Education is a long term endeavour
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

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 43 Associations of Heads and Educational employers in 28 countries in primary, secondary and vocational education.

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THE EDITORIAL TEAM FOR THE MAGAZINE    Clive Byrne (editor), Fred Verboon and Monique Westland

LAYOUT AND DESIGN: Coers & Roest ontwerpers bno | drukkers

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.
There is a number of interesting ICT enabled projects that offer teachers chance 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 (www.fi.ncsu.edu) study 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...
The International Confederation of Principals held a conference in Helsinki in August 2015. The Presidents of ICP, Ari Pokka and of ESHA, Clive Byrne made a joint presentation on the role they see for a professional leadership focused association in education policy.

ESHA President, Clive Byrne highlighted the fact that ESHA is an association of associations representing school leaders in 28 countries. The ‘raison d’etre’ of ESHA is to provide a forum where views on education matters are being discussed and developed and where best practices for innovative education can be identified and disseminated as well as promoted among the education partners. Given that education is a national competence rather than a European one, a key task must be to seek to influence policy in the European Commission to promote teaching as a career and to raise national and international education standards. ESHA fully supports the Commission as it seeks to improve school retention rates, encourage national governments to reduce early school dropout and develop effective strategies to tackle areas of social disadvantage. These Europe wide goals need to be implemented at national level but as we’ve seen recently when dealing with refugee and migrants issues, national interests may not be in line with wider European interests. ESHA seeks to break down barriers by promoting exchanges and fostering closer collaboration between individual schools and member associations.
As an umbrella body representing nearly 40 individual associations what type of areas should ESHA highlight as worthy of attention and what types of policies should associations like ours seek to influence? A number comes to mind and the list below isn’t given in order of importance because different aspects will be prioritised in member associations.

- Investment in education
- Fair funding for all students and schools
- Relevant curriculum to meet the needs of the context of the students
- Valid assessment to test the efficacy of the curriculum
- Quality teachers with quality training and a right to an induction year
- Create a pipeline to ensure effective succession planning for school leaders
- Quality principals who are selected on ability and given adequate in-service and induction as well as the necessary support to be responsible for educational outcomes of their students
- Informed and interested parent associations who are valued and nurtured for their interest in the schools and who are not just regarded as fundraisers or people to be kept at arm’s length or at the school gate
- Effective means to hear the student voice to hear and implement their views
- Need to get politicians to realise that education is a long term endeavour and that significant education change and reform will not take place over one electoral cycle.

This last point is so important because improving the quality of what goes on in our schools and the quality of educational leadership in our schools takes time. Worthwhile initiatives will rarely come to
fruition within five years, the lifetime of most democratically elected
governments, so it’s not surprising that some of our political leaders
are reluctant to undertake significant change unless some form of
electoral payback can be quickly assured.

The European Policy Network on School Leadership was established
as a generously funded Commission project to develop an effec-
tive European leadership network. ESHA played a significant role
in trialling initiatives from the Network and many fine resources are
available to members through the EPNoSL website. The range of
resources available online to today’s school leaders is vast compared
to when ESHA was founded nearly 40 years ago but the rationale
for providing such resources remains the same – to support and
resource member associations and thus to make the workload of the
individual principal more manageable.
In the last few years ESHA has sought to develop strategic links with the European Union through the Parliament, the Commission and the Education & Cultural Directorate. ESHA is frequently asked to participate in workshops and forums in Brussels and subject to budget resources we do our best to participate. ESHA has fraternal links and meets when necessary and at collaborative events with ETUCE, the representative body for teacher unions, EFEE, the representative body for educational employers, EPA, the representative body for parents associations, OBESSU, the representative body for second level school students and EUCIS, the European civil society platform on lifelong learning.

The next decade will see much discussion on the role of the school principal and many questions will need to be explored as we seek to do the best for our members.

▶ Should the school leader be an educator or will a business manager model be more appropriate?
▶ What does good look like?
▶ How do we develop standards and share standards?
▶ What will be the key statements of learning?
▶ What will be the key statements of quality?
▶ What will be regarded as the key domains and characteristics of success?
In the short to medium term ESHA must seek to establish principal associations in each member state of Europe. Appropriate coaching and mentoring must be provided for newly appointed principals and recently retired colleagues will have an important role to play in inducting and supporting those recently appointed. The resources available through Erasmus+ if drawn down wisely by second level will expand the horizons of school leaders and support their resilience and wellbeing. School leaders are key agents of change. They are a precious resource needing support. If the necessary supports are provided, school leaders will repay one hundred fold the investment made in leadership. It is ESHA’s role to lobby on your behalf.

Clive Byrne
ESHA President
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Professional learning for teachers and school leaders

Conexus has been a market and research leader in learning analytics for the educational sector in Scandinavia for the last 15 years.

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- Assessment for Learning

Meet us at
GA meeting of ESHA
Bergen, Norway

For more information or a demo, please e-mail fph@conexus.no
Agenda 2015

OCTOBER 2015

15th – 16th  NAPD Annual Conference, Ireland
25th – 27th  3rd Regional meeting in Belgrade, Serbia ‘Motivation in leading school system’

This three days conference will be attended by 250-300 principals and school directors (pre-school, primary, secondary/vocational) from six countries: Slovenia, Croatia, Serbia, Montenegro, Bosnia and Herzegovina, Macedonia. During the conference there will be speakers and workshop moderators from all six countries, working language: Serbian.

The organizer of the conference is Društvo direktora srednjih škola Srbije (Association of principals of secondary schools in Serbia), contact person: Mr. Dejan Nedić via skola@drugaekonomsk.edu.rs

30th – 31st  ESHA GA meeting, Bergen, Norway

NOVEMBER 2015

26th  Annual Axia Convention, Catalonia, Spain
Agenda 2016

MARCH 2016
18th AVS Annual Conference, Nieuwegein, The Netherlands

APRIL 2016
TBD ESHA GA meeting

OCTOBER 2016
18th ESHA GA meeting, Maastricht, The Netherlands
19th – 21st ESHA biennial Conference Maastricht, The Netherlands
Innovations in PISA to assess a wider range of skills
Every three years, the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) assesses the extent to which 15-year-old students near the end of compulsory education have acquired the knowledge and skills that are essential for full participation in modern societies. PISA provides a framework in which over 80 countries collaborate to build advanced global metrics to assess the knowledge, skills and character attributes that matter for student success and that are essential for full participation in modern societies. PISA results reveal what is possible in education and the findings allow policy makers and educators around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, and learn from policies and practices applied elsewhere.

ANDREAS SCHLEICHER, OECD

However, the demands on modern education systems are changing fast and that requires PISA to evolve too. These days, we no longer know exactly how things will unfold, often we are surprised and need to learn from the extraordinary, and sometimes we make mistakes along the way. And it will often be the mistakes and failures, when properly understood, that create the context for learning and growth. A generation ago, teachers could expect that what they taught would last for a lifetime of their students. Today, schools need to prepare students for more rapid economic and social change than ever before, for jobs that have not yet been created, to use technologies
that have not yet been invented, and to solve social problems that we don’t yet know will arise.

How do we foster motivated, engaged learners who are prepared to conquer the unforeseen challenges of tomorrow, not to speak of those of today? The dilemma for educators is that routine cognitive skills, the skills that are easiest to teach and easiest to test, are also the skills that are easiest to digitize, automate and outsource. There is no question that state-of-the-art knowledge and skills in a discipline will always remain important. Innovative or creative people generally have specialized skills in a field of knowledge or a practice. And as much as ‘learning to learn’ skills are important, we always learn by learning something. However, educational success is no longer mainly about reproducing content knowledge, but about extrapolating from what we know and applying that knowledge in novel situations. Put simply, the world no longer rewards people just for what they know – Google knows everything – but for what they can do with what they know. Because that is the main differentiator today, education is becoming more about ways of thinking, involving creativity, critical thinking, problem-solving and decision-making; about ways of working, including communication and collaboration; about tools for working, including the capacity to recognize and exploit the potential of new technologies; and, last but not least, about the social and emotional skills that help people live and work together.
Conventionally our approach to problems was breaking them down into manageable bits and pieces, and then to teach students the techniques to solve them. But today we create value by synthesizing the disparate bits. This is about curiosity, open-mindedness, making connections between ideas that previously seemed unrelated, which requires being familiar with and receptive to knowledge in other fields than our own. If we spend our whole life in a silo of a single discipline, we will not gain the imaginative skills to connect the dots where the next invention will come from.

The world is also no longer divided into specialists and generalist. Specialists generally have deep skills and narrow scope, giving them expertise that is recognized by peers but not valued outside their domain. Generalists have broad scope but shallow skills. What counts increasingly are the versatilists who are able to apply depth of skill to a progressively widening scope of situations and experiences, gaining new competencies, building relationships, and assuming new roles. They are capable not only of constantly adapting but also of constantly learning and growing, of positioning themselves and repositioning themselves in a fast changing world.

Perhaps most importantly, in today’s schools, students typically learn individually and at the end of the school year, we certify their individual achievements. But the more interdependent the world becomes, the more we rely on great collaborators and orchestrators who are able to join others in life, work and citizenship. Innovation, too, is now rarely the product of individuals working in isolation but an outcome of how we mobilize, share and link knowledge. Schools need to prepare students for a world in which many people need to collaborate with people of diverse cultural origins, and appreciate different ideas, perspectives and values; a world in which people need to decide how to trust and collaborate across such differences; and
a world in which their lives will be affected by issues that transcend national boundaries. Expressed differently, schools need to drive a shift from a world where knowledge that is stacked up somewhere depreciating rapidly in value towards a world in which the enriching power of communication and collaborative flows is increasing.

In many schools around the world, teachers are trying to help students develop such kinds of knowledge, skills and character attributes. But education systems are often still not good enough at reflecting these in the tests and assessments that are used to validate what students know and can do. Indeed, the vast majority of tasks on many conventional tests can now be solved with the help of a smartphone. If we want to know whether students are smarter than a smartphone, we need to build more advanced tests and assessments.

PISA began its assessments in 2000 with an in-depth assessment of reading literacy skills, defined as understanding, using, reflecting
on and engaging with written texts. Since 2000, the PISA reading assessments have evolved considerably, reflecting in large parts the changes in the nature of reading with the advent of digital technologies. Nowadays, digital texts require students to manage non-linear information structures, to build their own mental representation of information as they find their way through hypertext on the internet, and to deal with ambiguity and to interpret and resolve conflicting information which they find somewhere on the web.

In 2003, the focus of PISA turned to assessing mathematics, defined as students’ capacity to formulate, employ and interpret mathematics in a variety of contexts. The assessment was about reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain and predict phenomena. Students were also asked to demonstrate that they could recognise the role that mathematics plays in the world and to make the well-founded judgements and decisions needed by constructive, engaged and reflective citizens.

Indeed, the vast majority of tasks on many conventional tests can now be solved with the help of a smartphone.

In 2006, the focus of PISA shifted to science, defined as the ability of students to engage with science-related issues, and with the ideas of science, as a reflective citizen. To do well on the PISA science test, students need to be willing to engage in reasoned discourse about science and technology. The competencies require epistemic knowledge – an understanding of the rationale for the common practices of scientific enquiry, the status of the knowledge claims that are
generated, and the meaning of foundational terms such as theory, hypothesis and data.

While continuing with the assessment of reading, mathematics and science as key foundation skills, PISA is now progressively incorporating also some of the broader cognitive, social and emotional competencies discussed above. The assessment of social competencies became a priority in 2015. As noted before, young individuals entering into the workforce and public life need the skills and attitudes to collaborate and effectively solve problems, increasingly in situations where members of the group are geographically dispersed, working in different time zones, and connected through technology. Societies expect them to have the capacity to resolve problems and provide solutions collaboratively through the pooling of knowledge, skills, and effort. As a first step, PISA introduced in 2015 an assessment of collaborative problem solving skills, which assesses students according to three core competencies: (1) establishing and maintaining shared understanding; (2) taking appropriate actions to solve problems; and (3) establishing and maintaining team organization. To facilitate this, individual students are required to interact and collaborate with computer-generated team member(s) in controlled situations to solve a particular problem. This process necessitates students determining their own role and responsibilities in regards to other agents, monitoring aspects of group organization, and facilitating adjustments.
and changes that are needed when communication breaks down, when new obstacles appear, or when opportunities for performance optimization arise.

Taking this further, countries are currently collaborating to develop an assessment of global competence to be delivered in 2018 and defined as the capability and disposition to act and interact appropriately and effectively, both individually and collaboratively, when participating in an interconnected, interdependent and diverse world. The assessment is built around four key dimensions: (1) Communication and relationship management – which refers to the willingness and capability to adapt one’s communication and behavior in order to interact appropriately and effectively with others holding diverse perspectives and in different contexts. (2) Knowledge of and interest in global developments, challenges and trends – which refers to a learner’s interest in and knowledge of cultures, major issues,
events and phenomena in the world, as well as the learner’s ability to understand their global significance and their implications for adapting appropriately and effectively to learning, working, and living situations with others holding diverse perspectives and in different contexts. (3) Openness and flexibility – which refers to being receptive to and understanding of new ideas, people and situations, as well as to differing perspectives and practices. It also refers to the ability to seek out and understand new and differing perspectives and experiences and appropriately and effectively adapt one’s thinking, behaviors and actions to learning, working, and living situations that involve others holding diverse perspectives and in different contexts. (4) Emotional strength and resilience – which refers to the ability, developing the coping mechanisms and resilience, to deal appropriately with the ambiguity, changes, and challenges that these different perspectives and experiences can present.

PISA is also expanding its range of questions to provide a more holistic assessment of students’ well-being. Well-being indicators, especially those used in international comparisons, have tended to focus on such objective measures as income, patterns of consumption, and level of assets or wealth, most of which are available in national administrative records. But researchers and policy makers increasingly recognise that measuring only objective aspects of well-being is not sufficient for developing effective
policies. PISA 2015 is contributing to a more nuanced understanding of well-being by monitoring subjective aspects of students’ well-being based on students’ own reports on their sense of happiness, social connectedness, and perceived quality of life and life satisfaction. In the questionnaires that are distributed to students who participate in PISA 2015, students report their perceptions about their engagement at school, their motivations for learning, their relationships with parents, teachers and peers, and their behaviour at school, their eating habits, and incidents of bullying they may have endured. School principals and parents also provide information on the students’ surroundings. This information enables PISA to assess students’ subjective social, physical and psychological well-being as well as their more objective material well-being. PISA 2015 then analyses how students’ well-being relates to external factors, such as students’ background, family characteristics, and specific school policies and practices.

As our societies evolve further, the countries participating in PISA will continue to collaborate to define and measure the knowledge, skills and character attributes that will help individuals to keep abreast of these changes and to meet rising demands. Every three years, the results from PISA provide a powerful tool that countries can use to develop, review and fine-tune their curricular standards and education policies with the aim to provide the best education possible for all of their students. The OECD stands ready to support countries in this challenging and crucial endeavor.

This article has been shortened for inclusion in this magazine.
New research recognizes principals’ impact and potential

Maximizing impact, is your ‘why’ big enough?

BY JOANNE ROBINSON & OMAR MEKKI

It’s that time of year again. Are you feeling a focused sense of urgency? Or is what you feel these days more like an overwhelming sense of panic? If you are feeling like you are on a vicious carousel of déjà-vu, it may be comforting to hear that we’ve all been there. The even better news, though, is increasing clarity around a more virtuous cycle that enables principals to establish and sustain the conditions for success in their school systems.
For decades the school head’s role was perceived as an administrative function, focused solely on operational tasks such as managing budgets and buildings. But over the past 15 years Omar Mekki has noticed a dramatic change. Omar, Vice-Chair of the Norwegian School Leaders’ Association and proud member of ESHA, is encouraged by the increasing recognition of the vital role of school heads. Looking back, not so long ago the role of the school principal was relegated to the backdrop.

In recent years, the tide is turning toward the pivotal role of school leaders. There are promising research examples that shine the spotlight on the potential of the profession. People realize, and research clearly demonstrates, that “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (The Wallace Foundation). More recently, the 2015 OECD Backgrounder by Andreas Schleicher went even further to say that “because principals can have an impact on student achievement, improving the quality of school leadership is more important than improving the quality of a single teacher’s practice.”

The meta-analysis of Professor Viviane Robinson from Auckland University in New Zealand, also shows that leaders can have great impact on student outcomes if they focus their efforts on student centered issues. In her book on *Student-Centered Leadership* (2011), she outlines the “whats” and “hows” of leadership that has an impact on student outcomes.

Norway specifically has benefited from both international and national research including reports from the National Leadership Education for School Principals conducted by NIFU and NTNU Social Research during the period 2010-2014, meetings, shared experiences, and program development with the Directorate for Education and Training,
the ETUCE School Leadership Survey for input about challenges and opportunities.

Unfortunately, along with this increasing attention seems to have come more expectations, accountability measures, distracters, and consequently mounting complexity about what is meant by terms such as: effective school leadership; instructional leader; lead learner. According to Michael Fullan’s references in The Principal: Three Keys to Maximizing Impact (2014), “75 percent of principals find that the job has become too complex, and thereby unsatisfying.” Across Europe, common challenges for the profession include: responsibilities vaguely defined and delimited; lack of continuous professional development of school leaders; unclear, and highly varying recruitment procedures; with a decreasing number of qualified candidates who apply for school leadership positions (ETUCE).

“The quality of our nation’s schools depends on the preparation of our school leaders.” – Omar Mekki

Given the crucial role now accorded to school principals, the findings from the recent 2015 report from OECD and TALIS are striking. The fact that most principals begin their careers as teachers is not surprising. However, “countries vary considerably in how their principals are initially trained and how they later develop their professional skills. In some countries, many principals reported
that they were offered little, no or weak preparation for assuming their role as school leaders.” In this Backgrounder entitled *Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches*, Andreas Schleicher recommends: “Given the importance of school leadership, countries may want to focus more on the preparation offered to prospective principals and on continuing professional development once individuals are appointed as principals.”

The central question here then is how can principals yield learning results that are wider and deeper, and more doable in the bargain? How can the role of the principal as instructional leader be repositioned so that it maximizes the learning of all teachers and in turn of all students? Thankfully aspiring and experienced school leaders can focus their efforts with specificity and precision around a core set of effective, research-based leadership practices that not only come from international authorities on school leadership but also have been proven over time to demonstrate sustained results in student achievement.
In September 2015, Norway will host professional learning specific to the needs of aspiring and experienced school leaders founded on evidence-based research and student-centered leadership training from International School Leadership (a subsidiary of the Ontario Principals’ Council). Guided by principles and a core set of ‘impact-full’ leadership practices proven to produce progressive results, both aspiring and experienced principals will focus on what they can do if they want to clear the path toward improving student achievement in demonstrable ways. The idea is that if you are a principal or aspiring to become one, after taking this professional learning, you will know where to focus to make the biggest difference. And you will know how to best take advantage of, leverage, and support the growth of your school to have the greatest impact. The students in our care depend on it. The Future is Now.

From left to right: Dr. Joanne Robinson, Chief Executive Officer, International School Leadership, Omar Mekki, vice president of The Norwegian School Leader Association and board member of ESHA and Debbie Davidson, Director of Partnerships, International School Leadership
MODULE 1
PRINCIPAL LEADERSHIP FOR SCHOOL IMPROVEMENT
- examine attributes of an effective school leader for 21st century teaching and learning using leadership frameworks
- explore management duties and leadership responsibilities of the principal
- discover practices to create a shared vision, goals and high expectations and
- explore practices of direct, indirect and shared leadership.

MODULE 2
CHARACTERISTICS OF EFFECTIVE SCHOOLS AND SYSTEMS
- identify characteristics of effective schools that support 21st century teaching and learning using school effectiveness frameworks
- examine the importance of school leadership on effective schools and systems, reviewing first and second generation effective school correlates identified by Lezotte and
- understand the significance of student voice and student-focused learning.

REFERENCES
Scotland’s Curriculum and National Improvement Framework

GREG DEMPSTER, SCOTLAND

For more than a decade, Scotland has been introducing its new curriculum, ‘Curriculum for Excellence’. It has at its heart the bold aims of delivering a personalised educational experience which will help every pupil realise their full potential. An article setting out the approach in detail was included in the ESHA magazine in September 2010. http://www.esha.org/node/81 So, where are we now?

First, a little reminder about the overarching goals of our curriculum. In 2003 the discussion began about how to build on the strengths of our existing curriculum and to better prepare children for the rapidly changing world. After an unprecedented level of engagement with the profession and key partners about what needed to change and what our new curriculum should look like our curriculum support body and government started to produce detailed plans around 2005. At the core of these plans
were the ‘four capacities’ that our new curriculum should seek to encourage in pupils to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. Along with considerable change to what schools focussed on there was considerable structural change too – particularly for secondary schools where pupil specialisation in the run up to national qualifications would start a year later than previously and the national qualifications themselves would undergo big changes. So, the ‘four capacities’ at the heart of our curriculum – with a little more detail in the shape of attributes and capabilities – are outlined below:

Below these capacities we have a series of detailed ‘experiences and outcomes’ which set out in great detail the totality of learning expected during different stages of a pupil’s school career. They are
a set of statements which describe the expectations for learning and progression for each curriculum area. The title ‘experiences and outcomes’ recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved. The experiences and outcomes for each curriculum area build in all the attributes and capabilities and so develop the four capacities.

So, where are we with implementation? It has been a long journey and we are not there yet. The political landscape – in relation to education policy at least – has been stable, with all parties continuing to support the implementation of our new curriculum. Progress has been steady and the first cohort of pupils have now passed through our revised qualifications framework in the later years of secondary education. An OECD country report in 2007 (Quality and Equity of Schooling in Scotland) largely endorsed the direction of travel and the OECD has been invited back to review progress this Autumn...so an external assessment of progress and impact will be available soon.

A significant bump in the road of development came earlier this year when a national sample survey (the Scottish Survey of Numeracy and Literacy) highlighted a small drop in reading standards assessed in 2014. This, along with a changing of the guard in political leadership in all main political parties, has led us down a route with much more political interest and activity in relation to education. Scotland has long had a significant poverty-related performance gap in education – much wider than many other comparable countries. Our First Minister, Nicola Sturgeon, stated recently that she wanted to see that gap not just reduced but eradicated. Further, she made clear that this – above all else – was what she wanted her and her Government
to be judged on. So a lot is currently invested in the education sector’s response to this clarion call.

In September this year, the Scottish Government released a draft National Improvement Framework (http://www.gov.scot/Publications/2015/09/7802) setting out the actions it proposes are taken to close the attainment gap. There are many facets to this plan, several of these are simply a restating of important developments already in process. A new one, the one which has captured the focus of the media and the attention of the profession, is the proposal to introduce National Standardised Assessments at four different stages in the phase we call Broad General Education (roughly age 5-15). The Government wants data to know where to focus development efforts. The profession is concerned that this might develop into a retrograde step which would – despite claims to the contrary – take us back to national league tables of schools which in turn will result in the narrowing of the curriculum with schools all but forced to teach to the tests in an effort to climb the league tables. If these worst fears were realised it would compromise core elements of our new curriculum which was designed to value breadth as well as depth, to be personalised to take account of every pupil and to move them on from their starting point – wherever that might be.

It is fair to say that while the last ten years of Scottish Education have largely been characterised by a spirit of partnership between government (central and local) and the profession, this latest development seems set to test that, and potentially the foundations of our new curriculum, to its limits.
Who is EFFE: European Forum for Freedom in education
The European Forum for Freedom in Education (EFFE) was set up 25 years ago shortly after the fall of the Berlin Wall. It began as a bilateral collaboration between Germany and Hungary and has grown to have members in 25 countries across Europe. The organization was established to support the freeing of education systems in Eastern European countries and to encourage the exchange of ideas and cross national dialogue between east and west.

**EFFE** is founded on three basic principles:

1. **The Right to education**
   Education is a human right and should be available to all. The responsibility to guarantee this right is a task for European society as a whole.

2. **Educational autonomy**
   Schools and teachers should have the freedom to respond to the needs of the children and young people in their care without political interference. The free development of personality requires educational spaces that give autonomy to students and teachers. In accordance with a modern civil society freedom also entails responsibility on the part of all participants (students, teachers, parents).
3 Diversity of provision

Diversity in education is the motto of the European Union and allows for the existence and support for different pedagogical approaches. Schools require freedom in terms of staffing, organisation and finances to set their educational objectives and in the realisation of those objectives.

**EFFE** is committed to safeguarding the rights and dignity of every child and will seek to defend these in cases whether they are undermined or threatened.

Over the past 25 years **effe** has organized events in many European cities including Amsterdam, Berlin, Bern, Brussels, Budapest, Helsinki, Prague, St Petersburg and Vienna. The last time an event took place in the UK was in 1995 when a conference on the theme of *New Educational Environments: rights, responsibilities and initiatives* was organized at the University of Oxford.

**EFFE** has a presence in Brussels and aims to contribute to policy discussions, particularly on themes which are identified as priorities by the European Parliament. In 2008 a conference was organized by **effe** in Brussels on the topic of early school leaving and school dropout – a key concern of the
Parliament. A specially convened session attended by the European Commissioner for Education was held within the European Parliament to present the outcomes of the conference.

**EFFE** has had a number of distinguished patrons over the years including Vaclav Havel (Czech Republic) and Arpad Goncz (former President of Hungary).

Recently a symposium was being held in Edinburgh, Scotland on Improving social equity through education: raising outcomes for low achieving students.

**PRESS RELEASE ON THE SYMPOSIUM**

**IMPROVING SOCIAL EQUITY THROUGH EDUCATION: RAISING OUTCOMES FOR LOW ACHIEVING STUDENTS**

What is the role of education in creating a fairer society? This is one of the biggest challenges facing education systems across Europe and further afield and was the question addressed at the recent Symposium of the European Forum for Freedom in Education which took place in Edinburgh. With contributions from international experts **Andreas Schleicher (OECD)** and **Professor Pasi Sahlberg (Harvard University)** this event attracted delegates from across Europe to reflect on this critical question.

Building on the OECD’s research on *Equity and Quality in Education* and Pasi Sahlberg’s seminal book *Finnish Lessons*, there was much discussion about the place that teachers hold in society, how to evaluate students and schools and the question of school autonomy. What then needs to happen to ensure that each and every child, whatever their starting point, can flourish and lead fulfilling lives and become active and responsible members of society?
Three key points emerged:

1 We need to create supportive and inclusive environments for learning, places that do not only focus on academic achievement but which provide the care, nourishment and support that children need in order to do well. This is particularly important for children from disadvantaged backgrounds who require a place to feel safe and secure in order to be able to learn. There is much to be gleaned from Finnish schools in terms of the attention given to health and well-being and the provision of calm and nurturing spaces for learning.

2 It is clear that the way in which teachers are respected and valued by society is an important determinant of the success of an education system. Teachers must be properly prepared if they are to be able to fulfil this highly demanding role, particularly in terms of being able to meet the needs of children from challenging backgrounds. Extensive and on-going training which combines theory and practice, an understanding of child development and pedagogy as well as subject knowledge, and opportunities within schools to reflect and collaborate with other professionals are all key to teacher effectiveness. Again Finland points the way. By making teaching one of the most sought after professions it ensures that children, and society as a whole, are well served by those people who are entrusted with developing minds and fostering skills for the future.

A tolerant and democratic society needs a free and diverse educational system
The way in which schools are organised is crucial. Andreas Schleicher and Pasi Sahlberg both drew attention to the need for professional autonomy so that schools have the freedom to respond to the needs of the children in their care. Distributed forms of leadership in which the voices of all the main stakeholders – students, teachers and parents – are heard and valued are far more likely to create a climate of trust within which schools can develop democratically.

Education reform is a complex and slow process. This Symposium highlighted the critical elements of that process in the journey towards a more equitable society.

To download a copy of the Report and the main presentations go to:
www.ffe-eu.org/english/activities/
colloquium-2015-in-edinburgh
www.ffe-eu.org
Entrepreneurial Competences for School Leadership Teams
In many aspects, managing a school is similar to managing a small company. School heads need entrepreneurial skills in order to effectively manage their schools. Unfortunately, not many universities offer formal entrepreneurship training for school heads. For this reason, ESHA together with Newcastle University / North Leadership Centre (UK), EdEUcation LTD (UK), the University of Jyvaskyla / Institute of Educational Leadership (Finland), the University of Primorska (Slovenia) and the Bucharest University of Economic Studies (Romania) aim to develop a training course to equip school leadership with the necessary entrepreneurial competences to lead, manage and improve schools. The name of this project is Entrepreneurial Competences 4 School Leadership Teams (EC4SLT), its web site is located at www.ec4slt.com. The courses will be made available in August 2016 free of charge, to all ESHA members.

BY FRED VERBOON

DO SCHOOL HEADS NEED ENTREPRENEURIAL SKILLS?
John is a school head of a secondary school in the Netherlands. His school is located in a suburban environment and employs 125 staff members. In the past few years, the number of students have has decreased significantly. He will have to lay off a number of teachers because his school’s funding depends upon the number of students.
The school’s academic results have been satisfactory for more than ten years now. For some reason, a substantial number of kids from the local community attend the school in the neighbouring village. Why do they do that? The academic results are fine..

In many aspects, managing a school is similar to managing a small company. Let us compare a school with a software company and discover if there are similarities. In our case, the software company was founded by a software developer who developed an outstanding

In many aspects, managing a school is similar to managing a small company.
software solution. The company has grown because the many customers value the services and solutions. Overtime, the company has hired developers, helpdesk employees and even a sales person. The founder of the company has grown into an executive role and manages a team, thinks about future directions, allocates budgets to teams, builds relationships with customers, discusses finances with his accountant, etc. The developer has become a manager.

John has also grown into his role as a manager of the school. He started his career as a math teacher, became a team lead and has been appointed as dean of the school about five years ago. Both John and the software developer have grown into a managerial role and experience similar managerial challenges. Both have not attended any formal business administration courses.

Both of them have decided not to hire experienced business managers but decided to develop these essential entrepreneurial skills themselves. In this case, the software guru has the upper hand. Most business schools offer courses in business administration that would most likely enhance his skills. John’s choices are not that clear. Not many universities or school heads associations offer formal entrepreneurship training for school management teams.

For this reason, ESHA together with Newcastle University / North Leadership Centre (UK), EdEUCation LTD (UK), the University of Jyvaskyla / Institute of Educational Leadership (Finland), the University of Primorska (Slovenia) and the Bucharest University of Economic Studies (Romania) aim to develop a training course to equip school leaders with the necessary entrepreneurial competences to lead, manage and improve schools. The name of this project is Entrepreneurial Competences 4 School Leadership Teams (EC4SLT), its web site is located at www.ec4slt.com. The courses will be ready in August 2016 and will be available, free of charge, to all ESHA members.
THE AIMS OF THE EC4SLT PROJECT

As we have read in the introduction of this article, leading a school can be compared to leading a small company and schools heads with a certain level of autonomy should either hire a business manager or acquire the necessary entrepreneurial skills themselves. In order to equip the school management teams with these skills, the EC4SLT project aims:

- to improve the quality and efficiency of school leadership through improved creativity, innovation and entrepreneurship
- to identify key successful entrepreneurial competences from the business world, adapt them to a school leadership context and develop training modules to equip school leadership teams to accelerate the pace of school improvement and lead and manage with greater school autonomy
THE FOUR KEY AREAS OF ENTREPRENEURIAL COMPETENCE

The experts of the participating universities have identified the four key areas of entrepreneurial competence:

- Strategic Thinking & Visioning
- Team Building, Personnel Management & Development
- Communication & Negotiation Skills
- Financial resources Mobilization & Optimization

All of these key areas of entrepreneurial competences will be covered in the courses of the consortium. The courses will be based upon real situations and the experiences of the school managers and made available on-line, including video clips.

1 Strategic Thinking & Visioning

This first area of entrepreneurial competences includes the dean’s ability to:

- to build up and implement a vision
- know the school’s market position
- know the tendencies in their specific market (risks and opportunities)
- understand the value chain of their school
- identify the needs and expectations of their key stakeholders
- know and apply business strategic tools
- apply scenario techniques for different commercial & financial situations
- demonstrate calculated risk taking
- develop networks, clusters
- be aware of globalization processes and innovative with a “global” (think global, act local) orientation
2 Team Building, Personnel Management & Development
This second area of entrepreneurial competences includes the dean’s ability to:
▶ analyse different organisational models and explore their potential effectiveness
▶ audit existing school structures and their effectiveness in addressing the needs of the school
▶ consider existing teams and potential improvement
▶ evaluate how a school’s organisation can impact on improvement
▶ understand the basic legal issues and perform specific activities to HRM
▶ motivate the school’s staff to be creative and participative
▶ practice management techniques “by walking around”
▶ demonstrate team leading skills and build up team spirit
▶ create high energy within the company’s personnel
▶ act as coach/mentor for HR development

3 Communication & Negotiation Skills
This third area of entrepreneurial competences includes the dean’s ability to:
▶ communicate the school vision to and negotiate with important stakeholders
▶ have effective communication skills inside and outside the organization
▶ solve problems
▶ exploit technology
▶ network creatively
▶ resolve conflict and build relationships
▶ extensively use the Internet and social media (like Facebook, Twitter) to interact and communicate with customers and co-workers
4 Financial Resources Mobilization & Optimization
The final area of entrepreneurial competences includes the dean’s ability to:

- attract capital and staff
- think beyond resource constraints
- use resources, including staffing, creatively
- understand and analyse the cost/benefit to the school
- be aware of external funding opportunities
- have a basic knowledge about financial regulations

CREATION OF THE FINAL MODULES FOR FORMAL TRAINING
All consortium partners all have an excellent track record in training teachers and school heads. Their already developed curriculum will be further improved by means of interviews with school managers and school staff and feedback from colleagues and pupils. They will evaluate the feedback to create a final set of resources based on the real situations and the experiences of the staff involved. The modules will be in the form of online resources, including video clips. The modules will be used in training sessions starting in February 2016 and in June 2016, the modules will be discussed, refined and collated into a formal training package.

The training package will be trialled in a range of formats, an intensive course, a course spread over a term, an online course or a blended learning course. Following the training sessions, the consortium partners will collate the feedback, further improve the learning courses and produce the final version of the modules together with an online training handbook which will support the online resources.

All materials will be published at the EC4SLT website: [www.ec4slt.com](http://www.ec4slt.com)
Invitation for the Third Regional conference Southeastern Europe

Motivation in leading school system
The Society of Serbian Head Directors invites you to the Third Regional conference of Heads of schools of South-eastern Europe, which is going to take place in Belgrade from October 25th to 27th at the hotel ‘Slavija’ and at the old building of Serbian Parliament.

The Assembly President
Dejan Nedić, economist
## PROGRAM

### Sunday, October 25th 2015

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Activity</th>
<th>Venue</th>
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<tbody>
<tr>
<td>12.00 – 16.00</td>
<td>Arrival, registration and accommodation of participants</td>
<td>Hotel where accommodated</td>
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<tr>
<td>17.00 – 17.45</td>
<td>The opening of the conference</td>
<td>The Old Parliament building of Serbia, Srpskih vladara street</td>
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<tr>
<td>17.50 – 18.30</td>
<td>Mr Ranko Rajović, plenary lecture;</td>
<td>The Old Parliament building of Serbia, Srpskih vladara street</td>
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<tr>
<td>18.35 – 19.15</td>
<td>Dr Tatjana Ažman, The school of Heads, Slovenia; plenary lecture;</td>
<td>The Old Parliament building of Serbia, Srpskih vladara street</td>
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### Monday, October 26th 2015

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Activity</th>
<th>Venue</th>
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<tbody>
<tr>
<td>9.00 – 9.40</td>
<td>Prof dr Nenad Suzić, The Faculty of Philosophy, Banja Luka ‘Motivation in teaching’ – plenary lecture</td>
<td>Hotel ‘Slavija’ plenary hall</td>
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<tr>
<td>9.45 – 10.25</td>
<td>Dr Nenad Vujadinović, Dean of the Faculty of Art, Cetinje, ‘Play and classroom’ – plenary lecture</td>
<td>Hotel Slavija plenary hall</td>
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<tr>
<td>10.30 – 11.10</td>
<td>Dr Konstantin Petkovski, University of St. Kiliment of Ohrid, Bitola ‘Motivation in education’ – plenary lecture</td>
<td>Hotel Slavija plenary hall</td>
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<tr>
<td>11.10 – 11.30</td>
<td>Coffee break</td>
<td>Hotel Slavija plenary hall</td>
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<tr>
<td>11.30 – 12.30</td>
<td>WORKSHOPS</td>
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<td></td>
<td>Dr Tatjana Ažman, ‘Managing learning and motivation of different generations’</td>
<td>Hall at hotel Slavija</td>
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<tr>
<td></td>
<td>Ranko Rajović</td>
<td>Hall at hotel Slavija</td>
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<tr>
<td>Time</td>
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<tr>
<td>12.45 – 13.45</td>
<td>WORKSHOPS</td>
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<td></td>
<td>Dr Nenad Vujadinović, Radiša Šćekić</td>
<td>Hall at hotel Slavija</td>
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<td>‘Play and classroom’</td>
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<td></td>
<td>Dr Srđan Ognjanović</td>
<td>Hall at hotel Slavija</td>
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<td></td>
<td>Head of Mathematics high school, Belgrade</td>
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<td></td>
<td>‘Working with talented students in the school system of the Republic of Serbia’</td>
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<td></td>
<td>Prof dr Nenad Suzić</td>
<td>Hall at hotel Slavija</td>
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<td></td>
<td>‘Motivation of students and teachers’</td>
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<td>Working with preschool children</td>
<td>Hall at hotel Slavija</td>
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<tr>
<td>14.00 – 15.00</td>
<td>LUNCH</td>
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<tr>
<td>16.00 – 18.30</td>
<td>Visit to the Institute for Education Quality and Evaluation at the Institute for Advancement of Education in Belgrade</td>
<td>10, Fabrisova street, Belgrade</td>
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<tr>
<td>20.30 – 01.00</td>
<td>GALA Dinner</td>
<td>Hotel Slavija restaurant</td>
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**Tuesday, October 27th 2015**

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9.00 – 10.30</td>
<td>WORKSHOP reports</td>
<td>Hotel Slavija plenary hall</td>
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<tr>
<td>10.30 – 11.00</td>
<td>Conclusion and closing of the conference</td>
<td>Hotel Slavija plenary hall</td>
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<tr>
<td>11.00 – 13.00</td>
<td>Visit to schools and nursery schools in Belgrade</td>
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<tr>
<td>13.30 – 14.30</td>
<td>Lunch and saying goodbye</td>
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European School Heads Association