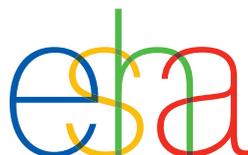




# esa magazine

FEBRUARY 2017

# Power of one



European School  
Heads Association

# COLOPHON

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.

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## ABOUT ESHA

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## CONTACT ESHA

Visiting address: Herenstraat 35, Utrecht, The Netherlands

Postal address: Post box 1003, 3500 BA Utrecht, The Netherlands

e-mail: [monique.westland@esha.org](mailto:monique.westland@esha.org)

## THE EDITORIAL TEAM FOR THE MAGAZINE

Clive Byrne (editor), Fred Verboon and Monique Westland

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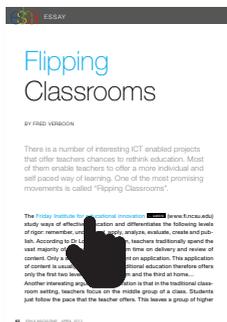
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# Power of One

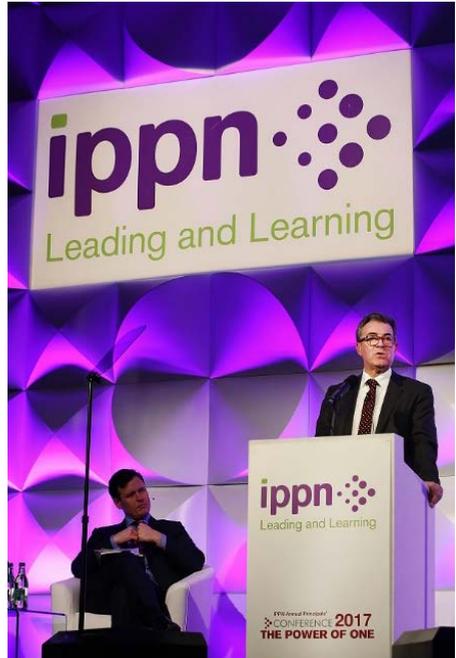
I was invited to speak to 1,300 delegates at a recent conference held in Dublin at the end of January and organised by the Irish Primary Principals Network. The conference theme was the Power of One which gave great scope to reference the power of one school leader, of one school teacher, of one student. The backbone of any education system is the quality of our school leaders and our teachers. In Ireland we're very lucky in having a high quality of entrants to the initial teacher training colleges where the teacher training cohort at primary level is made up of the top 15% of school leavers. The feminisation of the profession is becoming an issue. It is difficult to attract males into primary teaching – changing family groupings and an increase in separations often means that there is no significant male role model for young children and this may have societal implications in the years to come.

At post primary level most teachers study for an Arts/Humanities degree, sometimes business, commerce or science and then decide to undertake a post-graduate diploma or master's degree to enter the teaching

profession. Teaching is still considered an attractive profession but with the rise in the economy again after almost a decade of recession many graduates who otherwise would have become teachers are now headhunted by industry leading to shortages in certain subject areas. This is a problem throughout Europe – the challenge to attract and retain teachers.

Attracting the right teachers to apply for positions as school leaders is also a challenge. Although we've come to believe that big is beautiful that isn't always possible or desirable in educational terms. Ireland has over 3,200 primary schools and nearly 70% of Irish primary principals are teaching principals and as full time class teachers, they have the toughest job of all. This is an issue for many ESHA member associations and sufficient time to enable the administrative tasks to be done is vital. It is impossible for the school principal to be responsible for the educational outcomes of the students if the necessary supports aren't there.

The challenges at post primary level are different but no less onerous. Irish school leaders look with envy



**Clive Byrne (l) & Mary Nihill (r) the Director of the Centre for School Leadership in Ireland**



left to right; Clive Byrne, President of ESHA, Maria Doyle, President of the Irish Primary Principals Network and Mary Nihill, the Director of the Centre for School Leadership in Ireland.

at colleagues in other countries throughout Europe who seem to have the necessary administrative and ancillary supports to help them do their job. However the role of school leader throughout Europe is often seen as unattractive – even in the United Kingdom where salary levels are much higher than that of colleague leaders in other European countries. Surveys here have indicated that the key to successfully reducing workload is

an ability to delegate. As leaders we have to admit that in certain circumstances we're probably our own worst enemy because many school leaders are unable or reluctant to delegate. Middle leadership roles in schools and their effective use are key to freeing up the principal to be responsible for educational outcomes by being the leader of learning in the school.

“One candle  
wipes out  
darkness,  
One laugh will  
conquer gloom”

Ashish Ram

I've referred briefly to the school leader and the class teacher but I'd be remiss in neglecting the power of the student voice. An effective student council which has access to the students and enjoys the respect of school management is so important in cultivating a positive school climate, creating an enjoyable learning environment for the students and as a result a meaningful working environment

for teachers. The student voice can resolve differences of opinion between students, can mediate issues between staff and students and is a valuable communication tool from school management to the student body worth its weight in gold, I suggest.

A good school climate can help the wellbeing of students and staff. The incidence of mental health issues in our schools is rising. The organisation Headstrong along with the Department of Psychology in University College Dublin conducted a major study in Irish schools on ways to best tackle mental health issues and wellness. Their key finding was the positive influence of one good adult on the student's life. More often than not that one good adult that the student could talk to during their time in school was a teacher, a guidance counsellor or a school leader. Yes, it's good to talk but never ever underestimate the power of one individual to make a difference. ■



Clive Byrne, ESHA President

[clivebyrne@napd.ie](mailto:clivebyrne@napd.ie)



@NAPD\_IE



# Agenda 2017

## MARCH 2017

23rd – 28th      The management of innovations in school education, Barcelona (see page 68)

## APRIL 2017

9th – 12th      ULead conference Banff, Canada on Educational Leadership  
<http://ulead.ca/Welcome.html>

21st – 22nd      GA meeting Mallorca, Spain

## OCTOBER 2017

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

## OCTOBER 2017

25th – 26th      General Assembly, location tbd

# Agenda 2018

## JUNE 2018

15th – 16th      General Assembly, location tbd

## OCTOBER 2018

16th              General Assembly, Talinn, Estonia

17th – 19th      ESHA2018 biennial conference, Talinn, Estonia

# Meeting with the unknown as an educational challenge

The unknown can be so many things. Xenophobia is an ambiguous phenomenon. It has a great range of positive aspects. The unknown draws people in; just think about the relationship between man and woman. The unknown is a place for new discoveries; you cross borders. The unknown holds excitement and calls upon humans' courage and audacity. As such, it contains something we can't provide for ourselves. It holds something different than what we ourselves are.

BY PAUL OTTO BRUNSTAD

This is how professor Paul Otto Brunstad began his reflections surrounding the unknown at this year's Bergen Conference. Those of us who sat in the audience thinking he would talk about "the unknown" as something removed and distant from ourselves, quickly realised we had been wrong. Because the unknown doesn't need to be far away. Even the word *mother* contains the word *other*... Brunstad is taken with words and their etymology.

So the unknown has an alluring and revitalising power. It is the most important source of renewal in any life/society. And yet it is so much more complicated than that. It also holds strong negative aspects in the sense that it can be a source of fear and destabilisation of order. It can be repulsive and harrowing. We can feel that we are corrupted by something different. Brunstad discussed the deep anchoring of fear when the unknown breaks into the known. Let's build a wall! We must keep the unknown from entering.



Paul Otto Brunstad is a professor at NLA University College in Bergen. He has worked extensively with ethics and leadership. He held an engaging lecture at a conference in Bergen, Norway in November 2016. We need to build on the pedagogy of friendship – friendship's liberating unknowingness, professor Paul Otto Brunstad said in his lecture at the Bergen Conference.

In this sense, the unknown also becomes a powerful driving force of bestiality and violence. It generates a whole lot of what we fear the most, and that fear makes us narrow-minded. – Forces in the unknown can induce the most devilish in us. Watch out, Brunstad warned.

The unknown,  
which carries the  
wealth that can  
develop a society  
also carries the  
possibility for ruin

Harvard Business Review has examined leadership development programmes that perform well. It found that the leaders quickly return to the norm when they re-enter their workplace. All of the unknown they have brought with them is subdued. Brunstad referred to Plato's cave allegory – where the people in the cave see

the world outside as a theatre of shadows on the wall. One of the cave-dwellers breaks out and sees what's really happening on the outside. This is where reality is! We have only seen the shadow! He is killed because he's been outside and seen something unknown.



So there is a duplicity in the unknown. Brunstad provided several examples of how this has manifested at a philological level. Hospice, hospital, hotel, host. But you find the same word stem in hostility. Does the one who welcomes you wish you well? Does the one who visits you wish you well? The unknown, which carries the wealth that can develop a society also carries the possibility for ruin. We need to accept this duplicity. We need to carry the complexity the unknown represents with us. It's not until we are able to comprehend the reality of this that we can change it, Brunstad said.

## THE UNKNOWN FROM A PERSPECTIVE OF INTERNATIONAL POLITICS

It's difficult not to see the challenge of the unknown from a perspective of international politics. Europe and the US are changing. The flow of refugees across the Mediterranean changes basic things. It's a form of counter-reaction; we build a defence system and shut out those who bang on the walls. We need to acknowledge that there could be an important element to this; it is a highly challenging situation both politically, culturally and religiously. Another example is Trump's wall; a protectionist approach to that which one wants to defend and keep.



What's currently happening in Europe and the US is a form of immunisation process. And once again Brunstad referred to the meaning of words: immunity and community both originate from the same word stem. *Commune* entails demands and requirements: You have to give

something back; we're together in the commitment. *Immunity* is a term relating to disease. Immunity means that the demands can be shut out; you're free. Brexit and Trump could be examples of immunisation processes. It's not a demand for safekeeping the community that dominates; an enormous notion of security lies in the background.

When security is the solution to every problem, fear and walls will shortly follow

The immunisation system needs to be strong enough that you can protect yourself, but the danger no longer comes from outside, it comes from within. The mind is no longer directed outwards, but



inwards to internal groups. – If you are successful in shutting the unknown out, your relatives will get you soon enough. We carry the unknown in us, Brunstad concisely pointed out. We become dysfunctional in our meeting with the current developments. Xenophobia rises in the wake of a need for security. When security is the solution to every problem, fear and walls will shortly follow.

## THE UNKNOWN FROM A PERSPECTIVE OF EDUCATIONAL POLITICS

Do we have a fear of children; a sort of pedagogical xenophobia? Brunstad asked. A fear based in reluctance? There is so much control and governing. A strong wish for mapping and diagnosing; so much that some of the mystery of children is beginning to disappear. We're trying to transfer adult society's logic and rationality – a wish of being in full control.

The child's unknowingness is diagnosed – it is to be brought into the world of adults from day 1. – In this way, we deprive the child of its unknowingness, Brunstad pointed out. We lose the ideal of the



unknown that the child represents. What is it we're afraid of? Is it a wish for standardisation into the old world? If so, the freedom to be creative and to innovate may be under threat.

Brunstad also talked about the unknown in our own lives. A sort of unknowingness that we despise in ourselves. The unknowingness inside. We fear weakness, the abnormal and tiredness. We need to make this right and have a language for the unknown in us. If you practically despise yourself and your unknown body; where will you live? – This is a fear of our own humanity. Those who feel neglected and forgotten may develop a need for destroying what's good – and develop anger and contempt. He also pointed out that in a survey conducted in Oslo, 30% of girls state that they feel tiredness and are depressed.

Education is supposed to cultivate a revival of our societies. The intention in a pedagogical world is to develop competence and socialisation. But what sort of competence? The word *skills* also means to have the ability to judge. We need a space where we can meet



the unknown in politics, individually and in education. And where do we find the everyday space where we are to increase children and youth's competence? It needs to be a space between you and the unknown – a space that isn't defined, mapped out and understood. There needs to exist an attitude of openness and listening in the teaching situation. What have you achieved if you've achieved everything you've already thought out? On this note, Brunstad quoted Leonard Cohen: There is a crack in everything.

### **A PEDAGOGY IN THE MEETING WITH THE UNKNOWN**

We need to build on the pedagogy of friendship, Brunstad said. He called it friendship's liberating unknowingness. This also entails an acceptance of the fact that no matter how well you know someone, there is something unknown to them. The unknown will always be capable of surprise. You will find value in someone you've known for long who can still surprise and enrich life. You can't set a massive scheme into motion for testing those you love – to map out "how we're doing". If you do, you'll destroy the premise on which the unknowingness of friendship is based. The educator is the unknown



And in between everything that hasn't been defined or mapped out, a friendship can blossom. If you rely solely on the things that have been figured out and understood – how, then, will you grow? It can't be designed and predicted; we need to let it happen by both parties respecting the other.

Remember that for the ones who come to this country *we're* the unknown ones... Brunstad also pointed out that integration may lead to exclusion. We exclude the unknown one by making him or her the same as ourselves.

The other point in Brunstad's pedagogy in meeting with the unknown was the pedagogy of tenderness. Tenderness isn't weakness, although it is that, too. Think of it like taming the wildness in a horse. You need to tame with tenderness, and yet with a firm hand. Care and love are part of this. We protect against the strongest swells. That means a firm set of boundaries, but you must provide enough room for the child's weakness. Growth can begin in a climate of tenderness. It requires strength and power in those who are to protect and be the child's friend.



The third point in the pedagogy must base itself in a Christian/humanitarian tradition. – The thinking of Greek culture is extremely valuable. It was refined and preserved by the Romans, Brunstad says. New thoughts blended together. It is in the meeting with the foundations of our culture that we see the democratic and humanitarian ideas we still build upon today. Furthermore, we gain insight and enrichment through literature and liberal arts.

The final point Brunstad raised was that this pedagogy has to build on FCS (family and consumer sciences) and woodwork – in other words, to emphasise the importance of practical subjects. We need arts and crafts in a digital world. It contributes to shaping and forming the world around us. In practical subjects we learn to work with matter. We grasp things – and thus we grasp concepts. Not with a digit, but with our whole hand. ■



# Governance: Oversight, Eyes to the Future and Hands Off

BY ROBERT STOKOE



## STRATEGIC DECISION MAKERS

Good governance is fundamental to the success of a school. Whatever your stance on governing bodies the evidence indicates that the long term wellbeing of a school is rarely achievable without them. In exercising its accountability to the school and where appropriate to its owners Boards have three key functions; they set strategic direction and priorities, establish policies and management performance expectations and they monitor and evaluate the schools performance, acting as a critical friend to the head, a source of challenge and support. That said, there is no single governance model which will support all schools. Every school is unique, their cultures are diverse as are their histories and individual circumstances.

Boards play a vital strategic role as key decision makers, focused on their core functions of setting the vision and ethos for their school and engaging with school leaders, as well as holding them to account. We also need to keep in mind that we also have Governance models founded upon the requirements of investors and on the other we have those representing Trusts or 'not-for-profit' schools. While we would agree that the intention of all governing bodies must be to support the best possible outcomes for students; differing Boards in a myriad of contexts will have differing priorities and goals.



That said, the common agendas pertinent to all are that schools:

- Define and uphold the mission and purpose of the school focused upon the growth and well-being of young people
- Ensure financial viability and is cognizant of future investment needs
- Communicate effectively with stakeholders and maintain a partnership with teachers and other frontline staff to fulfil the schools mission
- Engages in evaluation of current procedures, encouraging development opportunities and promotes continuity of the Governing Board through succession planning

Effective, challenging Governance is at the heart of any dynamic, self-improving school. Ultimately a Board will strive to develop the schools capacity to flourish over time. In this context growing the quality and professional aspects of Governance is critical in improving school performance maintaining strategic oversight and championing the needs of students and parents.

## **DEVELOPING PROFESSIONAL GOVERNANCE**

A school Board is often made up of passionate volunteers who are successful in their areas of chosen endeavour but may not initially have the ideal skills or experience for their new roles, yet. In this context these people usually have a connection to the school. They are there to do the best for others and yet they must learn to operate on a structural, depersonalised level within a Board. Stepping into this new role their initial enthusiasm may be tempered as they meet a myriad of firsts during their initial tenure as a Governor. Clearly they will benefit from support and guidance as to how they can become successful in this new context. The reality is that they are committing to being, or becoming a governance “professional”. Being a volunteer can never mean being an amateur, the role is too important. Board

members need to have or develop the capacity to adeptly manoeuvre through the many complex and occasionally contentious issues which are likely to be met. Clearly this requires a broad skills set and resilience in accepting these responsibilities. At the heart of this will always be care loyalty and standards. Care in that Board members always act in good faith. Loyalty in that they will always support what is in the best interests of the school and offer standards of behaviour appropriate to the role. Board members current and future, will find themselves on a steep and continuous learning curve as they engage and involve themselves in a role which is purposeful, uniquely important and deeply rewarding.

## **STRUCTURES AND POLICY MAKING**

Most Boards benefit from quality structures with decision making process based upon a strong set of core values. Alongside a “live” constitution this supports the role of any Board which is to set clear strategic direction, confirm and establish policies, ensure accountability of the leadership for the educational performance of the school, and provide long term fiscal health and stability. This constitution must set out the following:

- How many members are required
- How members are elected
- Member tenure and re-election procedures
- The roles and responsibilities of members
- Decision making procedures; including what constitutes a quorum

Effective, challenging Governance  
is at the heart of any dynamic, self-  
improving school

There is a significant role here for the Chair and the Board to ensure that the members bring a broad portfolio of skills and experience to the table. An effective and self-effacing team will review itself regularly and honestly in order that it fully understands itself. Only then will it be able to consider the skills and attitudes required from new members, an understanding which will inform the recruitment process. For the safety of all members and to protect the integrity of the decision making process it should be an explicit feature of the constitution, or even individual meeting procedures that members declare any conflict of interest and reclude self from voting where conflict exists.

### **POLICY OVERVIEW**

For the most part the goals, expectations and procedures which underlie any school are enshrined in policy statements. Ensuring that these policies are in place to govern and cover most eventualities is a key governance function. Policies should be structured in a way which allows for the importance of key document such as Health and Safety, Child Protection etc. It should also define review timelines and key personnel responsible. These statements which may also define structure, key titles, font size and so on may themselves be determined in a Policy Governance document, effectively a policy on policies. Given that a school may have upwards of eighty policy statements

A clear, well-structured and visibly active policy which determines all key responsibilities, process and procedures is of absolute importance

there also needs to be clarity around what is a policy, a guideline or a procedure. All of this will give a strong governance overview and will greatly assist in the day to day running of the school. Effective financial governance cannot be understated in its importance and its direct influence on the well-being of the school. A clear, well-structured and visibly active policy which determines all key responsibilities, process and procedures is of absolute importance. This document will determine all authorities and procedures, ensuring that all parties, from chairman to accounts clerk understand their roles and the delegation of authority throughout the financial systems.

## **STRATEGIC RATHER THAN OPERATIONAL**

The most effective Board will draw a clear line between governance and management and operates at a strategic level. It is imperative that governors understand the difference between these interdependent but separate functions. Through their constitution and structures they actively support the experience of pupils in the school by encouraging the recruitment of the best available staff within the nominated financial parameters. They actively promote innovation and invest in new facilities against the backdrop of a viable and financially prudent development plan all with the purpose of improving every students' experience of the school as they continually grow as learners and people. We need to be aware that the children in our schools today will see the 22nd Century.

Governors commit to a group who undertake strategic leadership for the most noble of purposes, the advancement of young people. They embrace the challenge of forever improving their school, for taking well considered risks and communicating a clear strategy to all stakeholders. They commit to a culture that matters because it can make such a positive difference, culture drives decision making, it creates and protects core values and the ongoing success of the

school. A key part of this must always be Board member training. Lack of training may stand in the way of effective governance, so we must on a regular basis make time for training. Easier said than done given the dual lives of many Board members but none the less important, providing training is both available and appropriate. A well trained and well balanced Board is in the best interests of any school.

## **DEVELOPING MORE EFFECTIVE TEAMS**

The significant question that arises here is: How do you develop more effective teamwork at Board level, encouraging members to commit to their personal development and capacity to support their schools more effectively. It is the Board which establishes the cultural values and ethics of the school. There is no question here Board members are people who matter, and the importance of an open, supportive and developmental dialogue is essential. A dialogue which does not seek to impose, rather one which in the first instance gives focus to why change and skills sets development is being sought at all. It is clear to me that successful change, especially a cultural change must involve stakeholders in debate and discussion about the need for change. The most valuable resource any school has are the people who volunteer their individual passion expertise and time for the good of others. The goal here is to educate and upskill members, supporting them in becoming active participants in highly effective teams, change agents within their own organisations. In order to reach this goal they need to become clear about and to embrace their organisational strategy and vision they wish to implement and how best they as individuals can contribute towards the collective good.

## **CORE EXPECTATIONS**

In their position of trust an effective Board relies on a strong collective skills base and an effective constitution which clearly reflects what the school wishes to achieve. Its stewardship should protect

the school from harm and focus energy and expertise into effective structures where members understand their obligations, roles and responsibilities, assuring the long term interests of the school. The current literature suggests that the ideal size for a Board is seven, this allows for the correct balance of experience and diversity of opinion. When considering Board member tenure we must acknowledge the unique nature of individual schools and their needs. A governing body will always strive to preserve its institutional knowledge and continuity balanced against the need for new energy and insight. Terms are usually three to four years with one or two further terms before a stand down. Board will usually attempt to stagger the recruitment of new members to minimise disruption, limit the loss of institutional knowledge and to cater for an effective induction. A first step in that induction could be a letter of appointment which clearly indicate the tenure of the position and the expectations of the Board member, number of meetings and the importance of the Board member acting in the best interests of the school at all times.

Clear expectations in order that members:

- Are aware of expectations relating to meeting protocols and conduct, materials and minutes
- Understand the unique nature of the school and appropriate, fit for purpose expectations
- Clearly communicate expectations to the school leadership and management

Members ensure that the school takes a step by step approach in defining a better future for the sake of each of its students. To support members meeting agenda and annual Board cycles should be determined and detailed to look for timely decision making and the definition of well-balanced, well thought-out agendas. Ideally no agenda no meeting should be either underutilised or overcrowded. An effective Chair will ensure that Board agendas are manageable

and managed in a timely way. This is essential as many are performing this role on top of another job. To support this all documents should be distributed with an agenda a week before the meeting along with a clear expectation that members read this documentation, preparing themselves. Good governance practices such as this should develop deliberately managed structures which enable the Board members to convene and engage in meaningful, strategic debate. Documentation should include materials which are both timely, homogenous and clearly presented in order that deliberate, well informed decisions can be made. The members must create and communicate a clear expectation with the authors of documentation that papers meet an agreed expectation. Meeting time should be highly focused and sensibly used.

## **SETTING THE TONE**

School leaders are key, as is their relationship with the Chair. The relationship between the Principle and the Chair of the Board sets the tone for the school. Together they need to define what they believe is in the best interests of the children and the school. A positive, productive and trusting working relationship between the Principal and the Chair of the Board is essential. A relationship based upon mutual trust and respect. The dialogue between the two must be open, mutually supportive and a key element is one of no surprises. Essentially this is a most trusting team able to share concerns and respectful of each other's strengths and weaknesses as they act in tandem to realize the wishes of the Board. Ensuring that a budget is available for Member training is one element but there are many others such as sharing insights, explaining external reports and data on school improvement and feeding back to members on the success of their initiatives. They can actively seek opportunities to increase the visibility of Board members within the school and the wider community.

## TRACKING BOARD PERFORMANCE

To facilitate their oversight Board members need to understand and track the performance of the school against its own vision statements, action plans and external success indicators. It must also maintain an awareness of new challenges, observable trends, threats and opportunities which may not have been foreseen and act wisely, as the position and interests of the school determines. In order to secure the best possible outcomes for students it is also important for members to be self-effacing, to review their own practice, maximising their effectiveness and to have performance conversations. It will be a growing and positive strength when Board members begin to adopt an outward looking stance. We all need to look beyond our current paradigm, to collaborate and share with governing professionals who are supporting other schools. This will not only provide a positive discussion forum it will support growth and provide a platform for the growth of expertise and best practice.

Boards for today and tomorrow will benefit from being self-aware, demonstrating strong communication skills and empowering as well as coaching others toward success. Alongside a development scheme which offers formal training and guidance for Board members this approach will assist in the definition of greater opportunities for our schools and most importantly, for our young people. ■



# Dubai Learning and Growing Together

Dubai has a unique education system which is predominantly private with 173 schools serving the needs of 265 thousand young people. We have a strong and vibrant private education system across Dubai which reflects and embraces both the local culture and the internationally diverse demographic. There is a determination here reflected in both the National agenda and individual school aspirations that every child across Dubai, Emirati or expatriate, privately or publicly educated, has the opportunity to grow and to succeed in a multi-cultural learning community which empowers students to achieve their true potential, informing great futures. This determination is reflected in decisions as far back as 2007 when the newly formed Knowledge and Human Development Authority (KHDA) chose to enter TIMSS and PIRLS as an initial benchmarking exercise, subsequently entering the PISA rankings in 2009.

## WHERE WE WERE: UNDERSTANDING THE DATA

Knowing how well we are performing and understanding why it is important to any school. We live in a data rich society yet more often we need to be data wise. By 2013 schools in Dubai had a strong internal benchmarking system through the process of school inspection. We had also received data from the PISA 2012. Analysis of this data was undertaken and shared with the teaching community. This provided both rigour and sound analysis when considering the evidence. Though the outcomes were largely positive and well received when presented to heads and teachers at one of our What Works conferences in March 2014 we had areas of concern. Whilst the analysis pointed to many strengths it was clear that consistency of provision and the overall attainment of Dubai schools fell short of our aspirations as school leaders and educators. There were a number of reasons for this, the diverse nature of curricula, subject alignment and the fact that we had not brought any focus to the



tests themselves on an individual school basis, nor as a collective. Outcomes in Mathematics when considered by curriculum ranged from a score of 531 to 360.

## DEFINING THE CHALLENGE

There are many effective leaders and educators in Dubai and the challenge of both extending the high performing schools and engaging the schools in need of support was accepted at all levels. On a structural level The National Agenda laid out ambitious goals across a number of areas with an equally ambitious timeframe; culminating in 2021, the UAEs 50th anniversary. The UAE was setting its own national agenda targets for education, and improving the outcomes of TIMSS and PISA rankings were high on the list of goals, with the country aiming to place in the top 15 in TIMSS rankings and top 20 in the PISA rankings. This was a significant shift in two ways. One, the notion of an International yardstick for school improvement. Second, and most importantly was a collaboration between schools who once competed against one another. The achievement of the targets determined through the national agenda became a collective view of 'we want to prove our value and demonstrate the quality of education we offer in Dubai'.

Our strategy encompassed four areas of focus:

- National Target Setting, with targets set at both National and individual school levels.
- A partnership committed to the greater good. We defined and shared a strategic overview. Considering how we could share our insights, amend and develop our structures and curricula to support students' preparation.
- Wider community awareness and active engagement.
- Teachers needed to be engaged and provided with the appropriate professional development to allow them to:

- better understand pupils' learning needs
- focus upon inquiry, problem solving and critical thinking skills
- students' literacy levels

## OUR STRATEGIC OVERVIEW

A dynamic and holistic response was required, we needed the combined efforts of our educational community to engage with this challenge, students, teachers, parents, Heads and Government. Everyone had a part to play.

Reading was viewed as being of unique importance as research indicates that by improving it by a single point can have a positive effect, increasing assessment outcomes in international tests in maths by 0.6 and 0.8 in science. Support for the focus upon and the development of reading came from the highest level. On the directive of President His Highness Sheikh Khalifa bin Zayed Al Nahyan, the UAE Cabinet approved the declaration of 2016 as the UAE Reading Year. His Highness Sheikh Khalifa said: "We declare 2016 as the Reading Year because reading is the basic skill for a new generation of scientists, intellectuals and innovators." We all acknowledge the positive impact of reading for cognitive development.

## COLLABORATION FOR SYSTEM GROWTH

Working together school leaders developed a collaborative strategy driven to inform system growth, regardless of curriculum origin. This enabled us to make the most of the diversity Dubai offers in the private schools sector. Through our collaboration we were able to look within and without our borders to inform our activity. We developed a positive approach which offered competing schools the opportunity to work collaboratively, openly identifying and sharing a better way forward with the intention of improving student outcomes in international assessments, PISA, TIMSS and PIRLS.

## TEACHER PREPARATION

The What Works phenomenon has transformed the education landscape in Dubai. As mentioned earlier, collaboration between schools who once competed against one another has seen a fundamental shift in approach. School leaders and teachers shared ideas with each another. Schools visited one another to learn from each other's experiences. Resources and materials, as well as practical approaches to teaching and learning, were openly shared.

Teachers were guided on how to incorporate the appropriate learning skills and critical focus within their planning, looking beyond their own subject scope to develop appropriate and meaningful learning contexts – where does mathematics fit into PE? What about Science and Geography? And, of course, a universal focus on literacy and comprehension, so vital in a community where many of the students were sitting an assessment in a language other than their mother tongue. Key to this was a focus upon the development and activation of meaningful learning contexts. Discussion on the value of critical thinking and problem solving, application of knowledge in real-life situations all brought a focus upon pupil learning. We all agreed that the development we were undertaking should be sustainable and built upon over time, we were never committed to simply teaching to the test. We are on a journey, together, one which is valued by our teaching community. In the words of Ms Rebecca Antony, Indian High School: “It is heartening to know that all the hard work that we have put in with our students has paid off. With the strategic initiation by the leaders of the country and the support provided by KHDA in terms of collaboration between schools & learning from best practices, the journey has been one of deep learning. However it is important that we do not rest on our laurels and must continue with renewed vigour and passion to see students of Dubai exceed the expectations set forth by the National Agenda.”

## LIGHTHOUSE GROUPS

By June 2015 most heads were on board as 167 of them attended their second annual conference to discuss challenges and solutions available in addressing the National Agenda. Key targets for the coming year encouraged schools to use external assessment tests to have more timely evidence of the progress they make and to give a focus on reading and problem-solving skills. Our 'Lighthouse' initiative provided opportunity for school leaders to come together on a common platform. Not only did it help schools collaborate on best practices beyond Dubai, it also gave opportunities for the educational leaders of Dubai to establish positive relationships with their counterparts and share successful strategies that work in their respective schools. Heads also formed focus groups to review and share best practice from other countries. These Lighthouse Groups, looking out, beyond our shores, brought Head teachers together to



review ideas and practices from elsewhere. What could work here in Dubai, and equally, what wouldn't? Findings were presented to audiences of Heads and teachers at What Works sessions throughout 2015. Essentially we developed a collaborative, action orientated approach accessing our schools networks and in particular the What Works conferences to share insight, success and to maintain a focus upon the challenge. The leadership networks developed between schools at a scale that has not been seen before and I doubt if one could see it in any other part of the globe.

## COMMUNITY AWARENESS AND ENGAGEMENT

Parents and the community were viewed as crucial aspects in raising awareness and involvement in children's education across Dubai, and in particular awareness of the National Agenda priorities.

Test4Good was a fun, charitable initiative where schools creatively encouraged parents and other community members to participate in similar assessments to those their children would undertake, not dissimilar to the US show, *"Are you smarter than a 6th Grader?"* The community response was overwhelmingly positive with adult participation extending beyond parents, encompassing the personnel of inspection teams and those in local government. We have much discussion about the value of examinations in recent years. Parents undertaking the Test4Good had a sharp reminder of the stress and challenge of testing. Some did well, others less so. Our students certainly enjoyed the role of test administrator and invigilator.

## 2015 OUTCOMES

Over 13,000 students from across Dubai's private schools were involved in the 2015 TIMSS assessment and the recently announced outcomes for our students are as follows.

	<b>Grade 4 Maths</b>	<b>Grade 4 Science</b>	<b>Grade 8 Maths</b>	<b>Grade 8 Science</b>
<b>2011</b>	<b>468</b>	<b>461</b>	<b>478</b>	<b>485</b>
<b>2015</b>	<b>511</b>	<b>518</b>	<b>512</b>	<b>525</b>
<b>% improvement</b>	<b>9.2%</b>	<b>12.4%</b>	<b>7.1%</b>	<b>8.2%</b>

This is the first time that students in Dubai have achieved outcomes above the international average of 500 points. Dr Abdullah Al Karam, director-general of the Knowledge and Human Development Authority (KHDA) in Dubai, said: “Schools in Dubai are part of an education culture that values collaboration and positive practices. One of the many benefits of this includes improved academic outcomes. We’re happy to see that students in Dubai have crossed the international average of 500 points in both maths and science at grades four and eight. Our journey is a continuous one, and we’ll keep working together with schools, teachers, parents and students, as well as our local and international partners, in support of the UAE National Agenda and a happier Dubai.”

Without parental support and engagement, and the positivity of our educational community, especially our students and teachers, it is doubtful this early success would have been possible. Students, their families and their schools deserve the recognition for the success, albeit inspired and driven by the vision articulated through the National Agenda.

We now need to look closely at our data in order that we fully understand the detail of the progress we have made and to define our next steps

## LOOKING AHEAD

Please do not think of the 2015 data as an outcome, it is merely the first page in the story. In acknowledging our initial success we are both celebratory and cautious, improvement in learning takes time. Our students and staff have done well and they deserve the international recognition they have received. That said, sustainable improvement and the growth of deep learning skills in our schools is essential if we are to continue with our evolution. If we are to sustain improvement over the next decade we need to implement sustainable, well-structured and connected strategies to improve the quality of learning, hence student performance. The real difference will always be made by valued, engaged and positive individuals across schools. Students and teachers in the classroom who are themselves capable and caring, innovative and flexible learners, continually striving to make a difference. Teachers with not just high levels of knowledge in Mathematics and Science but also the passion and drive to implement proven learning and teaching strategies. Accepting that any standardized test has inherent problems and that national and international reporting can bring additional pressure to our schools we must be careful to maintain a focus upon well-being and the ongoing development of effective learners rather than a determination to climb league tables. We must maintain a joy of learning and constantly remind our students and teachers that they matter, they make a positive difference. We will need to collectively embed and to build upon our work to offer enhanced learning opportunities over the coming years. We are moving in the right direction but we have much to do as we, *race ourselves*, setting our collective learning and improvement goals. We will continue to strive to identify, share and apply best international practices in Dubai, in order that we better serve all of our students informing happy and worthwhile futures for each of them. ■

# Intercultural Learning

In our increasingly multicultural society Intercultural Learning becomes more important every day. We need to provide students with relevant competences in order to be active in school and society. Building on these needs the Erasmus+ project 'Intercultural Learning for pupils and teachers' offers school leaders and teachers of upper secondary schools trainings and tools to include intercultural learning in every subject and aspect of the school life.

BY ELISA BRIGA, PROJECT MANAGER OF THE EUROPEAN FEDERATION FOR INTERCULTURAL LEARNING

## TRAINING COURSES

In the period September 2017 to March 2018, several 3-day specialized courses around Europe will be organized. The courses will enable experienced teachers and school heads to:

- present their own intercultural experiences and enhance their intercultural competences
- link intercultural education theories to observed behaviors
- be aware about mobility opportunities for them and for the students and how to valorize them
- assess intercultural competences of pupils
- implement the whole school approach linked to intercultural learning, in a systemic way

- navigate existing resources
- create modules on intercultural learning linked to specific-curricula and cross curricular
- have the opportunity to pilot the tools in their classes and school.

The project partners are currently working on these courses. The dates and the enlistment procedures will be published at the website: [intercultural-learning.eu](http://intercultural-learning.eu)

## PEDAGOGIC APPROACH TO INTERCULTURAL LEARNING

In 2018 the project will also develop recommendations on how to include intercultural education in the curricula of teachers and pupils, and ensure that studying abroad is recognised as a great educational experience for pupils, within this objective. Ultimately, the project aims at making sure that in the future everyone receives the adequate learning opportunities to live and work in diverse communities.

## WHO WE ARE

The project is coordinated by the [European Federation for Intercultural Learning](http://www.efil.eu). Read more about the organisations taking part [here](#). Please visit our website [intercultural-learning.eu](http://intercultural-learning.eu) and [subscribe to our newsletter](#) to receive information on the training courses offered and the project development!

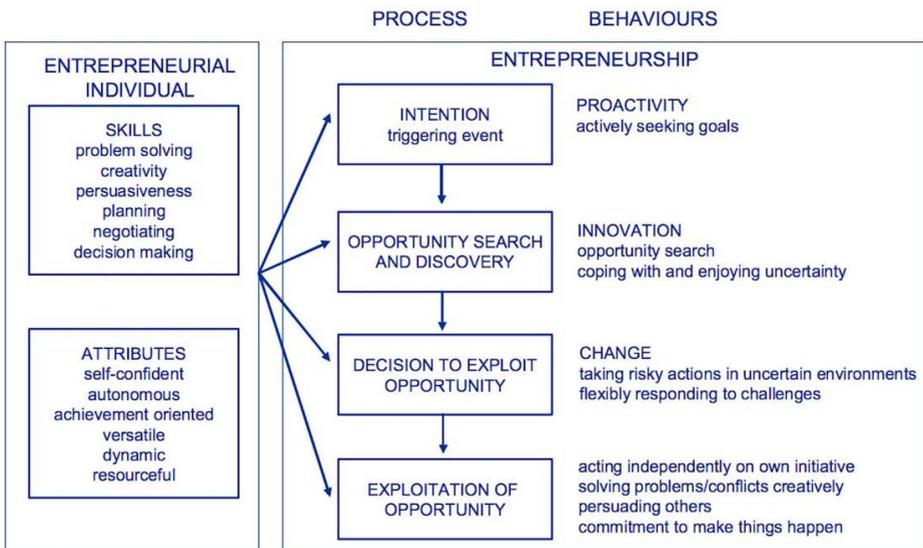


# Entrepreneurial Education: The European Perspective

The term Entrepreneur refers in medieval French to “a person who undertakes”, in other words, a person who has energy to get something done – a very suitable description of today’s youngsters’ and their potential. The term actually only became attached to the business field between the 18th and 19th centuries.

BY AUDREY STOLZE, STRASCHEG CENTER FOR ENTREPRENEURSHIP

The recent application of Industrial and Organizational (I-O) Psychology in Entrepreneurship research has led to a deeper understanding of the entrepreneurial-being and the particular mind-set. This individual has been defined by a set of skills and attributes which lead to certain behaviour when faced with the uncertainties and challenges (Figure 1).

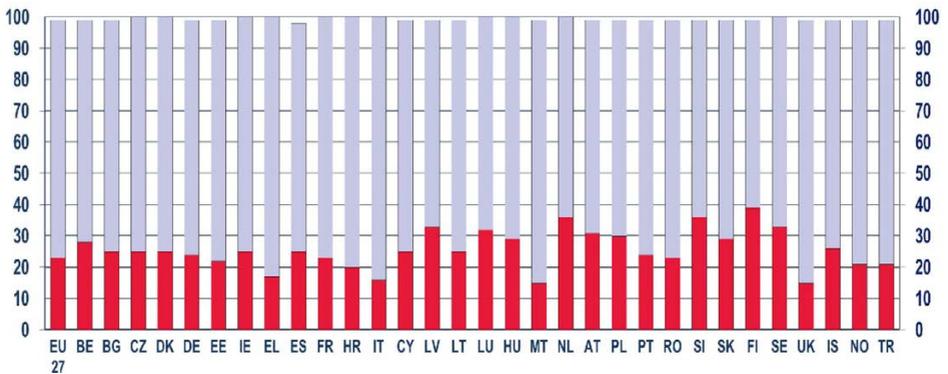


**Figure 1: The Entrepreneurial Process: Behaviours, Skills and Attributes cf. Heinonen et al (2006)**

The particular mind-set formed enables the individual to better cope with different environmental settings, having therefore greater chances of succeeding not only as entrepreneurs but in endeavours of any nature – ultimately increasing their odds of living a fulfilling life. Thereupon, Entrepreneurship was recommended as part of the European Union Key Competence Framework for lifelong learning. Accordingly, the European Commission in its communication “Rethink Education: Invest in Skills for Better Socio-Economic

Outcomes” (2012) emphasizes that “*Member States should foster entrepreneurial skills through new and creative ways of teaching and learning from primary schools onwards. (...)*”

Entrepreneurship education is, hence, essential not only to form the mind-sets of youngsters, but also to provide the skills, knowledge and attitudes that are key to develop an entrepreneurial and more inclusive Society. However, according to the special Eurobarometer Survey “Entrepreneurship in the EU and Beyond” (2012) only 23% of EU respondents affirmed they had taken part in an entrepreneurship course or related activity at school (Figure 2). Furthermore, in 2015, in a resolution from September 8th, the European Parliament recognized that “*Some Member States have yet to develop a cross-cutting policy or a strategic approach to entrepreneurship education or entrepreneurial curricula and teaching methods; whereas not all teachers and education leaders in Europe are sufficiently trained in entrepreneurship education as a set of transversal key competences for personal and professional purposes*”.



**Figure 2: Percentage of EU respondents having participated in any course or activity related to entrepreneurship during school (2012)**

All young people should benefit from at least one entrepreneurial experience before leaving compulsory education”

### **BACKGROUND: ENTREPRENEURSHIP EDUCATION STATUS QUO – EUROPEAN OVERVIEW**

It is important to contextualize entrepreneurship education through the different approaches and objectives as it varies depending on a country's own context and corresponding understanding of it. As a general concept, the definition of Entrepreneurship Education states that: *“Entrepreneurship Education is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective”*. This definition reflects the common European understanding of entrepreneurship as a key competence in which the development of entrepreneurial attitudes, skills and knowledge should enable the individual to turn ideas into action. It is therefore not only related to economic activities and business creation, but more widely to all areas of life and Society. Currently, about half of EU countries adopt this definition, while a third has established their own national definitions and circa 10 EU countries have no commonly agreed definition of entrepreneurship education as base guideline.

## **PUBLIC POLICIES AND NATIONAL STRATEGIES FOR ENTREPRENEURSHIP EDUCATION IN EUROPE**

Since 2003 there have been developments in Education Policies in Europe related to entrepreneurship. These documents have influenced the landscape of entrepreneurship education and the development of European and national-wide strategies on the topic. An overview of the key reports released since is provided in Table 1.

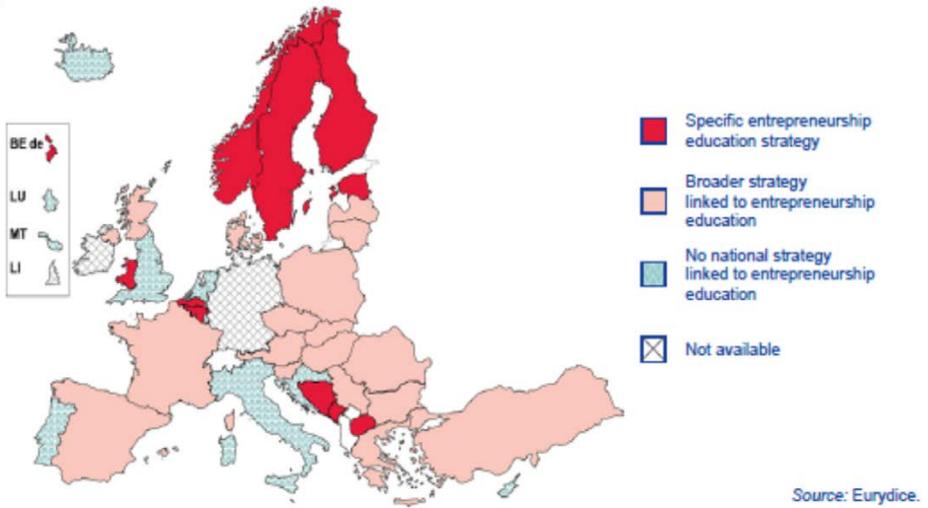
Throughout the years, policy developments have established a shared vision between policy makers across Europe and a common understanding based on a more holistic entrepreneurship key competence and skill-based learning model. As of 2015, 11 EU countries had already developed a specific strategy for entrepreneurship education; 18 had a broader strategy that incorporated it and 9 still had no relevant national strategy developed (figure 3). Tough it is important to highlight that this is linked to the level of autonomy in each country and some countries have good examples of entrepreneurial education implementation.

The 2016 Eurydice report “Entrepreneurship Education at schools in Europe” identified seven topics that should be addressed by strategies related to entrepreneurship education (figure 3), being the most important ones to prioritize: curriculum, learning outcomes, practical entrepreneurial experience and teacher education. However, as illustrated on figure 4, only 6 countries cover both topic and action for these on their current strategies: Denmark, Estonia, UK-Wales, Bosnia and Herzegovina, Montenegro and the former Yugoslav Republic of Macedonia. Furthermore, the Eurydice report identified as success factors for strategies related to entrepreneurship education the following aspects:

YEAR	EUROPEAN POLICY MILESTONE	DESCRIPTION
2003	Entrepreneurship in Europe Green Paper	The first entrepreneurship action plan for Europe, including education as a key factor in realising progress
2006	The Oslo Agenda for Entrepreneurship Education in Europe	A set of proposals outlining how to support progress in entrepreneurship education through systematic and effective actions at EU, national, regional and institution levels
	Recommendation of the European Parliament and the Council on Key Competences for Lifelong Learning	Identified a 'sense of initiative and entrepreneurship' as one of eight key competences
2010	Towards Greater Coherence in Entrepreneurship Education	Research on the introduction of systematic strategies in entrepreneurship education, including presentation of the 'Progression Model'
2012	Entrepreneurship 2020 Action Plan	Identified entrepreneurship education as one of the three pillars to support entrepreneurial growth in Europe
	Entrepreneurship Education at School in Europe	A Eurydice study analysing the integration of entrepreneurship education into policy and practice for compulsory education in Europe
2014	Final Report Thematic Working Group on Entrepreneurship Education	Policy guidance for national and regional administrations to develop more effective entrepreneurship education strategy and practice
	European Council conclusions on entrepreneurship in education and training	Calls on European Commission and Member States to promote and embed entrepreneurship education in education and training systems
2015	Entrepreneurship Education: A Road to Success	Compilation of evidence on the impact of entrepreneurship education strategies and measures
	European Parliament Resolution on promoting youth entrepreneurship through education and training	Calls on the European Commission to support entrepreneurial skills development through its programmes, and also calls on Member States to use available funding, such as EU Structural Funds, to promote entrepreneurial skills development

**Table 1: Key European policy documents influencing entrepreneurship education related strategy development**

- Work at all levels of education, as recent research has demonstrated there is significant impact of including entrepreneurship education from elementary level onwards;
- Include cross-ministerial cooperation to effectively engage a wide range of stakeholders;
- Build partnerships with stakeholders from education, business, NGO and community, as their engagements are a pre-requisite to form a link between entrepreneurship education and real life, through experiential learning; and



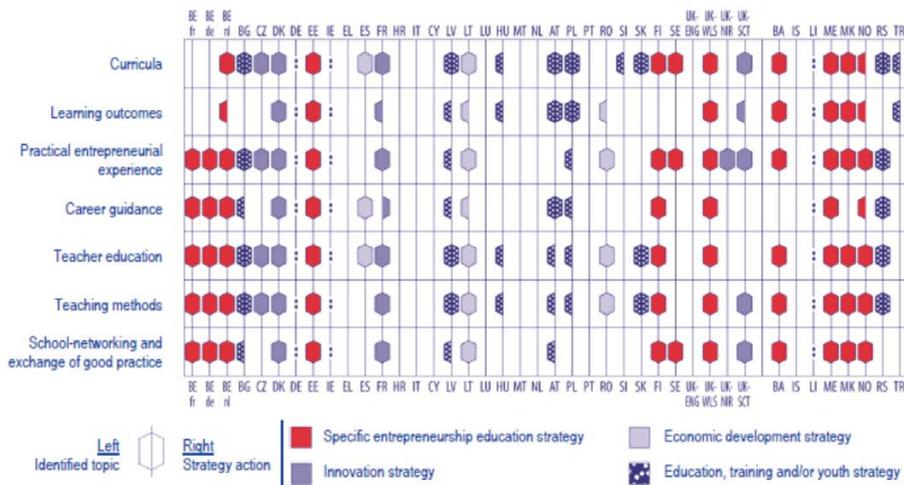
**Figure 3: Most relevant central level strategies related to entrepreneurship education 2014/2015**

- Monitor progress and impact in order to assess and learn from progress, inform new policy developments and profile achievements and successes.

### **ENTREPRENEURSHIP EDUCATION IN THE SCHOOL'S CURRICULUM**

There are 3 broad approaches to integrate entrepreneurship education in schools, which are not mutually exclusive. Hence countries may have opted to apply all 3 approaches in different school types and levels:

- *Cross-curricular approach:* entrepreneurship education objectives are expressed as being transversal and horizontal across different subjects (i.e. an entrepreneurial education);



**Figure 4: Strategy topics and corresponding actions linked to entrepreneurship education, 2014/2015**

- *Compulsory-subject approach*: entrepreneurship education is a compulsory separate subject or its part of the curriculum of a compulsory subject;
- *Elective-subject approach*: Entrepreneurship education is offered as an optional subject or as part of an optional subject curriculum.

In this scenario, the European Commission has proposed a progression model that suggests “a shift away FROM entrepreneurship education as an add-on to the curriculum TO entrepreneurship education as an integral part of the curriculum in all levels.

## INTERESTED?

The full report is published at [MyESHA](#) ■

# Mind the Gap! Bridging the Distance between Leaders and Followers in complex organisations

ADAPTED FROM A WRITTEN REPORT BY MARY NIHILL, DIRECTOR OF  
THE CENTRE OF SCHOOL LEADERSHIP IN IRELAND



**Professor Mark van Vugt (Professor of Psychology at the Department of Experimental and Applied Psychology, VU University, Amsterdam)**

The ESHA conference in Maastricht, the Netherlands, was full of highlights for me and none more so than Mark's presentation which was the final one of the conference in the marquee in Chateau Gerlach. I first heard Mark at the ESHA Biennial in Edinburgh when his topic was based around the First Follower. He continued the theme on this occasion with a presentation on leadership styles, why individuals become leaders and why other individuals more readily follow

particular personality traits. I listened to his presentation with some Irish colleagues from the Centre for School Leadership.

We found his presentation to be funny and focused and some of his key points are listed below:

1. There is too much of a focus on leadership and not on the followers. In a walk through human evolution, we see the values of interdependence and distributed leadership along with the nomadic way of life. We are not programmed managerially to deal with bosses. Do we need real bosses in our schools?
2. Although humans have social brains, they are only capable of dealing with a limited number of people. Do very large organisations therefore pose a challenge for leaders?

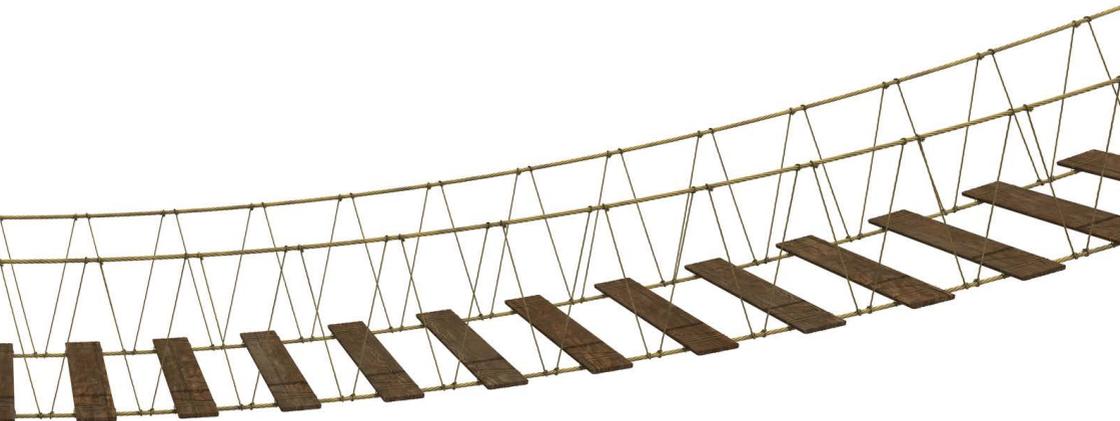
3. Our brains are so focused on life in general that we do not give too much thought to the choosing of those who lead us. People who show any signs of expertise are often followed, particularly in times of crisis. Are there lessons here for recruitment?
4. People make decisions to go with the group rather than what they truly believe. How can this be managed in our schools?
5. Humans do not like to be dominated and when pushed into this situation, they develop certain strategies to overcome the domination. These include leaving the organisation, ridiculing and gossiping, whistle blowing, public criticism and group sharing in order to replace the power at the centre.
6. The perception of the true leader is complex with the taller, stronger, more dominant looking person winning over the smaller, softer profiled person.
7. Schools should work in small, informal, egalitarian groups to achieve optimum learning.
8. Distributed leadership is essential as is a closing of the gap between leaders and followers.
9. Followers must always feel cherished.
10. Children are biologically programmed to learn but some skills are acquired more easily than others.



11. Students decide themselves what to learn and this learning needs immediate reinforcement.
12. Learning occurs best in mixed age groups.
13. All effective learning environments consider personality differences.

## AS SCHOOL LEADERS, WHAT LESSONS CAN WE LEARN?

1. Distributed leadership is essential and needs appropriate support.
2. Recruitment needs to be reviewed with proper training provided for selection boards.
3. The development of teams in schools alongside the promotion of teacher leadership is the key to the future.
4. Smaller schools can have an important role to play as optimum learning occurs with mixed age groups. ■



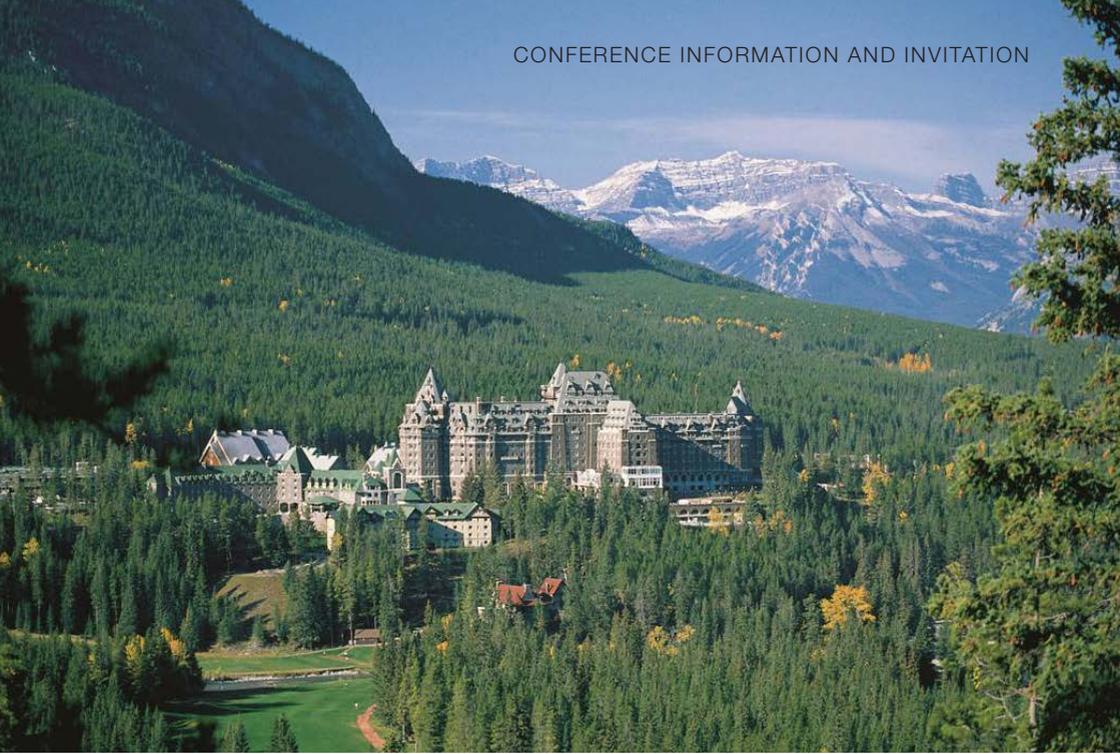
# uLead 2017

## The Summit of Educational Leadership

April 9th – 12th 2017 at Banff, Canada

Welcome to uLead 2017 – the Summit of Educational Leadership! This year’s conference is focussed on the theme of Agile Leadership. This four day conversation on leadership will provide every delegate with an opportunity to both see a variety of models of innovative leadership and to also discuss the direction we should be moving in as school leaders and systems in our age. A unique opportunity awaits to join educational leaders from around the world in the beautiful world heritage location of Banff, Alberta at one of the world’s premier conferences for school-based leaders, district-level leaders, and provincial and state education leaders. The conference will be attended by over 1400 school leaders from around the world from April 9-12. It will be preceded by a Francophone/French Immersion School Leadership summit in Calgary from April 7-9, 2017.

uLead is an annual conversation among school leaders from around the world held in the beautiful UNESCO World Heritage location of Banff National Park in Banff, Alberta, Canada. This year’s uLead conference will



be – Part III of a 3 year Trilogy of uLead Summit events. At uLead 2015 we explored challenges and harm arising from the Global Education Reform Movement (G.E.R.M.) worldwide. At uLead 2016, we explored new narratives for education and school leadership that are emerging through the world and engaged in a conversation about how to make those narratives live within our schools, school districts, and provinces. uLead 2017 will be an exploration of Agile Leadership – how school leaders and school systems can respond quickly to new learning challenges to ensure the best teaching and learning conditions exist within their walls.

This year the conference will seek to equip those attending with the tools to create their own education story that can thrive and meet the needs of today's students. The focus is on Agile Leadership and will seek to answer the kind of questions that will allow the agile leader to lead a learning community driven by a vision that seeks to get better

all the time. They ask, “Where am I going to take this school or community next?” And “How will I lead this school or learning community on a radical incremental journey of growth, using the best of the past while designing for the future?”

Keynote presenters confirmed thus far include Simon Breakspear (Sydney, Australia), Jelmer Evers (The Netherlands), Dr. Dennis Shirley (Boston College), Hannah Wilson (Oxfordshire, UK) Pasi Sahlberg (Finland), Carol Campbell (OISE, Toronto), Dr. Jim Watterston, (Queensland, AU), Gillian Hamilton (SCEL, Glasgow), The Hon. David Eggen (Alberta), The Hon. Adrian Piccoli (NSW, Australia), the Hon. Kate Jones (Queensland, Australia), and talented educational leaders from around the world. Visit [http://ulead.ca/Our\\_Line-up.html](http://ulead.ca/Our_Line-up.html) in the weeks to come for further news regarding the exciting range of presenters at this event as more keynote speakers are about to be announced.

The uLead program team is constantly working to create an astounding lineup of speakers to animate our discussions at uLead 2017! uLead attracts delegates from around the world who want to be part of a conversation on leadership in a relaxed and beautiful setting. The uLead experience is known for the many opportunities that delegates have to share with one another how school leadership works in their setting so that delegates can return to their countries filled with hope and ideas for change for the future. The conference speakers and workshop leaders have been very carefully chosen to challenge those attending to return to their communities with a renewed sense of inspiration and many ideas to foster the growth of learning ecosystems that are creative, innovative, and fully meet the needs of the students in our schools today.

The conference offers an ongoing dialogue on creativity and innovation in both leadership for our schools, and also in the programming we need to offer in those schools to allow the next generation of leaders to flourish. Innovative principals and district leaders from around the world will share their stories with conference delegates. A strong effort is made to introduce ideas for leadership in instructional technology within the school setting in addition to discussions on the more philosophical elements of school leadership. An array of international thought leaders will challenge delegates to go beyond current practices and to consider what GREAT leaders do differently to help students to realize their dreams.

uLead 2017 is going to be an event that will truly transform the leadership practices of those attending in a positive way. It will help them to put Agile Leadership into action so that they can lead continuous school improvement. The conference will fill up quickly so please register early to ensure your place at uLead 2017!

Visit <http://ulead.ca/Welcome.html> to register for uLead 2017.

uLead 2017 is sponsored by the Council for School Leadership – a Specialist Council of the Alberta Teacher’s Association. ■

“Technology must be at the service of pedagogy”

# Playing with ICT every day for ten minutes

ICT is a great way to enrich your teaching, says Zachary Walker. In his workshop at the AVS conference which will be held on March 17th of 2017, he will with his infectious enthusiasm explain how accessible ICT is and how extensive the applications. Marking the end of the conference, his contribution will not primarily be about school leadership. But be prepared to look in the mirror“... and ask yourself some though questions.

BY MARIJKE NIJBOER | TRANSLATION BY MONIQUE WESTLAND



**Zachary Walker:** “Accustoming yourself with new technology is like building a sand castle: you have to get your hands dirty.”

Zachary Walker, as a teacher in primary and secondary schools and in college, did not make any use of ICT not even PowerPoint. This changed when Karim came to his classes, a student whose short-term memory was severely damaged by a collision. Karim said: 'If I can film part of your lessons and take photos of the notes on the chalk board, it would be of great help to me. Also if I can look into the syllabus, I can set reminders in the calendar and set my alarm clock.' Walker: 'For me it was like a light was turned on. For Karim his phone was no distraction, but his phone was a tool to help him to learn. "Together with colleagues, he gave Karim the freedom to deploy his mobile phone to the fullest. Karim has now passed his education with flying colours - and Walker travels around the world to speak about the blessings of ICT for education.

### **CONTINUOUS FEEDBACK**

Can you give some examples of how ICT can be well used?

'By using iPhones, iPads or laptops you as a teacher can give constant feedback to the students. We know from research that students learn from this enormously. Without technology, you have less material available to give feedback on.

Ten to twelve year olds hate to say that they do not know anything. With the use of technology it is not necessary. The teacher sees that shy girl in the back of the classroom who struggles with fractions.

“The school can best focus on the people who are already motivated and provide them with the best possible tools and support”

You know all the pupils and know what their situation looks like. 'You can do great things with mobile phones in the classroom. Students can share documents. There are so many tools that you can use for various purposes. And they are really simple to use. For example Mentimeter, which gives you instant feedback on what they do and do not understand. You may occasionally choose to let students respond anonymously, so they can be honest about what they do not yet understand.'

## **MANAGING EQUIPMENT**

Too often mobile phones are still seen as disturbers of the lesson.'When the computers came, every teacher wanted one in his classroom. Now every student has one in his pocket. Then you shouldn't say, get rid of that thing, it is not allowed in here. A good teacher knows how to manage the use of devices. Sometimes you want to use them frequently; at other times you don't want to see them at all. But allow children to use their mobile devices, otherwise you don't prepare them for the real world. Can you name me one profession in which you do not need technology?'

Walker prefers a good mix of using ICT and books.'But of course these do not have to be paper books; an e-book is just as good. It's about the content. I would say: choose the format that suits you best.'

## **EXPLORING**

In your opinion the integration of ICT in schools is a matter of mindset, not skill. Can you explain this?

'If you want it, you find a way to do it. Mastering Technology is like learning another language. If you really want to learn French, you will do so. As a teacher you live the mindset also for your students. You can teach mathematics, but a really good teacher goes one step further: it shows why you would really want to understand math.'

It is not difficult to find useful tools, Walker said. The problem is rather

that you have to choose from all the available material. He advocates what he calls “Tech-ten” lists, take every day for ten minutes to delve into technology.’This can also apply to all other new things that you want to own. Go exploring. Ten minutes a day is sufficient. You may find nothing for days and then suddenly you come across a nice tool that really will make the difference for your class. Explore the tool, play with it. Accustoming yourself with new technology is like building a sand castle: you have to get your hands dirty. You try something and not everything works out fine immediately; this is part of it and that’s fine.’

Walker continues:’Using modelling you can teach students the same attitude. If something does not work right away, we say: I try it by other means. Or it does not matter, tomorrow we’ll try again. That same attitude you want to see from the kids at school and when they are back home doing their homework.’

## **MORE ZACHARY WALKER ON THE AVS CONGRESS 2017**

Dr. Zachary Walker is a scientist, author and popular speaker. He is head of Educational Leadership and Innovation at the National Institute of Education (NIE) in Singapore. The ESHA conference in Maastricht in October 2016, he gave his vision of 21st century pedagogy and the role of technology in it.

The annual AVS-conference on March 17 2017, leading Walker handles the workshop ‘3 Simple Tech Tools to Transform Teaching’and the closing session: “Questions for School Leaders. Be prepared to look in the mirror, ask yourself the tough questions 12 to Improve yourself and your school today “More information and registration: [www.avs.nl/congres2017](http://www.avs.nl/congres2017)

“There are so many tools that you can use for various purposes. And they are really simple to use”

If a teacher embraces ICT is not a question of age, according to Walker. 'From research shows that it comes down to 'comfort'. Those who feel at ease with technology and want to master, can. The school can best focus on the people who are already motivated and provide them with the best possible tools and support. School leaders I work with who have achieved the greatest change in their school, have done exactly that. The other teachers see the children going to these classes with pleasure and the results of those classes are also better. They will want that too. Of course you will have to provide necessary training to the people and share the knowledge. The enthusiasm that this creates is a powerful force.'

## **DIGITAL CITIZENSHIP**

Sometimes it is difficult to distinguish good from bad information on the Internet. Will this be a threat to students that spend a lot of time online?

'Certainly. But as a school you shouldn't ignore the Internet. Outside school, children are constantly in contact with it. So teach them about digital citizenship. Pupils should learn from an early age on to be responsible users of the internet and all the tools. Teach them how to search on the Internet. What do you want to know, how will you find it, from what source does your information come from, how valid is the information? It is also important to teach children to think critically. This is difficult and perhaps even scary for teachers, because the result is unpredictable. But this is a skill kids really need.'

You will be the closing keynote at the AVS-conference with “The twelve questions that you can improve yourself and your school.” What can we expect?

‘I will emphasize that the pedagogy is of great importance. Technology should be at the service of education, not vice versa. My contribution will be talking about what mindset school leaders should have in order to benefit the maximum. I will not tell you the questions, but I can let you know that every question is very personal and these questions you can ask yourself as a teacher and as a school leader. If they really want to be honest with themselves, they will come out of the session with a valuable insight.’ ■



# ESLPLUS project

## Invitation to all to contribute with best practices

### Collection of Inspiring Good Practices on Early School Leaving in Schools

Good practices are worth sharing!

We need your help! Leaving school before finishing secondary education has long-term negative socio-economic consequences both at personal and society level. In order to prevent pupils leaving school before getting their (upper) secondary degree, lot needs to be done. Real examples and ideas of teachers, students and school leaders can inspire others in dealing with this problem.

## The aim of the ESL project

One of the aims of the ESL project is sharing good practices reducing early school leaving by making efforts to prevent it and/or try to help their students to come back to school and continue their learning paths. We need your help with this.

## What is a good, inspiring example?

It is any activity resulting in significant reduction of early school leaving. This practice relates to education but it can be provided by non-educational actors too, sometimes outside of the school. An inspiring example can cover both interpersonal techniques of teaching and learning. Just to boost you thinking, here are some possible topics:

## Why should I send in my good practices

The advantages of writing and sharing your good practices are:

- You will be able to assess several good practices at [www.dropoutprevention.eu](http://www.dropoutprevention.eu)
- You will get feedback from ESL experts on the possibilities to improve your practice.
- The ESLplus Partnership undertakes the dissemination of the highlighted practices at European level and include them into several publications.
- You will be able to contact other active partners in the ESL community.
- You can reach and download the practical tools shared by the project.
- Participation is ensured at conferences or workshops organised by the ESLPlus Project.

## How to proceed

ESHA will help you with your good practice. Just send an e-mail to [info@esha.org](mailto:info@esha.org) with a short description of your good practice. ESHA will contact you in order to document your good practices. In case you need further information or you have questions, please contact: Monique Westland at [monique.westland@esha.org](mailto:monique.westland@esha.org)



# THE MANAGEMENT OF INNOVATIONS IN SCHOOL EDUCATION

BARCELONA 2017  
23rd - 25th MARCH



EFEA - FEAE - FEAC  
The European Forum on Educational Administration

Barcelona 2017  
23rd - 25th March  
[www.intervisitation2017.cat](http://www.intervisitation2017.cat)  
[info@intervisitation2017.cat](mailto:info@intervisitation2017.cat)



## WELCOME TO EIP-XVII•2017

Once again our association is preparing the most important meeting, which regularly gathers members from different European countries.

EFEA organises the XVII EIP in Barcelona on the 23rd, 24th and 25th of March 2017. This edition will be dedicated to the issue of the management of innovations in education. We have to thank to the Spanish Forum and specifically to the Catalan Forum for the effort in organising this great conference, which will include school visits, debates, round tables and communications.

Many years have passed and from the very beginning, EFEA has introduced new visions, new perspectives and new ways of doing things. The EFEA Work Plan 2016-2017 implies to open up to new transnational partnerships, projects, challenges and new formats for our activities.

Xavier Chavarría • EFEA President

# Intervisitation



## PRICES

	EFEA Members	Collaborative Partnership Members	Non-members
1 day	30€	40€	50€
2 days	60€	80€	100€
3 days	90€	120€	150€

The prices include activities (schools visits and/or seminars-conferences), support material (photocopies, presentations, technical resources, final report, ...), local transport, translation services, coffee breaks, lunch and cultural programme.

[www.intervisitation2017.cat](http://www.intervisitation2017.cat)  
[info@intervisitation2017.cat](mailto:info@intervisitation2017.cat)

## INFORMATION

City: Barcelona

Place:  
Escola Jacint Verdaguer  
Carreer de Lleida, 32

Dates:

Thursday, 23rd March, from 9 a.m. to 5 p.m.  
Friday, 24th March, from 9 a.m. to 5 p.m.  
Saturday, 25th March, from 9 a.m. to 2 p.m.

Mail: [info@intervisitation2017.cat](mailto:info@intervisitation2017.cat)  
Web: [www.intervisitation2017.cat](http://www.intervisitation2017.cat)

Organization: EFEA · FEAE · FEAEAC.

The European Forum on Educational Administration

## PROGRAMME

### 25th March:

Debate: Dra. Joana Sancho & Dr. Enric Roca.  
Round Table (Organisations): Fundació Jaume Bofill, ASHOKA, Escola Nova 21 & Departament d'Ensenyament.  
Round Table (Experiences): CEAS, BELMAS & FPAE.  
Conference: Dr. Alfredo Hernandez.

During the event, EFEA will organise the General Assembly, the Steering Committee meeting and the Executive Committee.

## SCHOOL VISITS

### 23rd/24th March:

Each group will visit 2 schools per day.

## REGISTRATION DESK

All the participants are asked to pass by the registration desk the first day to pick up information about the event and the last organizational news.

## AFTER WORK MEETING & DRINKS & COMMUNICATIONS

Every day after the scheduled activities, there will be meetings for sharing experiences, opinions and explore further collaboration. It will be our "after work meeting and drink" and communications, at the main venue (Escola Jacint Verdaguer).

22 March: registration desk (19h - 21h)

23 & 24 March:

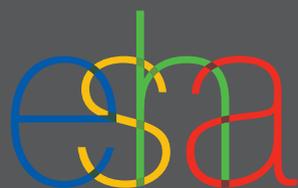
Communications: (17h - 18h)

After Work Meeting:  
(18h - 19h)

## THE MANAGEMENT OF INNOVATIONS IN SCHOOL EDUCATION

**BARCELONA 2017**  
**23rd · 25th MARCH**





European School  
Heads Association