Biennial Conference on European School Leadership
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

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

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Some articles in this issue contain direct links to websites. Simply click on the coloured text and you’ll be automatically linked to a specific website or videopresentation. Try it yourself and enjoy.
Welcome to the
ESHA 2016 Biennial Conference

We are getting closer to the start of the ESHA 2016 Biennial Conference in the beautiful city of Maastricht for ESHA 2016 Biennial Conference “International Inspiration in Education: Leadership Matters” on October 19th through October 21st. Organised in conjunction with AVS, the Dutch school leaders association, I hope you will be able to join us during the three days conference and to participate in and enjoy a conference dedicated to helping hundreds of school leaders from across Europe share experiences and learn from one another.
ESHA sees leadership and the need to continuously invest in leadership as the key in keeping our education system remains fit for purpose. ESHA Biennial Conferences always provide an impressive line-up of speakers and this year we’re delighted to welcome Professor Michael Fullan the well-known educational researcher, Dr Zachary Walker who will speak to the topic of the use of mobile technology in education, artist/designer and innovator Daan Roosegaarde will present his vision for a sustainable future and Professor Mark Van Vugt, psychologist who will look at bridging the gap between leaders and followers in complex organisations. I know that delegates will enjoy their informative and entertaining keynote addresses over the three days of conference.

A unique feature of ESHA 2016 will be the interactive tracks which delegates can choose to participate in after lunch. The organising team have delivered a programme to suit all tastes and interests. The tracks which delegates can chose beforehand are:

- Dream of the future, 21st century pedagogies;
- Inspire and Innovate, 21st century leadership;
- Global citizenship, 21st century competences; and
- Wellbeing for 21st century kids.

Each track will have a number of presenters so delegates can really engage with the topics on offer and benefit from the exchange of views and experiences of those present. Whichever you attend I’m sure you’ll find them interesting and rewarding.

ESHA 2016 is organized at the Vrijthof Theatre and a number of nearby hotels and cafes. A new feature of the conference is that lunch will be offered at different cafes around the venue. Have no fear because guides will be available to direct delegates and show us the city and many of the cultural highlights.

If you have registered, I hope you have managed to get a ticket for the Gala Dinner on Thursday evening. It will be unlike any other you’ve ever attended
in that will take place at the Caves of Chateau Neercanne and will be a highlight of the event.

On the third day of the conference 50 school visits are planned. This will give delegates an opportunity to familiarize themselves with the Dutch education system and exchange views from the different perspectives of our own experience.

Beforehand I thank you for visiting Maastricht for ESHA 2016. It is a special place in Holland but in a region where four million people live in three different countries and speak four different languages. That number of languages will increase from the 19th to the 21st of October as hundreds of delegates arrive in the city for our conference. Will you help us raise the number of languages?

For registration and information visit www.esha2016.com

If I might be permitted to say something in my own language, Gaelic, tá súil agam go mbainfidh sibh taitnimh agus tairbhe as ár gComhdháil I Maastricht.

I hope to meet you all in person at the conference in Maastricht and wish each and every one of you an enjoyable and fulfilling conference.

Clive Byrne
ESHA President
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provincie limburg

Gemeente Maastricht
Agenda

2016

OCTOBER
4th – 5th
International School leadership training in Oslo, Norway
Module 4 and 5

18th
ESHA GA meeting, Provinciehuis, Maastricht, The Netherlands

19th – 21st
ESHA biennial Conference, Maastricht, The Netherlands

2017

OCTOBER
26th – 28th
4th Regional Conference in South Eastern Europe, Slovenia, Croatia, Serbia, Montenegro, Bosnia
Introduction

The ESHA 2016 biennial conference in Maastricht, The Netherlands will not be just another conference. You will be inspired at the key notes sessions, from Daan Roosegaarde, Michael Fullan, Zachary Walker and Mark van Vugt. You will be challenged during the parallel tracks in the workshops on all themes which will be given by many colleagues from all over Europe. You will be able to connect with colleagues around Europe during the cafe talks and the school visits.

FROM THE EDITOR MONIQUE WESTLAND
The conference is organized at the prestigious Vrijthof Theatre in Maastricht and several nearby hotels and restaurants. During the breaks, our guides will show you the city and its many cultural hot spots. You will fly home with new ideas, new friends and great memories.

Don’t miss it and check out the program via esha2016.com/program and come prepared to a dynamic conference.

In this issue you will find several articles and introductions in preparation of the conference. Enjoy reading and preparing for the conference. Hope to see you all in Maastricht and wishing you safe travels.
Program

Registration via the website [www.esha2016.com](http://www.esha2016.com) is still open. We are proud to present you the program at Theater at Vrijthof Square in Maastricht.

**WEDNESDAY OCTOBER 19TH**

09.00 – 10.00 Welcome and opening ceremony by:
Clive Byrne, President of ESHA
Petra van Haren, President of AVS, The Dutch School Heads Association
Sander Dekker, Secretary of State, Ministry of Education
Mieke Damsma, councillor education city of Maastricht

10.00 – 10.20 Break

10.20 – 10.45 Performance BreakSquad

10.45 – 11.45 Keynote 1: Daan Roosegaarde – “Landscapes of the future”

12.00 – 13.30 Lunch program at Vrijthof Square

14.00 – 16.30 4 parallel theme tracks in Crown Plaza and Amrath l’Empereur

17.30 – 18.30 Reception at Grand Café Soiron, Museum at the Vrijthof Square

18.30 – 19.30 Theme discussions in various cafés at the Vrijthof Square
THURSDAY OCTOBER 20TH

09.00 – 10.00 Keynote 2: Zachary Walker – “The 7 faces of this Generation”
10.00 – 10.30 Youth Performance
10.30 – 10.45 Break
10.45 – 11.45 Keynote 3: Michael Fullan – “Deep leadership for whole system change”
12.00 – 13.30 Lunch program at Vrijthof Square
14.00 – 16.15 4 parallel theme tracks in Crown Plaza and Amrath l’Empereur
17.00 – 19.00 Visit to the caves of Maastricht
20.30 – 23.30 Gala dinner at the caves of Chateau Neercanne

FRIDAY OCTOBER 21ST

09.00 – 12.00 School visits
12.30 – 13.15 Welcome with coffee and cake at Chateau Gerlach
13.15 – 14.15 Keynote 4: Mark van Vugt – professor of Psychology at VU University
14.15 – 15.00 Closing session with feedback from the parallel tracks
15.00 – 15.30 After drinks at Chateau Gerlach

For registration go to www.esha2016.com
Keynote speaker 1
Daan Roosegaarde – artist and innovator

Dutch artist and innovator Daan Roosegaarde (1979) is internationally known for creating social designs exploring the relation between people, technology and space. Based in the Netherlands and Shanghai, Studio Roosegaarde is the social design lab with his team of designers and engineers. Roosegaarde is a Young Global Leader at the World Economic Forum, is selected as Artist of the Year 2016 by Kunstweek and in the top of Sustainable Trouw 100 as most influential Dutch green leader.

With projects ranging from fashion to architecture, his interactive designs such as Dune, Smart Highway and Waterlicht are tactile high-tech environments in which viewer and space become one. This connection, established between ideology and technology, results in what Roosegaarde calls ‘techno-poetry’.

Roosegaarde has won the INDEX Design Award, the World Technology Award, two Dutch Design Awards, the Charlotte Köhler Award, and China’s Most Successful Design Award. Just recently on September 22nd of 2016 he has received the Design Innovation Medal at London’s Design Festival (LDF).
He has been the focus of exhibitions at the Rijksmuseum Amsterdam, Tate Modern, Tokyo National Museum, Victoria and Albert Museum, and various public spaces in Europe and Asia. Selected by Forbes and Good 100 as a creative change maker, Daan Roosegaarde has been a frequently invited lecturer at international conferences such as TED and Design Indaba, and a regular TV media guest at Zomergasten, De Wereld Draait Door and CNN.

Performance breaksquads on openings day of the conference

Breaksquads – A passionate breakdance crew

Try to be your own miracle, because everybody is special in his or her own way!

We as BreakSquad crew perform in the whole country and hopefully one day in the whole world to show the youth how much we enjoy our passion and how it helps us to appreciate other things in life as well. For example we believe that if you really follow your heart and do what you love it’s so much easier to also give your best at school. You will also be more open minded and respectful to other people. From that point of view crew members learn that nothing comes for free. If someone owns or earns more than you he probably worked and/or tried harder than you. At the same time the youth
with a passion will not fall for the many traps in life such as drinking too much alcohol every weekend, using drugs, stealing, unnecessary violence, disrespecting others etc.

The vision of the group is to become one of the best breakdance crews in the world by practicing as much and good as possible. Beside the fact that they are all enormously motivated to get there, they all give a lot of energy to show the youth of the Netherlands how wonderful it is to have something in your life that you love to do and embrace every day. This makes you have so much more spirit, strength and motivation to live your life to the fullest.

What we do is quite simple and we know that our formula is not the only one, but it is one that definitely works. Jeroen is the coach of the whole group and he is with them 5 or 6 days a week to teach, plan, practice and motivate them with all the things they do, as well Breakdance as school wise and even with small or big issues at home. Beside that the boys and girls from the 1st generation all
have one person from the 2nd generation as their student (as we like to call it Padawan’s). In this way we use the ‘Each one teach one’ concept. Beside all of the things such as Breakdance, school, having a passion in life and teaching and helping each other we also have one really important ingredient that we can’t forget. We believe that everyone is equal, no matter which origin you have; no matter if you’re rich or poor, no matter if you are old or young. We see the world as ONE!

BreakSquad is a Breakdance crew founded by Jeroen van der Linden (bboy Nazgul), Redouan Ait Chitt (bboy ReDO) and Thomas Folmer (bboy Flowmer). This crew is created from the most disciplined, motivated and talented students from Jeroen. Jeroen has been teaching for over 8 years now and from all the students he has seen (2000+) he selected 16 of them and they became the first generation of BreakSquad crew. This all happened in 2013 and from here on the group started growing faster in a lot of ways. Right now BreakSquad is a crew with 30 members of whom 16 are in the 1st generation and 14 of them in the 2nd generation. Jeroen van der Linden gives workshops in schools and Redouan Ait Chitt has recently given a dynamic presentation at the Warwick TechTalk. ■

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Inspire and innovate: 21st century leadership
Deep Leadership for Whole System Change

MICHAEL FULLAN

A new kind of leadership is needed at the top, middle and bottom levels. Fullan will identify the new learning outcomes that are arising from a new global partnership for deep learning.

New Pedagogies for Deep learning (DL) is a global learning initiative that involves 7 (soon to be 10) countries. Groups of schools join and form country clusters. A suite of tools and protocols guide their efforts. Leadership and support from the central leadership of the initiative is intended to stimulate and enable the work, and its dissemination among country members. As we moved into implementation in our New Pedagogies for Deep Learning (DL) we encountered a number of ‘pleasant surprises’. Among them were i) how readily teachers and students alike took to the 6Cs: Citizenship, Character, Collaboration, Communication, Creativity and Critical Thinking; that Leadership from the Middle (LftM), was a necessary but not sufficient condition for positive change; and that bottom up leadership from teachers and students was an additional force for change. Explore the lessons that are emerging and implications for the next phase of deep learning.
Keys to inspiring and innovating 21st century learning in education
Extraordinary Leadership for Extraordinary Times

DR. JOANNE ROBINSON, DIRECTOR OF PROFESSIONAL LEARNING AT THE ONTARIO PRINCIPALS COUNCIL (OPC, ONTARIO CANADA)

Across the globe we are having important conversations about the challenges of preparing our students for their future. Who is the 21st century graduate? What is the leader’s role in creating the conditions for continuous improved student learning?

The key challenge is to go from ‘pockets of excellence’ in our systems to cultures of innovation, creativity and love of learning. In this session, Dr. Joanne Robinson explains how leadership expertise in Ontario, Canada, has influenced one system’s journey of continuous growth from good to great to excellent (McKinsey, 2010). Dr. Robinson will highlight systematically how roles must change, and demonstrate how distributed and authentic leadership practices can be implemented in short order, at scale, to have the biggest impact on student achievement.
**Speaker profile: Dr. Joanne Robinson**

A former principal in Ontario, Canada, Dr. Joanne Robinson has been involved in leadership development from the beginning of the formation of the Ontario Principals’ Council in supporting the highly publicised journey of Ontario as a system success story for sustained student improvement. During this time, Joanne led the development of the world renowned Principals’ Qualification Program, the Supervisory Officers Qualification Program, and a myriad of other leadership development initiatives.

Joanne Robinson is currently Chief Executive Officer of International School Leadership (a subsidiary of the Ontario Principals’ Council) and Director of Professional Learning for Education Leadership Canada. Joanne works with countries around the world to facilitate and support capacity building, and is a recognized international speaker. Presently, Joanne is a key player in the province’s leadership strategy and serves on a variety of boards and committees in the province. Joanne has many years of international school leadership expertise and is called upon in many corners of the world to assist in the assessment of leadership needs and in the development of professional learning programs.

[www.principals.ca](http://www.principals.ca)

[http://www.esha.org/leadership](http://www.esha.org/leadership)
Distributed leadership
Encouraging diversified leadership and a professional learning community within the school

ARNOUD EVERS STEFAN LANGEVELDE AND FRANK HULSBOS, WELTEN INSTITUTE

How do you encourage leadership of teachers? How to create a school culture in which you work together to improve and innovate? We will focus on these questions in this workshop.

In 2016 the Welten Institute, in collaboration with the AVS, has investigated schools in primary and secondary education. These schools showed best practices in distributed leadership and in creating a professional learning community. In the workshop we will share what we have learned of these best practice schools. Together we will analyze what diversified leadership and professional learning community looks like in these schools and we will take a closer look at the role of the head teacher. On this basis together we will formulate an answer to the question: how can the School Head spread leadership and encourage a professional learning community in the school?
Leadership: Manage the essential conflict between Freedom vs. Accountability

ROALD POOL, LEEUWENDAAL CONSULTANCY

Do you recognize this? Teachers that endlessly nag and discuss about education quality and idealistic ideas and yet complain about actual performance targets? Do you recognize this? You, as a school director, restraining yourself from becoming too impatient and directive, allowing endless discussions to happen and eventually compromising to a goal that is below your ambition?

If so, you might want to join this workshop. In this workshop you’ll become aware of the key psychological conflict between teachers (professionals) and the ones that are ultimately accountable for educational results (you…). You will be presented some practical and useful techniques to get your (stubborn) professionals to take a wider view without getting all too impatient.

Who knows? Maybe this will help you in bridging the gap between you as a director and your teachers that can do so much better… In this workshop you’ll become familiar with leadership styles that you can use in effectively developing your professionals towards a higher level of (school) performance.
Anglo-Saxon versus Rhineland Education Model

TON DUIF, BOB VAN DE VEN

The terms Rhineland and Anglo-Saxon model describe the principles of an economic model and of society. Both models influenced the educational system in many European countries. The United Kingdom, US and many Northern European countries are more in favor of the Anglo-Saxon system. The South and East of Europe prefer the Rhineland approach. But what does this mean and what are the benefits of both systems?

In this workshop we will investigate the differences between both approaches to education and share experiences. The following aspects are addressed:

• What are the (historical and cultural) characteristics of both systems?
• What to choose, or not?
• A cultural approach in education for students needs
• Accountability of the educational revenues
• 21st century approach

Workshop
Inspire and Innovate: 21st century leadership
Leading up to the ESHA biennial conference where Zachary Walker will be giving a keynote speech on the theme “21st century pedagogies – integrating technology” a few questions have been answered by him:

How can technology support the development of 21st century skills?

I think it is important to realize that using technology is a 21st century skill itself. You can go into any modern workplace and see how mobile technology is being used in the workplace. If our job as educators is to provide skills that will help students be successful in life, using technology is certainly one of those skills.

What are the most exciting and successful technologies you have come across in recent years?

The first one would just be the mobile device itself. There are so many important features that are native to devices- the camera, video, calendar, text messaging, web browsers, etc.- and can be so powerful if used in education, especially for diverse learners. It is interesting that when computers came out, teachers thought they were going to revolutionize education and most people wanted one in their classrooms. But now that every student can have an incredibly powerful computer in their
pocket to use at all times, teachers are often reluctant to let them use those tools. The tools are there and I look forward to sharing how teachers are using them most effectively.

The second tool I am excited about for education is Augmented Reality (AR). I have been working with AR for a few years but Pokemon Go has helped the mainstream understand what it is and how it can be used. It is our job as educators to creatively hack commercial products for educational use. There are so many great AR apps out there already – and more are coming every day.

How can less prosperous countries benefit from the latest technology? What technologies can they use?
As mentioned above, so many great tools are native to mobile devices themselves that it is important we simply allow students to use them. More than 50% of the world’s population now owns a mobile device and the numbers are expected to reach 70% by the end of 2017. However, one of the misconceptions about using technology in the classroom is that the technology has to be fancy or expensive. Having students produce photos on their mobile devices can lead to very powerful learning if educators know how to frame the lesson. Taking videos can meet 4-5 different objectives if teachers are thoughtful and deliberate about how they design those lessons. These two features are available on almost every device and we will be discussing how those (and other features) can be used most effectively in class.

What innovative technology should all school heads and teachers be looking at?
I think AR is a quite revolutionary and will have a major impact in education. It is already having an impact in certain places especially for students with disabilities. The impact will only continue to grow as
teachers learn more about AR and are creative in their applications of it.

Could you give us examples of how technological innovations have considerable changed the classroom? And what were the benefits?

I definitely can and will be sharing those examples at ESHA 2016. The most important thing to understand about technology, though, is that using technology is a mindset, not a skillset. I recently wrote a blog post about the idea of grit, growth mindsets, and technology (http://bit.ly/GritGrowthBlog). The biggest changes in the classroom for our students are not necessarily happening because teachers are using specific tools. The biggest benefits for students are in teachers trying new things and allowing their students to try new things too. This is how we develop young people who are prepared for an uncertain and ever changing future- by showing them that trying new things and adapting to change is critical to growth- whether that includes technology or not. ■

http://www.esha.org/ictineducation
The 7 Faces of this Generation

ZACHARY WALKER

This thought-provoking talk looks at the seven faces that make up this generation and how we can work with them as teachers, leaders, colleagues, and parents. The focus is on each of these faces, why they are important, and how they impact what we do every day in the classroom. In order to prepare students for the dynamic, exciting world that they are entering, it is important that we recognize and honor this generation of learners. Who are they? What do they do? What makes them different from past generations? What makes them unique in their own way? How does it impact you as an educator?

With the explosion of technology it is easy to get lost in the devices and, unintentionally, forget about the people we work with and the methods we use to reach them. This talk will focus on how these seven faces are changing the way we lead, teach, reach, motivate, and prepare our students. How has pedagogy changed and how has it stayed the same? In order to understand technology and teaching, we have to first understand the learner. Each of these seven faces has a story to share. What is your story?

Who Works Hardest in Our Classrooms? Practical Tools for Knowledge Co-Creation

This fun, interactive, hands-on session will focus on how our students can use social media and other tech tools to create content and knowledge. We will go tools for engagement, collaboration, content
creation, and assessment. Everyone will walk away with ideas they can use for staff development and in classrooms with students.

Tools will be modeled and strategies will be discussed about how we can use these tools in the classrooms and with our staff as we ask ourselves, “Who works hardest in our classroom?”

How a simple idea is transforming Dutch education

JAAP VERSFELT, INITIATOR STICHTING LEERKRACHT

The central idea of leerKRACHT is that creating a continuous improvement culture in schools is the key to improve the quality of education and thereby student results. This idea was the basis for the leerKRACHT foundation – started as a pro bono initiative of McKinsey & Company in 2012. leerKRACHT started to work with 16 schools to develop and pilot a 2-year intensive transformation programme that helps schools improve the quality of their teaching.
Four years later 500 Dutch schools are participating in the leerKRACHT initiative: 1 in 8 of all Dutch secondary schools, 40% of all vocational schools, 15% of all teacher colleges and hundreds of primary schools. Combined they represent 10,000 teachers and 200,000 students. Their enthusiasm has even led to the Dutch School Inspectorate and the Dutch Ministry of Education to enrol teams in the leerKRACHT programme. This makes leerKRACHT – a private initiative and non-profit foundation – by far the largest and most impactful school improvement programme in the Netherlands.

The goal of the programme is to lay the foundation for a continuous
improvement culture in schools, where teachers work together to improve the quality of education. By further developing this approach and introducing it to thousands of schools leerKRACHT wants to be the catalyst for a movement that helps the entire Dutch educational system move from ‘good’ to ‘great’.

**Background: The Dutch educational system is treading water**
The quality of education in the Netherlands is good. International comparisons throughout the years have shown that our system tends to come 10th on average in the global ranking. At the same time, these studies show that the quality of our education has been hovering at the same level for the past 30 years. We are ‘stuck at good.’ This is remarkable, because in recent decades much has been tried to improve the quality of Dutch education. A quick analysis shows at least thirty reforms in recent years.

An international study by McKinsey & Company in 2010 exposed the cause of this lack of improvement. This study compared education systems which made the step from good to great: e.g., Singapore, Finland, Ontario, Massachusetts and Shanghai. The core of the approach in these systems is to create a culture at schools that focuses on continuous improvement. When a school has such a culture, teachers will learn from each other and improve education together. The Netherlands, however, has introduced devoted little attention to the teacher in the classroom, and got stuck.

**Ambition: continuous improvement in thousands of Dutch schools**
The leerKRACHT foundation was founded in 2012 with the aim to transform the way of working in Dutch schools: to create a continuous improvement culture in schools. For this, we designed an intensive transformation programme, in collaboration with teachers and principals.
The initiative gathered a large support base in a very short time: we are actively supported by teachers’ unions, employers’ associations, large Dutch corporations (where we organize LEAN ‘go and see’ visits) and the Ministry of Education (which is financing independent research to assess our impact). We started 4 years ago with a pilot in 16 schools, quickly expanded via ‘word of mouth’ to 500 schools and – over the coming years – aim to spread this approach amongst thousands of schools.

**Approach:** a two-year ‘bottom up’ transformation programme

The approach leerKRACHT implements in participating schools is based on three pillars: the lessons learned from successful educational improvement in systems with great educational performance, knowledge from the corporate world on how to create a ‘continuous improvement’ culture, and the experience our foundation has gained in working with hundreds of schools over the past 4 years.

The approach centres on creating a continuous improvement culture in a school, in which all teachers collaborate to improve the quality of education. Creating this culture uses four instruments used on a weekly basis: 1) teachers asking students for feedback, 2) teachers visiting each other’s classrooms and giving feedback, 3) teachers preparing lessons together and, 4) teachers holding ‘stand-up’ meetings using an improvement board. These ‘stand-up’ meetings we ‘imported’ from companies using ‘LEAN’ of ‘Agile/Scrum’ improvement techniques.

We introduce this culture in schools in cohorts of around 10 teachers at a time. Such a group of teachers builds mutual trust whilst starting to work with the four leerKRACHT instruments. Once they experience success a new cohort of teachers start. At the end of the 1st leerKRACHT year all teachers participate. The teachers are supported by the school principal and a coach. This ‘field work’ in the school is complemented with get-togethers with teachers and principals from
other other leerKRACHT schools in the same region. These fora aim to celebrate success, share experience and jointly solve problems. After the first year, leerKRACHT supports the school for a 2nd year to help solidify and grow its new culture, then our support stops.

**Impact:** results of independent assessment by the University of Utrecht

In 2013 an independent investigation carried out by the Open University, 82% of the participating teachers indicated that they believe that their teaching had improved as a result of participating. A similar number said that they would recommend participation to fellow teachers. In 2014 the Dutch Ministry of Education funded a next round of an independent impact assessment. This time carried out by the University of Utrecht. They concluded that 1) schools carry out the programme as planned, 2) it leads to enormous enthusiasm in participating teachers and school leaders, 3) that leerKRACHT helps to build a professional culture and that 4) teachers and school leaders see and expect that leerKRACHT will lead to better student results. See this summary and links to the report: [www.stichting-leerkracht.nl/nieuws/resultaat-van-onderzoek-en-metingen-naar-de-impact-van-leerkracht/](http://www.stichting-leerkracht.nl/nieuws/resultaat-van-onderzoek-en-metingen-naar-de-impact-van-leerkracht/) (in Dutch)

The leerKRACHT approach is based on universal principles that help to improve quality both in school systems with the best performance globally and in companies around the world that use ‘LEAN’ principles to deliver high quality products and service. Through word-of-mouth, the impact of our approach has led to extremely fast growth of the number of participating Dutch schools. We hope that our schools will inspire many others to pursue this path for the benefit of millions of students. ■
How Khan Academy has helped improve the educational outcomes of students

YVONNE KLEEFKENS, PRESIDENT DUTCH KHAN ACADEMY

For over 20 years I am passionately active in help improve educational outcomes at both an individual level (through learning how to learn) as through innovative projects in (digital) education. About 8 years ago my husband showed me Salman Khan his Youtube Channel for Math. Today Khan academy has become a full-fledged online, open, free and adaptive personalized learning environment with the help of supporters like Google, The Gates Foundation and many more. Its mission is to offer free online learning resources for everyone and everywhere. It offers an ever growing list of subjects ranging from math and computing to the sciences, economics and finance, arts, history and much more.

In 2011, together with a bunch of other enthusiastic volunteers, we started an initiative to help translate, adapt and promote the use of Khan Academy in the Netherlands (Stichting Khan Academy NL, www.khanacademy.nl). In 2015 over one and a quarter million visits were paid to the English version from the Netherlands. Students and teachers spent on average more than 7 minutes during a single visit.
At this moment a hot (political) debate is taking place in the Netherlands about the undesired effect of background of parents on educational outcomes and opportunities for students. E.g. some parents just cannot afford private tutoring for their children. So the suggestion has been made that tutoring should be offered for free at schools.

As the numbers of 2015 show, fortunately a lot of Dutch students have already found the Khan Academy even though the majority of the content is still only available in English. Since June 2016 we have a Dutch version online (nl.khanacademy.org) with Math for primary schools.

How did those students find Khan Academy? In order of frequency:

- Searching for help on a specific topic through internet (vast majority)
- Through recommendation by peers, family, friends
- Through recommendation by a teacher who sees the student struggling
- A teacher who uses Khan in his lessons

Below are some of the students feedback as well as results for the students:

In 2011 Khan Academy’s Math (in English!) was for the very first time used in the Netherlands at a primary school by teacher Arco de Bonte. For three weeks students ages 11-12 closed their books and opened a free account on the Khan Academy. In addition to that they used translate-google. This was their reaction:

Out of the 23 pupils, 20 of them pointed out that learning through Khan Academy was ”extremely nice” and 3 pupils said “very nice”.

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And this was why:
• You can type, you no longer need to write
• You can achieve things
• You don’t need to be quiet, can consult with peers
• Now you can go on!
• You know your level
• Children that find it hard are helped step by step
• You choose what you want to practice
• If you do not understand, you watch a video
• You can discover more
• If you have a question, you do not have to wait.

Secondly, this spring, Math teacher Caspar Bontenbal investigated the effect of Khan Academy for Algebra. The students were all from second year class high school (vmbo). For this research they were split in a control group and a research group. Results show that afterwards the expertise in Algebra is higher in the research group than in the control group and that there was a direct correlation between the use of Khan Academy. It appeared to be that the majority of the students was again positive about using the Khan Academy and English was no problem for them. So his advice to his colleagues is to start using Khan Academy, not only for Math but also for other subjects like Biology and Science.

Finally I’d like to share with you a personal quote we received from a University student: “Successful completion of Math, Strength of materials, and Philosophy thanks to Khan Academy”.

So how can you help your students improve their educational outcomes?
• Make your school leaders and teams aware of the existence of Khan Academy and the effects it can have on educational outcomes.
Feel free to share the information in this article with them.

- Ask them to share Khan academy with their students, make them aware it is available for personal use.
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By performing these simple steps I hope that more students will start to benefit from this initiative. I am honored that I have the opportunity to offer an interactive track on how teachers can benefit by using Khan Academy in their education at the ESHA conference. I hope to see you soon at the conference and maybe even get a chance to talk to you personally about the opportunities Khan Academy can offer your teachers and students.
Flip the system – Changing Education from the Ground Up

JELMER EVERS EN RENÉ KNEYBER, ONDERWIJSCOÖPERATIE (NETHERLANDS)

In recent years many countries have adopted top-down neoliberal approaches to education and school improvement. In their recent book Flip the System the Dutch teachers Jelmer Evers and René Kneyber detail a new paradigm for policy making that places the professionality of teachers central to improvement processes. This emancipation of teachers requires a new attitude for both teachers and school leaders. In this workshop the authors will detail this new Dutch approach and make suggestions for school leaders.
Entrepreneurial Competences for School Leaders
The Entrepreneurial Leader

MIKA RISKU, HEAD OF INSTITUTE OF EDUCATIONAL LEADERSHIP, UNIVERSITY OF JYVÄSKYLÄ, FINLAND MIKA.RISKU@GMAIL.COM

EC4SLT, Entrepreneurial Competences for School Leadership Teams is a two year Erasmus+ KA2 Strategic Partnership project which aims to identify key successful entrepreneurial competences from the business world and adapt them to a school leadership context. The project will develop training modules for school leadership teams, which are designed to equip the teams to accelerate the pace of school improvement and lead and manage with greater school autonomy. The goal of the Entrepreneurial Leadership project is for school leaders to build and acquire the skills, knowledge and attitudes to act in an entrepreneurial way. To achieve this, the consortium partners will develop, test and deliver courses which are based upon the core entrepreneurial competences and adjusted for the specific school leader tasks.

The Institute of Educational Leadership, University of Jyväskylä has been delighted to participate in the Entrepreneurial Leadership for School Leadership Teams (EC4SLT) Erasmus+ Strategic Partnerships Project.
The project has provided an exceptional opportunity to together with international partners (Bucharest University of Economic Studies, edEucation ltd., ESHA, Newcastle University and University of Primorska) examine and experiment ideas of entrepreneurial leadership from the business world in educational settings. In addition, there are at least three other reasons for the delight.

Firstly, the EC4SLT project has offered an opportunity to learn more about the concept of entrepreneurship which as a goal of education seems to have an ever increasing role in the Finnish society. The opportunity is welcome because the history of entrepreneurship in education in Finland is short, and both the concept of entrepreneurship education and its practical enactment still remain rather obscure.

General entrepreneurship education has been provided in Finland since the 1980s. During the recession of the 1990s its role started to both expand and strengthen essentially. (Honkanen, 2008). On one hand, society could no longer maintain sufficient employment with its existing centralised and system-oriented working-life structures (Honkapohja & Koskela, 2001; KM, 1986; Niemelä, 2008). On the other hand, the value climate of Finland changed. Trans-national trends like democratic individualism, neo-liberalism and new public management began to affect the Finnish society (Laitila, 1999; Rinne, Kivirauma & Simola, 2002; Risku, 2014; Ryynänen, 2008; Varjo, 2007). All the changes both favoured and demanded entrepreneurial approaches in working-life.

Finnish society has a long history of meeting societal challenges with education. Since the need of entrepreneurship in working-life became evident the national education system has been reformed to be able to both establish and support entrepreneurship (Honkanen, 2008; Silvennoinen, 2002). Today entrepreneurship is a central goal
of all education forms. It is noteworthy that, for example, in the 2016 national core curriculum reforms in both comprehensive and general upper secondary education the role of entrepreneurship education has been further strengthened. Furthermore, it is crucial to note that entrepreneurship is an exceptional challenge for education at least in Finland because present research indicates that the more education one obtains the less likely one is to become an entrepreneur (for example, Kivinen & Ahola 1999; Paasio & Pukkinen 2006; Saarinen & Silvennoinen 1994).

Secondly, the EC4SLT project has provided an opportunity to examine and learn about entrepreneurship as one of schools' leadership tools. This perspective, too, is very essential for Finnish schools which since the 1990s have more and more had to act as autonomous profit units, whether private or public. As Aho, Pitkänen and Sahlberg (2006, 119) state regarding principals,

“The role of school principals also has dramatically changed since 1990. Principals are not only the educational leaders of their schools but managers who are responsible for financing, personnel, and the results of their institutions. Previously, a school principal was an experienced, senior teacher who was promoted for good service to education. Today’s school principal must be a qualified leader who understands education development and has solid management skills to lead a school. Selection of new school principals is often based on procedures more typical of the private sector, with interviews and psychological tests to confirm the suitability of the candidate.”

Besides having to act as the general manager of the school, the Finnish principal also has to be proactively on the alert how to develop his/her school, because how education is provided in Finland has been dramatically changing since the 1990s. As Kanervio and
Risku (2009) found out, 94 per cent of Finnish superintendents in 2008 anticipated that the way education is provided in their local provisions of education would be radically altered prior to 2015. Constantly updating observations confirm that the superintendents were very accurate in their evaluations. The Finnish society, education system, local provisions of education, school networks and schools are changing in ways that require entrepreneurial attitude and capabilities from schools to be able to survive and to serve their local communities in best possible ways.

Thirdly, the EC4SLT project has enabled to continue and supplement the work the European Policy Network on School Leadership (EPNoSL) has been conducting since 2011, similarly to many other projects where EPNoSL network partners are involved. The EPNoSL network attempts to act as an umbrella organization and to develop European Union level school leadership policy in collaboration with, for example, the European Union Commission, European Union level associations like ESHA and national actors in the European Union. You will find more information about EPNoSL on www.schoolleadership.eu/. The website includes, among others, the EPnoSL Toolkit for equity and learning which concludes what was learnt in the network during its first four years. No doubt, entrepreneurship as EC4SLT defines it can well be part of the toolkit which is developed further in an open source collaborative learning manner.
Mental Health Survey

CLIVE BYRNE, DIRECTOR OF NAPD IN IRELAND AND PRESIDENT OF EUROPEAN SCHOOL HEADS ASSOCIATION

Irish student mental health survey reveals high levels of happiness, but also strong demand for greater professional supports.

- One-in-five students still experience cyberbullying, while 40% aware of mental health issues amongst fellow students
- A clear awareness of the benefits of healthy diet and exercise

The National Association of Principals and Deputy Principals, the association of ESHA President, Clive Byrne, organized a survey on student mental health and wellness. On the basis that students should be consulted as to their views the survey was conducted with a sample of 15 to 19 year olds. The survey has found that 86% of all students surveyed reported being generally happy overall, with almost half (47%) reporting being happy at least most of the time. However, almost 20% have experienced cyberbullying and 40% are aware of mental health issues amongst their fellow students. The research surveyed over 300 students spread across Ireland and across a variety of socio-economic backgrounds.
Key findings of the research include:

**On levels of happiness**
- 86% of students surveyed reported being generally happy overall;
- 47% of students reported being happy all or most of the time; however a higher percentage of males compared to females reported being happy most of the time (49% males versus 32% females);
- Only one in ten students cited being occasionally or rarely happy;
- While students reported higher levels of happiness and enjoyment compared to the national average, they also reported higher levels of boredom and anger;
- When dealing with these difficult emotions, students are more likely to talk to someone they have a close relationship with such as family and school friends rather than an independent healthcare professional.

**Cyberbullying**
- One in five students reported experiencing cyberbullying, with a higher incidence among females.

**Diet and exercise**
- Students recognise the importance of good diet and exercise for positive mental health with 80% reporting they get the opportunity to take at least 30 minutes exercise per day;
- However, students from lower socio-economic backgrounds were less likely to get 30 minutes of exercise per day (81% v 71%) and this group also reported higher levels of lack of energy and motivation.

**Incidence of mental health issues and supports available**
- Almost one in four students (38%) were aware of a friend or
classmate who was experiencing mental health issues, with a higher level of awareness amongst females and higher socio-economic groups of classmates who might be struggling;

• A majority of students (58%) do not believe that there are sufficient supports in our schools for students with mental health problems;

• Two-thirds of those surveyed (65%) support having a school counsellor or psychologist available to students on a daily basis in their school;

• Male students were more likely to feel that there were sufficient in-school supports for students with mental health problems;

• Over 60% (61%) support additional curriculum time or dedicated classes to help students deal with mental health issues and other issues such as exam stress.

Commenting on the survey findings, NAPD Director and ESHA President, Clive Byrne noted: “In recent years, a strong emphasis has been placed on high profile campaigns focused on the improving the mental health of our young people. The results of our survey indicates that these public campaigns are having an impact.

Teenage and adolescent years can be challenging for all young people but It is encouraging to know that a significant majority of pupils surveyed (86%) are generally happy, and more importantly they also recognize the need to talk about their problems”.

“Howver, the survey also points to areas where we must continue to address with 40% of those surveyed being aware of a classmate or friend who was experiencing mental health issues and 20% admitting they themselves had experienced cyberbullying.

The other key finding to emerge from this survey is the strong need felt by students for additional mental health supports within our schools.
A majority of students would like to see a dedicated counsellor or psychologist available to students within schools, as is the case in other education systems throughout Europe, or additional classes to help students deal with mental health issues and stress and anxiety. This is something all stakeholders need to urgently examine to ensure that increased resources are available to students who are struggling with mental health issues”.

When the survey results were published Mental Health Minister Helen McEntee commented: “I welcome the publication of the NAPD survey results. It represents an important snapshot into the mental health and wellbeing of our students, while also highlighting the areas where we must do more such as continuing to tackle cyberbullying and investing in increased resources and supports at all levels of education system.

It’s so vital that we listen directly to the opinions of those most affected by mental health issues and equally how they believe we can improve the services currently available. The challenge for all is to ensure that we respond appropriately to what they are telling us.” It is so important to listen to the student voice and the survey has highlighted the benefits of student consultation on issues which are central to the wellbeing of our school going population.

http://www.esha.org/socialbehaviour
Social Media and child development

REMCO PIJPERS, STICHTING KENNISNET (THE NETHERLANDS)

We often think youngsters are excellent social media-users. We see them as examples, a generation to admire, a generation that can teach us. The truth is however different: yes, they are ‘heavy users’. But a large part of them lack the skills you can expect from good digital citizens. They have to learn this. A small percentage learn those skills, but do this from their parents – not in school. Scientists see a growing divide between the digital literate and digital illiterate. What can you do as a school to teach teenagers the necessary skills? What is your responsibility? How can you cooperate with parents? Remco Pijpers, expert on youth and digital media from the foundation Kennisnet, shares his insights.
Crisis Psychology:
Traumatized children at school, what do they need and what could be done to help them in a school setting?

UNNI MARIE HELTNE, CENTER FOR CRISIS PSYCHOLOGY, NORWAY

The workshop will look into how severe traumatization can affect the child’s brain and nervous system and severely disturb the capacity to concentrate and learn. Trauma could also affect the child’s social capacities. There is a lot of things that could be done in a school setting to help children cope with loss and trauma both in the acute aftermath of trauma and in the longer run. The workshop will focus on concrete strategies and practical methods for helping that could be carried out in the classroom or in other group settings. There will also be a discussion on how these methods could be implemented in various school settings.
Parents and educators have something important in common. When they are asked what they hope for their children or students, they mention the same goals: to become happy people who will find their own place and role in life, who have meaningful relationships and who will be successful in their future jobs.

Research has shown that a strong parent-school partnership contributes to the achievements and well-being of students. School leadership understands the importance of a relationship with parents that goes deeper than small talk at drop-off time or a single PTA-meeting. It is, however, not always clear what form this relationship should take. The idea of the school and parents forming a community based on shared values and goals is stimulating for the parent-school partnership. When parents are part of the school community, they feel more involved and responsible for the school.

Verus, the Association for Catholic and Christian Schools in the Netherlands, is researching initiatives of parents-school partnerships that are based on this idea. In this workshop we will discuss the value of this approach for contemporary education and we will learn about the challenges and the successes of several of these initiatives.
PREVENTING EARLY SCHOOL LEAVING AT A GLANCE

HUUB FRIEDERICHS, INSTITUTE LEADERS IN EDUCATION

What is the role of the school leader and his or her team in preventing dropout? We’ll focus on these three questions:

Why should we prevent early school leaving?
Preventing early school leaving based on micro (class room), mezzo (school) and macro (community) viewpoint. In the workshop you’ll become aware of the urgency and necessity of preventing early school leaving.

What aspects school be considered in the Dropout Prevention Policy of your school?
When considering the dropout prevention policy of your school, you should take these aspects in account: vision on preventing early school leaving; teaching and learning; staff; services and facilitation for students and teachers; assessment of students – engagement, wider community, international experiences in preventing dropout.

Workshop
Well being for: 21st century kids
**How to implement dropout prevention in your school?**

There must be a framework for the (self)assessment of preventing early school leaving as a distinctive (quality) feature. Good practices for preventing early school leaving (dropout) will be presented. The following EU projects will be addressed: CroCoos and Early School Leaving Plus.

The aim of the workshop is to gain more in-depth knowledge about preventing early school leaving. To broaden skills and competences Friederichs will provide tools. After the workshop you’ll be able to set up school policies for preventing early school leaving.
We still respond as we did in prehistoric times. Our education system is not working well, because we have moved too far away from the prehistory, says professor of evolutionary and organizational psychology Mark van Vugt. He is one of the speakers at the international ESHA conference for school leaders from across Europe, which the AVS is organizing from October 19th to October 21st in Maastricht.

How did you come up with exploring the prehistoric times?

“Much of our behaviour is determined by primal instincts which have survived from the stone age. This is the period of 2.5 million years ago, so when the first man on earth walked until about ten thousand years ago, when the agricultural revolution took place and people settled down. People have lived in a hunter / gatherer culture for 99 percent of the history. I find it strange that just so little organizational psychologists have interest in this.

What can we learn from them in terms of leadership?

“Research on current nomadic groups in Africa or South America shows the power of distributed leadership. Depending on the task that has to be completed, someone gets the lead. Hunters went ahead
Research into current groups of nomads in Africa or South America show the power of distributed leadership.

when hunting, warriors took the lead as the group was threatened and peacemakers led the dialogue when internal conflicts occurred. We distinguish six primeval situations, which always require a different kind of leadership.

Today it is often one leader in all situations who is in charge. A school leader would therefore have to ask himself which challenge the school is facing and what kind of leadership is needed and what his own talent is. For the tasks he is not so good at, he can surround himself with the best experts to help him.

Can a school leader not fulfill all the roles?

“There are so-called rainbow leaders who have all the characteristics of good leadership in them, like Mark Rutte, Prime Minister of the Netherlands, or the pope. Most common is that people are very good
in one aspect. For example if the number of students in a school is decreasing, it is useful if the school assigns a school leader who is good at recruitment. At other times, the school asks for internal peace and tranquility if there are conflicts between teachers. This situation asks for a different type of leader. School organizations would therefore have to be able to flexibly change the leader. This means that as a school leader, you should only stay at one school for up to five years.

*What about female leaders, were there any in the prehistoric times?*

“In ancient times, there was no hierarchy. There were only informal leaders who, dependent on the situation, temporarily took the lead. Many tasks were physical: defending the group or leading the group from one place to another, and it was often a male affair. But for tasks where empathy or collaboration was important, like preserving peace in the group, there were mostly female leaders. Our today’s complex society, where we have to deal with many different people, explicitly asks for female leadership.”

*Power is a curse, but authority is required according to you. What is the difference?*

“Both are forms of influence. Power is the ability to force others based on the position you have in the hierarchy. Authority cannot be lend to your position, but from your skills and integrity. Authority cannot be enforced, people listen to you because they want to. Research shows that we are more likely to follow someone with the knowledge and who we trust, rather than someone with power.

*In these times a leader must above all be authentic, what do you think of that?*

“Not everything that is natural is automatically good. Good leaders meet certain criteria. Like having a vision, a certain kind of charisma,
thoroughness and know how to deal with many different people. If you do not meet these criteria, you can be very authentic, but not automatically a good leader.

*Education as a sector knows the highest percentage of workers with burnout and regularly aggression in the workplace. How was this in ancient times? A caveman also knew how to use his bat?*

“That picture is really nonsense! Those people were just like us, we still have the same brain and body. In prehistoric times we also knew stressful times, but only if, for example a predator was coming down on you. During this time people were exposed to prolonged stress, which is unhealthy. So it is important that teachers in your school experience connection as well as support and autonomy. In that way they experience the feeling of working together toward the same goal and feeling appreciated for the contribution they make.

*How can a school leader stimulate collaboration between teachers?*

“In ancient times adults themselves were interdependent. You could only survive together by cooperating and exchanging information. Such cooperation could be stimulated by you as a school leader by working with group rewards, because that works better than individual rewards such as bonuses. For example give out awards for the most progress in a particular class or subject. In that way you make a group responsible for a goal and have them share the prestige together.
In the book “Mismatch” you plead for a society which looks more like the jungle setting. What does this mean for education?

“How can we organize education is a typical example of a mismatch. In ancient times, there were no schools. Our ancestors lived in small manageable groups in which children of all ages together played and learned from each other. The young people learned from the elderly and the elderly people learned them how to lead. It is very strange that we have eliminated this natural learning process out of our education system. There are schools such as Montessori, who have put together children of different ages, a method of which I am very much in favor of. The new school 2.0 should be a prehistoric school.

What does a prehistoric school look like?

“Research shows that boys have a slightly better spatial awareness and girls are slightly better in language. Why would you let everyone do the same? You can also ensure that children’s own talents come more to justice and children can follow their courses on their own level. The customized diplomas therefore fit in completely in natural learning. It used to be that natural and social environment in which children grew up were not separated. At this moment we are investigating the power of green school yards on learning by children. The first preliminary results show that with a green school yard the level of concentration is going up especially in boys. This is not about painting the school yard green, but it is a school yard that actually has a water stream going through and has plants, trees and animals.”

Are you saying; Education should you be drastically reformed?

“It’s not that revolutionary, it’s just going back to the base. Our brain and body thrive better in small, organized organizations. It totally makes sense that a number of institutes and structures we have come up with in the past fifty years must be changed. Therefore awareness and time is necessary and needed. I therefore look forward to the
ESHA conference where I would like to draw attention to this important heritage from the past and share it with the school leaders.”

Which tip would you give a school that wants to start already?
“See how you can encourage your older students to be coaching the younger ones. We spend a lot of attention to the cognitive development which is fine, but social development is just as important.”

About Mark van Vugt
Mark van Vugt (1967) is professor in evolutionary psychology at the University of Amsterdam and researcher at the University of Oxford. He writes scientific articles, columns and books, like “The natural leader.” Early this year, a “Mismatch” coproduced with writer Ronald Giphart. www.professormarkvanvugt.com
Impact of school visits

RICHARD DE GROOD, FORMER SCHOOL LEADER IN THE PROVINCE OF LIMBURG

“Oh yes, of course we can. We often receive people from outside our organization. We have prepared a presentation and for that we can receive 20 to 25 people. Of course a tour through the school is part of the visit. “

“Uh, what do the conference participants want to see?”

“We are in the middle of a school and educational development; I don’t know if this is the right time. “

“Our new school has just opened. A good time to show our new building with pride.”

“In our school, we teach children with special needs. I want to make sure our visitors make conscious choices. If so, they are more than welcome.”

Shown above are a couple of responses to our initial question whether a school is willing to receive foreign school leaders in the context of the ESHA conference in 2016.

In most cases our first contact was followed up by a first appointment to explain a few things. From that point, we initiated to create a more personal environment with the host school.
In some cases, the appointment was with the Board of Directors. After the first appointment with the Board of Directors it was often followed up with an appointment with one or more schools of the foundation. In other foundations, we were invited to explain a few things during a scheduled management meeting. With the majority of the schools we had direct personal contact with the school leader. And from there we often received suggestions to ask colleague schools. And not only schools of their own foundation!

In preparation for the school visits, we created an extensive PowerPoint; created to support in our meetings with the school. We were lucky that sometimes it was more than enough to just talk about the conference itself, to let a school decide whether to be available as a host school.
In December 2015 and January 2016 in total 80 schools were visited! For various reasons, a number of schools had to decide not to be able to attend at that moment. But in the end, more than 50 schools signed up enthusiastically!

Primary schools; big and small. In the city, in a village. Community schools, innovation schools. Schools that had gone through a renewal process, school in the middle of their development process and schools that are about to start new and ambitious plans. Secondary schools. School Communities in many forms under one roof. Schools that are part of a bigger organization, but with a specialization in a separate building. Again, schools in a different stage of development. Schools teaching children with special needs, primary and secondary. Very diverse; but specialized enough to offer children the type of education they need.
The beginning of this whole process was exciting! Would there be enough interest from the schools to participate in this project? It soon became clear that the chosen design was a success!

First, the four thematic lines:

- Dream of the Future: 21st century pedagogies
- Inspire and Innovate: 21st century leadership
- Global citizenship: 21st century competences
- Well-being for 21st century kids.

Concise and yet a range of possibilities. Some schools knew immediately which theme line they suit best. Other schools had, given their development plans, affinity with two or more theme lines. Internal reflection was needed by a few schools to determine which theme line was most appropriate to their development. However, in all cases this approach caused enthusiasm to be available as a host school.

And then there was the most common question during our visits: “What are we going to tell the guests in the context of the chosen theme line?”

And so there was another fascinating conversation going on according to the chosen plan.

There is no fixed substantive agenda for school attendance. This is in fact discussed and determined in consultation between the conference participants who register consciously at a school and the host school. In this way a personal and substantive contact was created between various schools on the chosen theme line. Delegates take their own questions and images along from their own situation and experiences; these are exchanged with the host schools that are actually developing on the same theme. And so a small and professional dialogue started between all people concerned.
All host schools have therefore given a brief description of their situation and what they have to offer to the eager conventioneer when visiting their school. And of course the possibility to ask specific questions in advance of their visit. Even before the conference begins, there are small communities that are making their agenda together for the school visit on the Friday morning of October 21st, 2016.

After two days of conference with keynote speakers, workshops, discussions and compelling information, Friday morning will be the moment to get acquainted with the schools best practice, based on their own interest and in collaboration with their community. Seeing, hearing and experiencing daily reality is combined with substantive, personal and professional conversations.

In this way, hundreds of school leaders across Europe are brought into contact with each other, focused on their passion for teaching and view on the future. A way of contact where we hope it may lead to lengthy discussions about educational innovation. People who continue to meet. Making each other permanently enthusiastic and when needed able to support and advise.

All host schools have their own special story. And for us, it was very special to experience this. And especially to see that there is so much going on, always with passion, belief and vision.

We would like to express our special thanks and appreciation for this experience.