and abroad. This network has enabled the Norwegian School Leader Association to arranged seminars in Norway with people like Andy Hargreaves, Viviane Robinson and Peter Mortimore in addition to several Norwegian researchers.

In his free time Omar plays golf, tennis and basketball. He has a second home in the South of France where he goes as often as possible for work and for pleasure.
Agenda

MARCH 2015
20th Annual conference AVS, The Netherlands

MAY 2015
1st – 3rd Annual conference NAHT, United Kingdom

OCTOBER 2016
19th – 22nd ESHA biennial Conference Maastricht, The Netherlands
Click and read these articles

The Dubrovnik Conference

Bringing Leadership Together

DATE IN DUBROVNIK?

The Dubrovnik Conference was a series of events focused on leadership development. The conference aimed to bring together professionals from various fields to share their experiences and insights. Attendees had the opportunity to engage in thought-provoking discussions and networking. The event took place in the historic city of Dubrovnik, known for its rich cultural heritage.

Bringing Leadership Together

The conference featured a range of keynote speakers and interactive workshops. Attendees had the chance to participate in panel discussions and workshops dedicated to leadership development. The sessions covered topics such as strategic thinking, team building, and effective communication.

DATE IN DUBROVNIK?

In addition to the main conference, there were several social events, including a welcome dinner, a networking cocktail reception, and a farewell dinner. These events provided opportunities for attendees to connect with each other and enjoy cultural activities.

Outlook for the Future

The conference concluded with a panel discussion on the future of leadership. The speakers shared their predictions and insights on emerging trends and challenges in the field. Attendees were encouraged to think critically about how they could apply these insights to their own work.
Bringing leadership together

TON DUIF (PAST PRESIDENT)

Dear colleagues and guests,

Welcome to all of you at the 14th ESHA conference here in beautiful Dubrovnik, especially my guests Darrell Rud from the US, Tony and Kerry Misich from Perth, Australia and Maria Gaidarova from Bulgaria. It is my last speech for ESHA so sit back my friends and SHIFFER! Just kidding. Colleagues, it was a good decision to fly over and meet so many great leaders, even though we all know that we’re living in a time of decreasing resources. It’s a full program, the coming days, with lots of good speakers, interesting workshops, round tables and speed dating sessions. And besides that, we have a lot of informal moments in the program, like school visits and not to forget, the gala dinner tomorrow evening and the reception in beautiful Dubrovnik tonight. These informal moments offer each of you possibilities to meet and network with your colleagues from all over Europe. Suzana Hitrec and her team of the UHSR organisation have done a great job so far. Now it’s up to us to make this conference memorable.

The theme of this conference is “bringing leadership together”. Leadership is a big issue in today’s world which strangely enough seems to have a lack of good responsible leaders; read the daily newsletters. And to be honest, there’s no solution that fits us all. It’s a complex society today. That was
not the fact 100 years ago, though people that lived then would have had a different opinion. Until the second half of the 20th century your childhood ended when you were physically ready to work, let’s say around your 10-14 years of age. There was a sharp transition between childhood and adulthood. Most people got married and have children before their twenties.

In the sixties of the last century, because of the increasing prosperity, a new generation arose. It was what we now call the “protest generation”; they were called teenagers then. In the western countries and overseas, at the end of the 20th century, the teen generation expanded the time of learning and studies in what we now call the adolescent period, getting children of their own in the middle of their
twenties. Nowadays we see the new generation expanding their time with studies, traveling and enjoying life till their midst 30th, and when the biological clock starts ticking; they start to become mom and dad. The increasing prosperity and healthcare gives us longer lives. Nowadays we are able to enjoy life after retirement, in most countries still before 60 or 65 years of age. And because this is not the poorest generation, we call this period the lifestyle period; they spend their money on traveling and nice things. They’re still relatively healthy. The average life expectation also expands from 60 to over 78 years for man and almost 80 years for woman. Finally, at the beginning of the 21st century we can identify the social media generation. It’s the generation that learns intuitively, the way software and internet is structured. According to Ian Jukes, a brain researcher in the US, these children have different structured brains than ours. Not better not worse but different. They want to go to the next level, they are not afraid to make mistakes, no computer ever shouts: “do not touch that button again!!” They try something and learn from the outcome. So what does this mean for education. While we are discussing standardized tests, focus on reading and math’s, a methodological approach, designed in the 19th and 20th century, fixed curriculums
and teaching in old fashion school buildings, do we take into account that the world outside our school is no longer the world that we’ve lived in as a youngster. And if we do, what are the consequences?

Last week I was in Brussels where researchers and policy makers discussed how ICT should be integrated in education! Excuse me? After 30 years of IT developments? In a world where IT and Social Media are such an important part of daily life? Another example; Last year we had a national debate in my own country whether children should be allowed to take their smart phone to school. Lots of teachers supported the idea of banning smartphones because they were afraid of what kids would do with this equipment in the school. Why in heavens name do we allow children to use this equipment outside our schools without any supervision and restrictions while in the same time kids are not allowed using this in schools. By the way; please take into account that a modern smartphone is a better computer with faster internet than our desktops from 5 years ago! Instead of banning this equipment from our schools we should encourage and help children to use them in the proper way; in and outside of our school.
So, we’ve learned that there are at least 5 generations of IT users now; young children, the Social Media generation, adults, lifestyle’s and old people all with different skills, knowledge and needs. This means that we can’t use one approach to learning. Michael Schratz from Austria wrote already in the beginning of the nineties that learning strategies are as distinct as fingerprints. That has always been the fact but now we have the tools to meet this challenge and able to individualize education. It’s not learning alone, it’s learning at your own level but you work collectively. 21st Century learning is about collaborative learning; it’s a journey that will take a life time for each of us to finish.

Not only society is changing rapidly, the use and possibilities for IT expands with an exponential speed. For the good and the bad. We must help our children and ourselves to face these challenges. This journey is about us! To meet the need of students we must learn what their needs are; they are certainly not a copy from our own past. How can we find out? Well ask your students!. They are very well able to tell us what their needs are. If you listen to your children and students, you hear so much more!. By the way; collaborative learning is much more fun; it’s what we do here in Dubrovnik in de coming days. 21st Century learning is allowing making mistakes as a learning opportunity, entrepreneurship, being surprised. It’s about going to the next level. It’s about miracles and how to make friends. It’s about sharing and learning to develop a meaningful life. It’s about exploring our mutual history; it’s about arts, music and beauty but it’s also about how to deal with setbacks. That’s what 21st century learning is all about.

To help us in this great task, we should influence the national and EC policy making on education.

Since three years, ESHA is an influential partner in the European
Policy Network on School Leadership, mentioned in the impossible abbreviation EPNoSL. Besides research on school leadership and on the concept “leadership” itself, EPNoSL developed a toolset that helps to start the discussion on educational policy and leadership in most EC countries. EPNoSL wants to connect policy makers on all levels with practitioners, supported by researchers.

LEADERSHIP STYLES

There are 4 leadership styles that are of interest for all of us: the first is called: ‘Distributed leadership’. In DL there is no place any longer for the lonely rider at the top, it’s about sharing responsibilities and encourage entrepreneurship without delegating. In fact, it’s the philosophy and practice how initiatives, decisions and responsibilities are placed in the whole organization. Distributed leadership is about collaborative working, when every opinion matters and it’s based on trust and transparency. ESHA has organized a survey in 2013 on DL. The main outcomes were: more than 75%! perceive leadership as distributed but there are strong differences between school leaders versus teachers. Teachers for instance stated that it’s less common expressing opinions and involvements on decision making. There’s also less acceptance on mistakes as a learning opportunity. As an example, here you see how the opinion of school leaders and teachers vary on the issue ‘shared vision’. This research can be downloaded from the ESHA website www.esha.org or the EPNoSL website. www.schoolleadership.eu

The second leadership style is called ‘instructional leadership’. Instructional leadership is focused on the improvement of students learning. The quality of instruction is top of its concern. There has always been tension between management and (instructional) leadership. Managers are less willing to take risks and steer more on control and safety. Leadership is more than that. An instructional
leader should have teaching experience, thus understanding what effective teaching is about. An instructional leader is often engaged with distributed leadership if he or she wants to be successful.

The third style of leadership is system leadership. System leaders are people who work with schools outside their own. They also work with the community. We’re not just here to organise our own school but we also feel responsible for others. System leaders pay attention to the relations between school-family and community. They know that the success for learning and the growing up of children is more promising when schools, parents and community work together. The old phrase “It takes a village to raise a child” is still true these days.
The fourth style of leadership is pedagogical leadership. Traditionally, pedagogical leadership is focused on the child as a whole. The appreciation of pedagogical leadership has been under pressure because of the focus of the political system in many countries on cognitive results. Pedagogical leaders are convinced that it takes far more to become a successful citizen than a good level of math’s and reading skills. Pedagogical leaders realize every day that we raise children for a future society. And we have no clue what that society will look like in 15 years from now, when most of our present youngsters will enter the labour market. I challenge you to go back in your mind to the millennium change, 15 years ago. What world did we live in then and where are we now? The labour market has changed dramatically, the influence of social media exploded in the last 10 years, religious extremism and terrorism has become a daily threat for society, there’s a concern regarding our privacy since electronic systems and data bases collect more and more information of every one of us. A pedagogical leader once said: “Real magic starts when you connect yourself with the children and all persons around it”. That’s what it is about. It’s about us! Teachers, leaders, children, students, parents and community. If we work like this, we can make the difference.

I challenge you all to think about your leadership style in this context.

Dear colleagues, for tomorrow, the ESHA board and General Assembly has organised 6 round tables. The first round table topic is about entrepreneurial education. The European Commission highlighted the importance of entrepreneurial skills for young people and made recommendations at both Member State and European Union (EU) level. On this round table we will discuss what that could mean to education. The second one is about the new ESHA work plan for the coming years. If you would like to talk about this I invite you to
join this interesting round table. The third round table is about ‘what kind of school leaders do our European schools need now and in the near future’. It’s about formal qualifications as studies and degrees but also on personal qualifications as psychological abilities, positive attitude and sense of humour. The fourth round table is about the issue of stakeholder collaboration. How do we identify the stakeholders, what is their roll etc.

The fifth round table is about Medikidz; a medical educational initiative. The Medikidz mission is to create a global community of young people that are informed, empowered and health-aware. The last round table is about the European Policy Network on School Leadership. What have we learned over the last 3 years and how does it affect your work and mine.

You do not have to register for the round tables. Just come over there. In the conference map you can find more information. The format is simple; there will be a 15 minutes introduction on the topic, followed by a 40 minutes discussion and it ends with a short summary. At the end of the day, these summaries will be presented and published. As you will have noticed, the round tables cover the main issues of the above mentioned leadership styles.

Wednesday, after the coffee break, we have organized several speed dating sessions. It’s a good opportunity to have a 10 minutes private conversation with one of our board members or speakers. My experience with speed dating sessions is that by doing so you can expand your network easily. If you’ve not yet registered, please do so by using the conference website and remember: ‘full is full; first registered, first served!.

My dear ESHA friends, this conference is about leadership,
opportunities, developing the most effective education learning systems; giving children the best chances and opportunities for the near future. That’s what we try to do every day. But what if there are no students in my school?

For almost 80 million children in the world that is the fact. There is no school or they are not able to visit a school. What opportunities do you have when you’re not educated? When you cannot read or write? How can you survive in the present and future world? These children, dear colleagues, have no chance at all. Their lives will end in poverty, misused by criminals or forced to child labour. In the year 2000, during the millennium change, all countries promised that by 2015 all children in the world should have access to at least a full course of primary education. We now know that this is not going to happen.
Children cannot organise themselves. They have no powerful voice. But we, educators can do this for them. Educating every child in your country is not only important for the welfare of the children but it’s also the best investment any country can do in its own prosperity and future. Education is not expensive if you consider the costs of not doing so. To help these kids and all children that have no access to schools, educators have started to advocate their interests through the World Education Forum. The forum aims to connect schools all over the world to build a strong voice: Enough is enough; if you want us to educate your children and they are not in our schools; how can we do this. If you want us to provide the best education for students, why are there increasing budget cuts. The World Education Forum is actively setting up WEF platforms in all countries. In the lobby of this conference hotel there is a WEF booth where you can find all information and where you can offer your help to give all children access to school. There will be someone in the booth who can tell you about all the details. www.worldeducationforum.com

My dear friends, in 1998 I started my ESHA involvement as board member in the general board of ESHA. In 2007 I served for 2 years as ESHA treasurer and from 2009 till today I had the honour to serve as your president. During all these years the Dutch association AVS supported ESHA. Not only by hosting the ESHA office, they also let me spend part of my time to work for ESHA. In March 2014 I retired from my presidency of AVS. Petra van Haren; she’s here in the audience, is my AVS successor. I’m proud that the new AVS president will take my place in the General Assembly of ESHA. And I know that her commitment to ESHA and WEF goals is not less than mine over the last decade. Colleagues, during the last years we’ve established a lot, there is an ESHA magazine that is read all over the globe, we have an interactive website with lots of interesting stuff for school leaders, ESHA has been engaged in 9 EC Erasmus and Comenius
programs during the last years. The results can be found on our website, ready for use. The membership has increased, having over 30 countries and 44 member associations and we are influential in the EC educational political arena. We have a new working plan for the coming years that focusses on more involvements for associations and GA members as well with more networking possibilities. And there’s a lot more.

I would like to thank all of you who have been on board of the ESHA ship during the last 15 years but especially the present ESHA board members: Jukka Kuittinen from Finland, Chris Harrison from the UK, Barbara Novinec from Slovenia, Solveig Dahl from Norway and Clive Byrne from the Irish republic. From the ESHA office ESHA’s director Fred Verboon and secretary Monique Westland, both always ready to support the ESHA board. I deeply thank the General Assembly for all for the support and trust given to me. Without that the work cannot be done.

At the end of this year Clive Byrne will start his term as president of ESHA. I think ESHA is extremely lucky to have him at the stir. I offer him all my support and I will be there when he needs me.

I thank you for your patience listening to me and the good friendship over the years. Enjoy the conference.

For more information, pictures and workshop materials on the conference please visit:
http://eshaconferencedubrovnik.com/photo-gallery/ and
http://eshaconferencedubrovnik.com/workshop-materials/

Enjoy reading and watching all PowerPoints to refresh your memory.
How the A2PBEER project can support retrofitting of European schools

A2PBEER – a European research project develops a systemic energy efficient buildings’ retrofitting methodology for public buildings and as such applicable to school buildings. EShA is involved in the project Advisory Board and was present during the last consortium meeting in Ankara, Turkey in September 2014. The consortium partners are delighted to present the project progress in the EShA magazine.

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A2PBEER stands for Affordable and Adaptable Public Buildings through Energy Efficient Retrofitting. It is a four year long innovative European project implementing a cost effective energy efficient retrofitting methodology for public buildings. The project involves 22 partners from 11 European countries and commenced in September 2013. A2PBEER aims to demonstrate that it is technically feasible and profitable to reduce the current energy consumption of existing public buildings by more than 50% using innovative retrofitting systems with a systematic approach. The methodology will implement a combination of already available, affordable, adaptable technologies and new solutions developed within the project. Moreover the project aims to show that the process is replicable for different uses and climates with payback periods shorter than seven years. The A2PBEER methodology will be demonstrated and validated in three real retrofitting projects in Spain, Sweden and Turkey.

BACKGROUND
Buildings consume about 40% of total final energy in Europe. Energy efficient retrofitting plays an essential part in meeting the EU 20-20-20 targets. A greater impact on this can be achieved through interventions in non-residential buildings, as their energy consumption is 40% higher than residential buildings. 30% of non-residential buildings in Europe are public buildings. As a result A2PBEER focuses on energy efficient retrofitting of public buildings.
DEMONSTRATION CASE STUDIES

The project, which is partially financed by the European Union 7th Framework Programme, chose three demonstration districts in different climatic areas to be monitored, retrofitted and validated in due course.

**District 1** is the Leioa University Campus, located on the outskirts of Bilbao, Spain. The demonstration building is the Central Rector’s Office Block located within a complex of 15 other buildings.

**District 2** is the Technology and Maritime Museum in Malmö, Sweden. The demonstration building incorporates a 1950s building with a submarine attached via glazed walkways.

**District 3** is a science high school located in Ankara, Turkey. The demonstration building is the boys’ dormitory and situated within a complex of various other buildings.
Do you know how much energy your school consumes?

1st Step: Monitoring the current energy consumption

The first step is to evaluate the three demonstration districts by assessing the design, structure, layout and use of the building and the climatic conditions of the area. The buildings can then be fitted with monitoring equipment to assess their energy performance. The company Acciona from Spain has prepared a detailed measurement and monitoring plan of the energy consumption and indoor environment conditions for the selected demonstration buildings. The monitoring strategy requires evaluating the energy use before retrofitting, based on a specific deployment of meters and sensors, and a distributed communication network. The aim is to verify the final energy performance of the demonstration buildings after retrofitting.

The data will be recorded for 12 months. It is intended that the sites will be retrofitted with suitable and innovative technologies in July 2015, when the second phase of the monitoring process can take place by recording data for another year. The energy performance of the building and the energy consumption by its end users will then be evaluated with a view to replicate this retrofitting method onto other public buildings.
2nd Step: Innovative technological solutions that can also be applied to your school

There will be a number of technologies deployed within the demonstration districts, though of course each building will require its own customised solutions to achieve nearly zero energy performance. Each of the four technologies will assist in reducing the heating/cooling consumption and improving the performance of the external envelope of the building and the lighting conditions.

High Performance Building Envelope: Two technologies will be installed to improve the energy performance of the main structure of the buildings. First, innovative energy efficient Vacuum Insulation Panels (VIPs) will be integrated within the internal structure. Second, an advanced ventilated system to the external façade will be provided.

Smart Windows: A smart window solution, utilizing a unique mechanism permitting various amounts of solar radiation into the building at different times of the year. The window system will be able to rotate 180 degrees and will be fitted with special glazing, which will assist the control of solar gain within buildings.
**Smart Lighting Systems:** Natural lighting will be deployed into the building via fibre optic technology and controlled by ‘presence’ sensors. Three types of systems are combined, using optical fibre techniques, LED luminaires and an intelligent control system.

**Smart/Optimised Thermal Network:** The fully integrated “triple-state” absorption technology will incorporate an innovative solar collector system and a smart dual thermal sub-station. This system will reduce the need for use of fossil fuels and create an energy efficient solution for the provision of both – heating and cooling within the buildings.

“The project is well underway, prototypes of the technologies are being developed, all the demonstration sites having monitoring equipment installed and the training and exploitation aspects of the project have commenced.”

Project coordinator: Eneritz Barreiro Sanchez
**3rd Step: How to apply the results to other retrofitting projects around Europe**

A “kit-concept” will be developed and applied in practice to SMEs, schools and other public buildings in order to provide adaptable and affordable solutions for retrofitting all over Europe. A training programme will also be developed to instruct trainers in each demonstration country, using a specific e-learning portal for the project. A key component for the training aspect of the project is that a cohort of expert trainers will be developed across the EU. With this in mind the A2PBEER partner LIT is presently developing a “train the trainer” programme. This is based on the key training needs required for each training group in each country.

Focus on schools: The visit to the Science High School, Ankara

The recent Partners Meeting was held in Ankara, Turkey in September 2014 and included a site visit to the Aflivadem School just outside Ankara. Informal discussions were held between the partners after a well-organised tour around campus, visiting the library, lecture theatre and the dormitories and meeting the students.

The idea of the science high school in Turkey goes way back to the 1950s and 60s when the discussion started on preparing the future scientist generation of Turkey. The science high schools aim to support talented students and give them opportunities in the field of science and research in order to pursue a career in academia or industry. AFLIVADEM participate in the A2PBEER project as a demonstration district they believe in retrofitting as a solution to tackle energy inefficiency and to be a pioneer in this field achieving magnificent results for the science high school and for Ankara.
KEY FACTS

• Name of project: A2PBEER
• Start date: September 2013
• Duration: 48 months
• Total budget (€): 10.4M
• Website: www.a2pbeer.eu
• facebook.com/A2pbeer
• @A2pbeer
• A2pbeer
• Coordinator: Tecnalia, Spain
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Quality and innovation: two key words for the school of change

GIOVANNI POLLIANI, PRESIDENT OF EURIDIT AISBEL

The National and European political institutions and civil society as a whole, since a long time, are asking for a more active role of the school in a changing world. In fact, globalization and the competition between the major political and economic powers, require young people to be more prepared and better equipped to face the challenges posed by macroeconomic systems and an information society.
The needs are so many and urgent that they involve, directly or indirectly, the educational and training institutions, that are called on to have an active role to provide answers to these pressing needs, in order to ensure growth and development in the countries in which we live in.

The change required today, however, cannot be a simple change of external appearance but a real and profound change inside the school, designed to influence positively the education of young people in a meaningful way.

This means that the “new” demands to be based on the quality of the interventions that are planned as part of an ongoing innovative research that meets the real needs and socio-cultural development of the society in which the economy and finances cannot be an end in themselves, but they must contribute to the respect and individual growth of each person. In this context it is necessary to retrieve the values for which the school operates and in which the school puts
itself in a continuous change. This, in my opinion, should be one of the pillars on which to support the change.

It seems right to me that a long-lasting response to human needs besides those of the society, should refer to the founding values of the educational process. Today the school is not called upon only to teach but also to teach how to learn. It means to educate and train young people for the challenges, helping them to look for all the keys to understanding the socio-economic reality. The key, as a serious school nowadays wants, should be based on the values promoted by the European and International human rights treaties, which are the foundations of coexistence between people and the different spheres of society. The continuous changes of the school should be not just a technical and educational process, but first of all it should be a process of education in the full sense of the concept of “education”, founded on these international values.

A second pillar on which innovation should be based, remains the studying of the needs of local growth, which, in a context of globalization requires a more pressing link with the world around us and influential on a local level: which in our case is a European level and, in a more general, but real, perspective a world-wide level. In this situation, it is of utmost to apply of the concept of “locally and globally” which can therefore give to the educational effort the real dimension asked today of “Education and Training”.

A third pillar to ensure quality and innovation in the school is that the school itself, seen as a single unit, should become a place of quality and innovation. It’s not enough, in my opinion, to promote quality and innovation in teaching if the school, as a place of life for the students, does not prove that it’s itself a structure of quality and innovation.
It’s the case, for example, of the introduction of information technology in the school teaching plan. If this is just aimed to teach, and not the fundamental change in the way of being a school… If the introduction of new technology does not change the way of being a school, even in the internal management, in administration or in the transparency of documents and reports, and in the involvement of families, or in the relationship with students, or moreover, in contact between Europe and the world, how can you convince young people that quality and innovation are not just empty words, but are facts that help you to manage the present in a better way, looking towards the future??

“This consortium Q4I believes that innovation in education can improve the quality of the approach in school management and at the same time, a “quality assurance” could increase innovation in learning within the improving process of the scholastic system and in everyday life.”

between Europe and the world, how can you convince young people that quality and innovation are not just empty words, but are facts that help you to manage the present in a better way, looking towards the future??

This third pillar, the educational institution that applies on itself quality and innovation, is another element of credibility for the school and it is the completion of the context in which we want to make that change.
Defined, in my opinion of course, is the triangular frame in which we must operate to promote quality and innovation, studies and experiences take shape to let that quality be the promoter of innovation. This is the reason why I refer to a beautiful project funded by the European Commission entitled Q4I: Quality for innovation.

All the actors involved in this project deeply believe that the school should become and keep on being a workshop to promote quality and innovation and have developed a way to get there. This way has “a sign” (Manifesto for a innovative and qualified school) and this sign is made of concrete experiences reached during the course of the pilot project (reference: Project Title: Quality for Innovation in European Schools; Project Number: 527906-LLP-1-2012-1-ES-COMENIUS-CMP). The project approach is based on the elements and conditions scientifically studied and endorsed by the common experience of participants through diligent and accurate work that lasts for two years. The aim of the project is to involve European schools in the process of quality and innovation, offering a scientifically studied and tested path. In addition, the project provides the opportunity for schools that want to, activate difficult processes, but paying in terms of training, to build a network and work together and build with each other the future development of common experience.

This seems to us the main challenge facing the school nowadays and that’s why we address all the teachers and headmasters that are sensitive about the promotion of the role of the school, in order for them to approach the project and decide to enter the network of “Schools of Quality for innovation”.


DATE IN DUBROVNIK?

Anne Duggan, and Clive Byrne write about their experience of educational ‘Speed-Dating’ at ESHA and Jean-Marie Ward adds a footnote about the joint venture by Regions 8 and 9 to run a similar event in Dublin.

The structure of the session was a mixture of parent teacher meeting and confession. Tables were set out in one of the conference rooms, I was at my table and the people came and chatted. The working language was English and over the course of the next hour, with a bell ringing every 10 minutes to ensure individuals kept to time I had great conversations, was pressed for ideas and solutions but also got some great ideas to make ESHA more relevant and meaningful to school leaders across Europe.

A Norwegian colleague who was administrator of a dozen schools (sort of CEO) was anxious to explore how ESHA could encourage paid 6 month leave for school heads to reinvigorate the mind in what he admitted was a most stressful job. Needless to say this is a proposal which will be followed up but the message was simple – we need to resource and enthuse our leaders and give them space to reflect.

A colleague from Cyprus attending her first ESHA event was anxious to hear what material difference ESHA could make to her members. On that occasion I had to sing for my supper but she left more aware of the possibilities for collaboration that membership of ESHA brings and I would hope that through Erasmus+ possible exchanges will develop.

Anne Duggan and Anna-Mari Jaatininen

ANNE: Not content however with the passivity of the delegates sitting patiently being too much talked at, our host colleagues had us book our Speed-Dating sessions with our presenter of choice.

The hall was laid out a la speed dating but the only muscle being flexed here was the intellectual muscle. You had ten minutes with your chosen one. The list was impressive; education’s finest: from China, Australia, Germany, our own Clive Byrne, UK’s Chris Harris and of course my own ten precious minutes with Finland’s Anna-Mari Jaatininen.

Her previous date was reluctant to part company and as I saw my moments ticking away I appreciated the host bell ringer that reminded him that even in educational speed dating there is an opportune moment. I seized mine and quickly we got into all things holistic, pedagogically speaking: how learning communities can develop, the principles and ethics of shared leadership, collaboration, co-operation and co-designing school culture.

She was generous with her vast and successful experience, warm, engaging and focussed on my questions and dilemmas. When the bell went, courtesy prevailed. As I made my move to depart she said, “You’re the last one, no rush”. I thought I was at home! Perhaps we have more in common with the Finns than we think - I like to believe that includes our pedagogical mission.

CLIVE: I was sceptical, I’ll admit, when I realised that there was to be a speed dating session during the Dubrovnik ESHA Conference. I was slightly nervous when it became clear that I was to be on the panel but nothing ventured, nothing gained and I have to admit that I was pleasantly surprised (chuffed actually) when I realised that my 5 available slots were quickly filled. It may have been the curiosity factor of chatting with the next President or that there was genuine interest in the workshops I was leading but I was really taken with the idea and I thoroughly enjoyed my “dates”.

Chris Harrison, Clive Byrne and Jukka Kuittinen meet their ‘dates’

A Croatian colleague had heard about the reforms in the vocational sector in Ireland was anxious to twin with a school here so we agreed to keep in correspondence with a view to setting that up. A Ukrainian colleague was very keen that ESHA would attend a conference in Kiev in December so that the benefits of closer cooperation with Europe as opposed to the Soviet Union could be articulated for his members. Interestingly, my next “date” was from Moscow anxious to promote a wider European focus in her school which had students from kindergarten to Baccalaureate level and specialised in politics and law.

The speed dating session happened on the last morning of the conference. Like most dates, there was a slight nervousness at first but I couldn’t help thinking that it would be better to hold
such an event earlier. There is nothing like an individual interaction to put people at ease. I wonder would such a concept work at NAPD Annual Conference. Might be worth a try!

Jean-Marie Ward

JEAN-MARIE WARD: On the evening of Friday 14 November, Regions 8 and 9 held a joint innovation speed-dating event in Buswell’s Hotel in Dublin. 5 companies made short presentations to groups of NAPD members for 15 minutes, the buzzer then sounded and each group moved to another presenter.

In attendance were; Google Apps for Schools, 4schools.ie (Schoolbag), Edtech (software to support SEN), Vii Networks (Interactive TV’s) and Innovate my School (The event organiser).

It was a really interesting and fun way to see a number of new innovations in a relatively short time. The event was a great change from our traditional meeting and everyone who attended really enjoyed the evening.

It also meant there was a rare opportunity for members from both Dublin regions to meet, mingle and exchange views.

If you are interested in hosting an innovation speed dating event in your region, contact Damien Challenger at d.challenger@innovatemyschool.com

Clive Byrne, in his new capacity as President of ESHA makes a presentation to Jukka Kuittinen of Finland (former President of ESHA)

NEXT TIME IT’S MAASTRICHT

At the end of the Conference Petra van Halen, newly-elected President of ACS (Netherlands Principals’ Organisation] announced that the next ESHA Conference will take place in Maastricht in 2016.

Web site: Full details of the Dubrovnik ESHA conference will be available shortly on www.esha.org

Grand Finale: Simultaneous Bopping and Dining at the High School Heads’ Hop!
The Dubrovnik Conference

Bringing Leadership Together
The ‘Homeland War’ was fought between 1991 and 1995. It stemmed from Croatia’s wish to leave Yugoslavia and become a sovereign country, while many ethnic Serbs living in Croatia, supported by Serbia, opposed the secession and wanted Croatia to remain a part of Yugoslavia.

The Serbs effectively sought a new Serb state with new boundaries in areas of Croatia with a Serb majority, or a significant minority, and attempted to conquer as much of Croatia as possible. The goal was primarily to remain in the same state with the rest of the Serbian nation. The war ended with a total Croatian victory, as it achieved the goals it had declared at the beginning of the war: independence and preservation of its borders.

However, much of Croatia was devastated, with estimates ranging from 21–25% of its economy destroyed and an estimated US$37 billion in damaged infrastructure, lost output, and refugee-related costs. A total of 20,000 people were killed in the war, and there were refugees displaced on both sides. While Croatia and Serbia progressively cooperated more with each other on all levels, some tension still remains because of verdicts by the International Crime Tribunal for Former Yugoslavia and lawsuits filed against each other.

The Siege of Dubrovnik
The Siege of Dubrovnik was a military engagement fought between the Yugoslav People’s Army (JNA) and Croatian forces defending the city and its surroundings. The JNA started its advance on 1 October 1991 and by late October had captured virtually all of the Adriatic coastal territory, north and south of the city, except for Dubrovnik itself. The JNA attacks and bombardment of Dubrovnik, including the Old Town—a UNESCO World Heritage Site—reached a devastating climax on 6 December 1991. The bombardment provoked a strong international condemnation of the JNA and became a public relations disaster for Serbia and Montenegro, contributing to their diplomatic and economic isolation and the international recognition of the independence of Croatia.

The siege and a naval blockade by the Yugoslav Navy caused the deaths of between 82 and 88 Croatian civilians and 194 Croatian military personnel. The JNA suffered 165 fatalities. The offensive displaced 15,000 refugees, who fled to Dubrovnik. Approximately 16,000 refugees were evacuated from Dubrovnik by sea and the city was resupplied by blockade-evading runabouts and a convoy of civilian vessels. 11,425 buildings suffered a degree of damage and numerous homes, businesses, and public buildings were looted or torched by the JNA.

Restoration
The buildings destroyed by fire were given first priority during the restoration. The major principle was to conserve everything that was possible up to a maximum degree (with minimal intervention) employing the original materials in the traditional way. Everything that could serve as a target was destroyed, including the streets, fountains, steps, city walls and statues of St Blaise. The people of Dubrovnik were deeply saddened because of the
destruction of the main street, Mali Stradun, [pictured opposite] which they – as well as the visitors – experienced as the City’s drawing room. Mali Stradun alone had 52 hits altogether, which at the same time heavily damaged the facade walls.

The widespread damage to the roofs of the city destroyed the idyllic image of the so called fifth facade wall of the City. The restoration of roofs coincided with the restoration of stone elements such as gutters, installations and ornamental sculpture. A local factory designed and produced exclusively for the restoration of Dubrovnik two types of roof tiles – each in two nuances – whose shape and colour are the imitations of roof tiles manufactured in the medieval Dubrovnik. The cost of the entire post-war restoration of Dubrovnik amounted to 80 million.

Lingering Traces of Conflict
On a walking tour of the city, our Guide, Tea Batinic, shows us the bullet holes in the masonry of the Franciscan Church and talks of the traumatic effects on Dubrovnik citizens – injuries, lost limbs, broken marriages, nervous disorders – that linger unseen by the swarming tourists.

As we prepared for a boat trip to some of the islands, our guide [a charming, articulate, somewhat roguish cynic] spoke of the genetic inclination of Serbs and Croats to destroy each other, of the chancers who were a charge on the state on the basis of spurious claims of war injuries, of the racketeering and corruption in government, of the widespread poverty beyond the tourist traps.

Education in Context
These two local voices bore witness to the fact that all is not well in the apparent paradise of Croatia and it received an echo in the words of Education Minister, Vedran Morner, who spoke at the opening of the Conference. Bluff, pragmatic and witty, he told of his broad agenda and miniscule budget [$2 billion for the whole system [cf. Stanford University which has $5 billion]. He is managing a national education that is seriously-underfunded, classical, traditional, heavily influenced by a deeply Catholic ethos and the not-forgotten reign of Tito’s brand of Communism.

What’s the point of meeting in a remote city with 450-500 schools leaders? Can it not all be done now by Skype or Google? Judging by all the solemn talk about the importance of IT in education, surely that’s what we should be doing.

The Value of the Conference
But you can’t really package laughter [well, American TV tried it for a very long time] or the dramatic impact of a really effective speaker, or the social encounters across nationalities, languages and local circumstances. You can’t quite capture the essence of the live engagement with a Pasi Sahlberg or a Toby Salt [although that’s what these pages set out to do].

Dubrovnik will be remembered by the
participants. Seasoned ESHA members tend to talk about locations, rather than the specific contents of this or that conference. So those who were there, including the 15 from Ireland, will think fondly of the bonus of sunshine and warm seas in November; of walking the streets of an ancient city, steeped in a troubled history; of an outrageously expensive dinner to celebrate Clive Byrne’s ascent to the ESHA Presidency; of a crazy Banquet, where the diners were expected to bop and jive between courses and during courses, and to hold cross-cultural conversations in competition with megawatt amplification.

Before, however, the word ‘junket’ gets bandied around, it’s crucial to see that Bringing Leadership Together did just that; it filled the Hall with hundreds of new ideas and fresh perspectives. The real challenge of Dubrovnik, or Galway or Helsinki [next year’s ICP Conference] or Maastricht [ESHA 2016] is how to assimilate the volume of thought, to sift out those ideas that are most relevant, and to translate them into action at the chalk face, in a school, a region, an ETB, a country.

Sunday, 26 October
It’s a long way from here to there. The day passes in a haze of airport terminals, airline food, snoozing through the greyness of October. It’s beyond dusk by the time we’re decanted from the plane, so the minibus trip is impressionistic rather than specific. There are pretty arrangements of lights, floodlit castle walls, followed by the grand hotel foyer, the greeting in slightly contorted English, the sorting of room cards and the unpacking of suitcases, registering for the badge and the ‘pack’. A familiar face and a cordial greeting gives the assurance that at least we’re in the right place.

Monday 27 October
Open the curtains to a transformed world – blue sky, bluer sea, tinkling water features, green lawns, a distant prospect of rolling, barren mountains, a sail on the Adriatic. After an sumptuous Croatian breakfast [fruits, aubergines, courgettes, peppers red, green and yellow, coffee on demand], it’s down to the shadowy gloom of the windowless Conference Hall and business. The sunny distractions are blocked out and we become distinguished delegates hell-bent on enlightenment and inspiration.

Virtual Croatia
In the darkened hall we are treated to a virtual Croatia: the President, on screen, welcomes us formally – this is an important moment for education, which struggles for recognition and priority in this country; the Minister for Education addresses us; the Mayor of Dubrovnik greets ESHA delegates. He speaks of the challenges we face inside the hall and the challenges outside of the good weather and the warm sea.

Musical Welcomes
Then come the Musical Welcomes. We seem to have music wherever we go. The official version consists of groomed girls with impeccable voices, comely folk dancers, a precocious accordion virtuoso, a solemn young quartet playing Schubert, a school choir tuned and trained to a tee. It’s uplifting because it’s so good, but you feel that everyone is on their very best behaviour.

Tony Duif
[Down in the old city, the sounds are looser, more populist – a busking saxophonist, a bar pianist with an unstoppable repertoire of pop and standards, a man in traditional costume belting out muscular folk-music on a Lijerica [a kind of mandolin with a bow], and while the Music School is [officially] committed to a classical mode, there is also talk about gigs and jazz.

Ton’s parting shots are about future learning – at your own pace, collaborative, open to change, equipped to deal with set-backs – and the need to influence educational policy at EU level.

He looks to a leadership that will be a combination of distributed, instructional [focused on the improvement of students’ learning], system-based [paying attention to the relationships between school, family, community and other schools] and pedagogical [focused on the improvement of students’ learning] – and technology.

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Pasi Sahlberg is billed as coming from Harvard, but Google his CV and you’ll see he’s an educational world citizen and his concerns make him look beyond the different forces shaping the world. His is a global perspective. You sit up and listen because he comes from Finland, has written definitively about education in that country and because he’s a great communicator. His presentation, like that of many of the great communicators, is seductively casual. He tells jokes, shows cartoon and U-Tube clips; his dress and his delivery are informal. He engages with his audience, looks for verbal responses and gets them singing and laughing.

C ouldn’t we read all this in one of his books? Do we really need to trek to Dubrovnik to hear this? What follows is a summary of what he said, but it cannot capture the impact of his presence, the interaction between the speaker and the minds and emotions of the listeners.

He takes us back to 2000, the first PISA results, and it’s interesting to note how he, as a Finn, is not triumphalist but has misgivings about the process, how they prompted national vanities and anxieties and, above all, ushered in an era of competition.

He wants to raise the awareness of the leaders in his audience and he wants to propose what they should do.

With the second PISA study in 2003, the whole educational discourse underwent a change: people began to talk about ‘high-performing education systems’. Two distinct and completely new narratives emerged - one about the nature of the high-performing successful systems; the other about the Global Education Reform Movement. The questions about both are what are the characteristics? What can we learn from them?

The ‘Global Education Reform Movement’ sounds very high-minded until Sahlberg extracts the acronym GERM from the title and proceeds to demonstrate, amusingly but in deadly earnest, that this GERM is a deadly virus that can travel like an epidemic, and that it must be resisted with warfare.

He wants to know what makes some education systems perform better than others – the question we have all been asking of his native Finland for a long time. He, too, wonders what we can learn, but he turns to the policies in the not-so successful systems for enlightenment and ponders, more worryingly, why these policies have become dominant in national education reforms across the globe.

These so-called ‘high-performing systems’ have 5 components:

- **Competition**: which has increased - between schools, within schools, between teachers. Principals experience this competition. They are caught up in a theory that competition leads to improvement. Education ministers have same idea: they want their system to be No. 1. We seem to like competition, that allows excellence to percolate to the top [but leaves all but that elite to flounder].

- **Standardisation**: The urge is for clear standards and to have teachers meet those standards. So there is more and more standardised teaching, teaching according to the script that is about both methods and contents.

- **Test-based accountability**: [which he alleges involves the misuse of data] All around the world, standardised testing is being used to call teachers to account. We seem to like systems that classify by the tick of a box. We seem to be reverting to a form of ‘payment by results’;

- **Human Capital**: The issue here is finding good people to do the job better, based on the belief that there are too many bad teachers, too many bad principals, and that the quality of the system cannot exceed the quality of the teachers. It’s a bit Darwinian – get rid of the bad and bring in new, young talent – and it’s dominant in the US. This system is not fussy about where the new blood comes from – failed businessmen, military establishments… It takes no heed of the professional expertise peculiar to education or of the capacity of CPD to improve the existing personnel;

- **Market-like school choice**: This is another version of competition, arising from parental demand for more choice. It does not necessarily engender school performance and he sees it as promoting inequities.

Pasi hopes to confound these systems by two short-hand rebuttals: one through a cartoon [copyright prevents reproduction, but it features a line of creatures [monkey, elephant, goldfish-in-a-bowl, seal and canine, standing in front of a tree and being assured by the ‘examiner’, ‘For a fair selection everybody has to take the same exam: please climb that tree.’

He then shows us a clip from an American video, where in one of the 15,000 school districts, the whole educational community rose up as one and, through the medium of film, cried ‘Enough!’

In a reaction to the federal policies that are driving schools, teachers and principals, they decide to take action into their own
hands. The situation is so serious, they feel they’ve no choice but to change at fundamental level. They develop a consensus on the way to go. They want to wipe the slate clean: the educational model in place is one that was designed to serve an industrial society. A new model is needed. They want to rely on the judgment of professional educators, not of politicians, whose GERM policies just won’t enable them to achieve their aims. They want to have an honest conversation among the stakeholders, including ‘the kids’, to find alternative ways.

We are then confronted with a world map that shows that GERM has spread in 2014 to North America, Western Europe, the East coast of Australia, as well as to parts of Russia, the Middle East, India South Africa, China and Japan. He portrays it as a deadly virus and, urging his audience to understand how harmful it’s been, he describes its impact:

The OECD comments that there is ‘a clear trend towards schools using student assessments to compare the school’s performance with district or national performance and with that of other schools.’

In Australia the Grattan Institute observes that ‘by increasing competition, government policies have increased the effectiveness of many sectors of the economy. But school education is not one of them.’

In Sweden, it is observed that ‘... the [free-school] experiment [using for-profit private providers] has proved expensive and has not led to significant learning gains overall. At the same time, the Swedish reforms... apppear to have increased inequality, even in the context of this very egalitarian system.’

None of the countries with the GERM infection have been able to improve. Pasi Sahlberg’s vision is to find an alternative way to GERM. He shows a graph that measures the balance between excellence [as measured by PISA] and Equity. We see that some countries have climbed The Stairway to Heaven [he gives us a clip from the song]. Canada, Finland, Estonia, Japan and a select few are ‘in heaven’ where the possibilities of excellence and equitable treatment for all students exists [and where family background is not a factor in bestowing either advantage or acting as a hindrance].

Some other countries, notably the Netherlands, are Knock-knock-knockin’ on Heaven’s Door. [He invites the delegates to sing-along]. Ireland, we note, along with the UK and Australia are some distance off. He invites the host country, Croatia, to consider their place on the graph.

He asserts that ‘any child can learn’ and puts it to his audience that that is what equity is about. He mentions the writer, Jung Chow, author of a book, Who’s afraid of the big bad dragon?, which essentially tells us we have nothing to learn from the Chinese system, which may shine in PISA but which is failing too many kids.

Standing in Dubrovnik, seeing the earthquake cracks in the massive walls, hearing about the razing of most of the city, and looking at the beautiful, bustling restored buildings, it IS possible to believe in seismic shifts. That’s what Sahlberg seems to be looking for. He concludes by putting up to the educational leaders sitting before him. He wants them to be acutely aware of the GERM virus and the damage it’s doing. It seems as though he expects ESHA to take affirmative action.

He re-visits the main characteristics of GERM and proposes a matching series of alternative actions.

He concludes with three exhortations to the European School Heads:

Be a changemaker
We need to be changemakers, not just managers and leaders.

Stop the GERM
You can do well, you can make your education fair by doing things differently.

Lead gloally
This is particularly addressed to those who are not proficient in English. They need to be aware of the key ideas going around the world in the English language. They need to be able to participate in the process in English. If you are a serious leader in education, you have to be able to follow what’s going on in English.
It's hard to get the measure of the second speaker, John Moncure. He has the bearing and deportment of a soldier. He holds himself upright and, while not in uniform, he gives the impression of briefing the troops. He is all business: no 'death by Powerpoint' here. It's enough that he reads to us and speaks to us. He presents as a self-effacing American come among the ancient civilisation of Europe. He's modest about what he might hope to teach his audience. He is relieved to find a sufficient number of 'native English speakers' to absorb what he has to say.

He's been a cavalry officer, reaching the rank of lieutenant-colonel, and holds a lot of respect for the hierarchical, graded structure of the military. He speaks of how rising through the ranks involved the acquisition of graded layers of experience that are the making of his kind of leader. Yet, in the course of his talk, he sets out to deconstruct the rigidities of leadership based on power, authority and rank.

He has puzzled over the term 'distributed leadership' and, having pondered, he seems to find that it best explained by being part of something akin to solidly structure. At 46, he had to make a parachute jump and with a similar sense of bravado he leaps into his subject. On his wife's advice he's going to be himself. The perspective he offers is drawn from the mistakes I have made.' This is a practical, no frills, down-to-earth piece.

His view of 'distributed leadership' is that it's just a re-hash of an old theory, couched in the language of those who study it rather than those practice it. While he acknowledges that theory puts observation and practice into context, he's totally with the practitioners.

He admits to being wary of soft terms, such as 'inspire' [too messianic for him].

He does comprehend the concept of 'spreading the functions', but he does look for something more from a leader in an educational context. It's about 'opening the window when the teacher is about to look out.'

That's an intuitive, enlightened kind of leader. He sees the concept of the 'strong leader' being at an end. Instead, using an analogy with sport, he looks at the synergy of leaders emerging from the team and shifting from one to the other with the changing dynamics of the game. He observes that an open organisational structure affords opportunities for talent to emerge.

He cites key factors in school leadership:

- School leaders must support and love their teachers. They must provide the assets for people to do the 'real' work in the classroom. They must love their faults as well as their strengths, love them for their whole character and acknowledge that people are the sum total of their attributes.
- The task of the manager/leaders is to provide the necessary assets that allow them to do the real work.
- The school leader must be listening, in the fullest sense of the word listening, not just hearing.
- The school leader must have empathy and respect for the perspectives of others.
- The leader needs the power of healing – to acknowledge that 'we're all a bit broken' and to foster health and wholeness.

- The leader needs a heightened sense of 'Awareness'.
- S/he must be capable of influencing by persuasion, rather than rank or authority.
- The leader must have a commitment to the growth of people, to building community, to helping to create mutually supportive experiences and language.
- School leaders need to believe in people, particularly those in their organisation and to see what they're capable of.

As he progresses he really being to soften from the steely-eyes colonel to quite a pussy cat! He determines to draw on the seemingly disconnected phases of his life – as a cavalry officer, as a history lecturer and as a Montessori school administrator. In this most recent incarnation [the last 14 years] he defines his activity: 'I herd cats!' His assertion is that most teachers don’t set out to be superintendents and that, in one way, leadership arises from self-selection, while he also argues that leadership can be practised at various levels.

He has thoughts on inspiring teachers to become leaders. He sees that leadership as a way of influencing, rather than of exercising formal authority [that’s done with].

Leadership is both inspirational and managerial: leaders help people to create a vision, shared by the group, and they also structure the environment for the group. Leading is to open that window - just when the teacher is about to look out.

Many teachers have chosen their careers because they prefer to work with children. They are process-oriented, valuing personal interaction with children at the eureka moment. Many excellent teachers can founder as administrators.

Administration is very different. It is outcome-oriented, based more in an adult world. Some teachers will become administrators. Institutions need ideas to flow freely where
their talents are part of the synergy, taking the organisation to higher levels.
Surprisingly for a man trained in the rigidity of military codes, he looks for open structures in schools, as the best environment in which talent can flourish. He also advises that we expect error as part of growth. The human being is a ‘work in progress’.

He sees any attempt to establish a regime of ‘Zero Defects’ as doomed to failure; an error-free atmosphere will be one charged with stress – making mistakes is part of the life of schools. He looks at the causes of non-performance.

Understanding – the subordinate does not understand what’s expected. The leader must take care that teacher understands what is expected. Careful delineation of responsibilities helps people to grow;

Werewithal – resources, paper, training, capacity;

Willpower – or the lack of it.

Everybody wants to work – Assumption of the leader must be that the problem resides with himself. Ascribing failures to teachers is not good. Teachers need confidence and setting modest goals, that can be achieved, is good for confidence. [I was reminded of Mike Hughes’s ‘tweaking’]. Moncure recalls the prevailing ethos at West Point where an exacting regime used a reward system of failure marks and demerits. This was a Zero Defect ethos.

Moncure prefers to acknowledge that nothing is perfect, that if we accept 80%, rather than 100%, we are acknowledging that human beings are ‘works in progress’. He sees a danger in perfectionism.

He analyses the structure of schools [seeing them as a series of interconnected boxes] in coming to terms with distributed leadership. The game is to respect the boundaries. The leader/administrator must perform the task without seeming to interfere.

The individuals need to know ‘the grand plan’, and to understand their individual roles in the institution. Consult people, share the vision, make them feel part of the process and you inspire confidence. If the boundaries between the components [the boxes he’s referred to] are too rigid, isolated from one another; if everyone is minding their own business, how can synergy take place?

His solution, which sounds a bit deadly, is that on top of the boxes there should be a matrix of committees. [I’m reminded of the authoritarian headmaster who use to kick unpalatable topics to newly-formed committees that, somehow, were never heard of again!]

John Moncure is more optimistic – he believes that this structure does not limit the authority of the leader; in fact it gives a better feel as to how decisions will be greeted. It’s opening the window for those who want to look out and look beyond. It affords a chance for the potential leaders among the teachers. He looks to the committees to come up with proposals to tackle the problems they have identified.

Three key terms in this are -

- Authority
- Responsibility
- Accountability

They have to operate at all levels and in balance.

The problem is that leaders often suffer from what he calls Authority Deficit Disorder; they can’t delegate authority and the reason for that is fear:

1. Perfectionism
2. Vertigo about unexpected outcomes leads to anxiety and an intense desire to subjugate
3. Feeling Inadequacy – clings to power.

But he asserts that the more power we relinquish the more power we have.

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