
E*N*I*R*D*E*L*M

**European Network for Improving Research and Development in
Educational Leadership and Management**

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CHAIRPERSON'S MESSAGE – TIM HURLEY, FINLAND



Dear ENIRDELM Friends and Colleagues,

As Chair of our network this year, it is my privilege, on behalf of Drumcondra Education Centre, to welcome the 24th ENIRDELM Conference to Malahide, Dublin, Ireland in September 2015.

I finally got to an ENIRDELM Conference as a school-based practitioner in September 2005. I had previously been unable to attend, despite the promptings and encouragement of the great ENIRDELM supporter, and former board member, Eileen O'Connor. 2005 in Brno was a great experience, thanks to Milan Pol and his team, and especially to you the welcoming ENIRDELM members, who made it such a warm and positive experience for me. All of the conferences since then have given a similar professionally enhancing experience, and in particular the most recent conference in Vantaa 2014—thanks and congratulations to Jukka and his team.

It is now my turn to welcome the conference back to Ireland, this time to Dublin, for the 24th ENIRDELM Conference. At Vantaa Roman Dorczak from Poland joined the Board. Other Conference Board members include Mateja Brejc (Slovenia), Signe Neimane (Latvia) and our Vantaa host, Jukka Ahonen discussed the way forward. You are fortunate to have such a good team working for ENIRDELM and for you.

At the post-conference Board meeting in September last we decided that the best tribute we could pay to the excellence of Vantaa was to continue to focus on how we could build for the future of education and learning. We asked you the members for ideas and suggestions. Thank you to all who took the time and trouble to make such positive suggestions. We have arrived at a general outline of a theme: *“Leadership for ‘Future-Focused’ Education and Learning for All”*. This theme will be fleshed out and finalised at the next board meeting, scheduled to take place in Dublin, February 2015. We will be looking at the implications of this central theme for education policy, for teacher education and for school leadership and practice, and once again your contribution and input to the conference will determine the quality of ENIRDELM 24, Dublin.

The Dublin Committee can be contacted directly at enirdelm@ecdumcondra.ie, and any suggestions re organisation or structures will be both welcome and helpful. Despite the difficulties, of which I am very aware, we are anxious to increase the participation of practitioners at the 2015 Conference. All suggestions are welcome.

The new ENIRDELM website is up and running—my thanks to Markku Antinluoma and David Oldroyd for this and for continuing to do such good work as ENIRDELM VPS. We also welcome Gerard Dunning (Wales) as co-Editor of the ENIRDELM Newsletter.

I send my warmest regards to all ENIRDELM friends and colleagues, and I look forward to welcoming you all to Dublin in September 2015.

DUBLIN 2015

The Management Committee of the Drumcondra Education Centre is delighted to announce that the **2015 ENIRDELM** Conference will be held in **Dublin, Ireland**.

Dates: September 17th, 18th, 19th 2015.

Host: Drumcondra Education Centre (www.ecdrumcondra.ie)

Venue: The Grand Hotel, Malahide, Co.Dublin (www.thegrand.ie)

Theme: This will be finalised by the ENIRDELM Board at its February 6th meeting in Dublin but will be centred on the topic of *“Leadership for “Future-Focused” Education and Learning*.

Proposals for papers and presentations.

Four types of proposals are invited:

- **Individual paper proposals.**

Accepted proposals will be assigned to multiple paper sessions, each presenter having 20 minute for presentation followed by a 10 minute discussion.

- **Symposium proposals:**

Symposia are intended to be interactive 60 or 90 minute sessions that allow for more in-depth examination of a specific topic or experience (research findings, policy issues, initiatives, and research methods).

- **Poster proposals:**

Poster sessions combine the visual display of illustrative materials with the opportunity for individualised informal discussion.

- **Workshop proposals:**

In the interest of making our conference a real place to exchange ideas and experience in a creative way, we offer the opportunity to propose and run a 60 or 90 minute workshop to discuss on-going research in an open way and to share good practice and experience, etc.

Note: All abstracts will be submitted to a double-blind review. Papers accepted in the review process will be published in a Conference Proceedings

EDITORIAL – DAVID OLDROYD

This Newsletter is our richest and longest ever. I thank all our 24 ENIRDELM friend-contributors (surely a record?) ten of whom are first-timers. Produced only twice a year, the newsletter has to be substantial! This edition is the first to be placed on the new ENIRDELM website which has been completely recreated with a new domain address since the Vantaa conference. We owe a great debt of gratitude to our new webmaster, Markku Antinluoma, for setting the new website (.net replaces .org) that allows the VP Secretary and Editor to edit the site directly for the first time. Markku's predecessor as webmaster, Thomas Soderberg, helped us gain confidence in moving into the digital age and Markku's remarkable communication and IT skills suggest that he too will advance our electronic networking.

I also welcome co-editor Gerald Dunning's active help in filling out this post-conference edition of our newsletter. Gerald, organiser of our Welsh conference in 2006 is easing in to the roles of co-editor of this Newsletter as I approach my 'sell by ...' date. His fresh ideas as

a relatively newly retired educational professional from the University of South Wales will be valuable in maintaining and improving our twice yearly newsletter that offers our network participants the opportunity to stay in touch and share links and ideas between the annual September conferences.

This edition has a couple of new features. In addition to Jukka's reflection as 2104 conference organiser, other participants' reflections have been contributed. Sadly, Dean Bowles' is no longer able to contribute his Letter from America which has been one of this newsletter's outstanding features for several years. Allan Hoyle from Canada will step into Dean's trans-Atlantic shoes. Allan was part of the York Region District School Board team that ran a workshop with Finnish colleagues at the Vantaa conference about their five-year collaboration. At the conference I took the opportunity to recruit several European colleagues to offer a regular 'regional letter' from their parts of our continent as you will see below. I hope it will become a regular feature.

The Vantaa spirit of trust lives on and expands in this edition with an injection of new contributors adding to the regulars. One theme you will detect is the differing perspectives that arise from progressive and traditional values among educational professionals. Another is how we welcome critical friendship in our educational leadership community, not to mention how we appreciate the new energy deriving from new ENIRDELMers. Gleanings from the internet invite us not to ignore some basic problems facing our profession and its social context. Taking advantage of the internet is aided by the many hyperlinks provided for many hours of private networking is they have the time in their busy lives!

VANTAA CONFERENCE REFLECTIONS

Jukka Ahonen – 2014 Chairperson's thoughts after the Conference in Vantaa, Finland

Dear friends, dear professionals:



During the 23rd ENIRDELM conference in Vantaa, Finland we studied the meaning of trust and control and their impact in education. One presentation after another showed how important and complicated the topic was. I recommend you all to look at conference website where you will find the papers and power point presentations. My opinion is that we should continue digging this theme in one way or another, although new topic is, of course, always left to the next organiser to decide. But I do believe that in some mysterious way the thoughts that had been brought up in Vantaa and in all previous conferences before will survive and feature in future conferences. Our topic this year was a good example of this continuous phenomenon.

I said at the end of the conference that I was very grateful to you all, both the senior members of the network and the newcomers, for your professional way of working and for the warm atmosphere that you created at the conference. Now I want to thank you especially for the excellent "gala feeling" in Villa Ivan Falin on the last evening. And to those of you who were not able to attend: look at the photography gallery on this year's conference website! Look at all those smiling faces and try to imagine our common ABBA songs - "Thank you for the music" etc. - and all the very professional (?) national songs with national drinks. In the photo gallery you will find also many other photos of the conference. I am grateful to all of you

who have sent me so many nice messages after the conference. The feedback is always important but especially in this network where all of us are voluntarily contributing to improving education one of the most important professions in our society.

Special thanks:

Pasi and Daisy – thank you for the valuable views in your thought-provoking keynotes both of which gave us a good start to many other interesting presentations and workshops. I also want to say how happy the Finnish organizers were to have friends first time from Ontario, Canada. We hope to see you in ENIRDELM conferences and common programs also in the coming years. Your forefathers were Europeans, so you are allowed to come work with us😊.

Mualla, I want to thank you for your contribution as Board member during the last years and your way to chair the conference in Antalya 2012. At the same time I warmly welcome you **Roman** as a new board member. In the Gala Dinner we learned that you are more European than most of us – your roots are not only in Poland but everywhere in our continent! And **Mateja, Signe and Tim**, it will be a pleasure to continue working together with you in the board.

David, you did it again! As a Voluntary Permanent Secretary you helped me and the whole Board to do our job through the whole year. We hope that your experience and voice will be available for our network for many, many more years. Without you we would not know “what shall we do with a drunken sailor”!

Thomas, on behalf of all members of ENIRDELM I thank you for your work as a webmaster. You have done a valuable job connecting us during many years. See you next year in the conference.

There is a long list of important people to thank. My common thanks go to our Finnish organizing team, especially to our secretary **Tarja**, to our webmaster **Markku**, to the City of Vantaa and to the Universities in Helsinki and Jyväskylä.



Our job still continues with the producing the proceedings.

Please observe our deadline for articles: 30th of November. You can find all information about the conference book on the website titled ENIRDELM 2014.

Finally I wish you Tim and your Irish team a wonderful year in preparing the next conference.

See you in Ireland next September!

Jukka

[Paul Mahieu sent this picture of ‘a manager in action’ to illustrate the tireless labour that Jukka performed to make the Vantaa Conference such a success – Ed.].

Herman Siebens: Talking about ethics

During the ENIRDELM Conference in Helsinki – perfectly managed in a beautiful city – there one issue bothered and even irritated me. I am a specialist in professional ethics and was concerned by much uniformed talking about ethics - values, integrity, responsibility and so on. Such talk is crucial, but must be well-informed.

During the past three to four decades, ethics has become a first order problem worldwide. That's exactly why everyone talks about it (one does not talk about unproblematic issues). Applied ethics, especially business ethics and professional ethics have become specialized disciplines just as much as mathematics, psychology, education, etc. These disciplines have a set of concepts, models, theories expressed in discussions, networks and a large library of books, just like any other discipline. However, because we experience ourselves as having a conscience, empathy, respect for others, almost everyone claims to be a specialist in responsible behaviour. This implies that almost all academics speak and write about ethics, values, integrity and responsibility. They use the categories they know from their childhood and education at school. But they do not have enough knowledge about the discipline they're referring to. I'm quite sure they do not accept such an attitude from ethicists talking about their own discipline without specialized knowledge about it, but themselves they see no harm. I find this very disturbing and I give just some examples relating to our conference:

- People who talk about ethics or responsibility rarely define their terms. They incorrectly presume that the audience know exactly what they mean. For example, the word responsibility comes from the etymological meaning of the word: giving response and raises the questions: to whom, by whom, to what, how to make the necessary choices?
- Responsibility and ethics are about responding to the needs (and interests) of the Other (and I use the capital letter to refer to Lévinas' sublime philosophy about responsibility). It is not, or at least not, in the first instance, about values. Values are etymologically what we value, and people do value what they need for living a happy life. Thus primarily, ethics is about capturing (by empathy) and fulfilling the needs of people. That's why it is much closer to economics and business than many think. It is also very close to the education of the young who must learn to listen to the 'appel of the Other' (Lévinas), to the needs of the Other, instead of only their own self-interest. Social criticism is also a fundamental part of education.
- Nobody at the conference appeared to distinguish morals and ethics, though this difference is of a major importance talking about power and control. Perhaps this is also the effect of lack of knowledge in-depth of the discipline of applied ethics.
- During recent decades several new concepts on professional and organizational ethics have emerged. In our conference I noticed these new concepts are not known and, so, not used at all. They importantly relate to the way modern people feel about their responsibilities.
- As in every scientific discipline also applied ethics has some good and some bad concepts. Without going into detail, there are many, very fundamental reasons why the concept of corporate social responsibility (CSR) is a concept of low quality. On the contrary the concept of the stakeholder approach outlined by Ed Freeman offers a very solid base for thinking about ethical behaviour in a modern, Western society. But I did not hear about this concept at all, though many were speaking about responsibility. When the word 'stakeholder' was used, it was clearly without essential knowledge of the broad and rich content of this concept. That's a pity, I think,

because there is a long list of articles and books about this approach available.

Conclusion: Though we experienced a very well organized and good conference, I regret the way ethics was handled during the presentations and discussions, especially given the fact that this was the central topic of a former conference. I would be pleased if future presentations could take more critical care when talking about ethics.

Herman Siebens, Belgium

An appreciative letter

This year was our first visit to ENIRDELM Conference. It was a wonderful learning opportunity for our staff and educational leaders in our Board. I would like to continue the relationship with all of the members of the group. The conference was one of the best that I have attended in many years. It was very informative and thought provoking.

"People may not remember what you said but they will remember how you made them feel"

Anna DeBartolo, Chair and Trustee of the York Region District School Board, Ontario, Canada

It's not all hard work at ENIRDELM conferences!

This year the free Friday evening in Helsinki allowed time for two old ENIRDELMers to interact with a member of the non-educational local population (a 29-year old hockey fan Ville) who met Jaroslav and David on a train and invited them with his fiancée to a local pub in Vantaa - a warm inter-generational chance encounter spilling over from our 'friendly networking'!



ENIRDELM MATTERS - DAVID OLDROYD, VOLUNTARY PERMANENT SECRETARY

Welcome to Roman and Markku and thanks to Mualla



ENIRDELM has been keen to maintain a balance between the genders in its volunteer leaders and the five-member Board has had a majority of women for some time, but this year Mateja and Signe will be outnumbered by Tim, Jukka and new member Roman Dorczak (pictured left) from Jagiellonian University, Krakow, Poland. Mualla has served her term on the Board having brought Turkey into our network and organised the Antalya conference in 2012. She made a splendid ever positive and upbeat contribution. Our long-serving webmaster Thomas of Uppsala University in Sweden has been succeeded by Markku Antinluoma from Finland.

Markku has already made an indelible mark on our network by redesigning our website with remarkable speed (see his report below).

ENIRDELM Website overhaul

Markku Antinluoma our new webmaster in consultation with the Board and Secretariat has updated the ENIRDELM website, the technical aspects of which Thomas Soderberg managed for us with such skill for several years. Our new domain address is changed to:

www.enirdelm.net

To keep the annual Wordpress fee low, the site is for the time open to Wordpress adverts, a policy that we will review. Take a look and feel free to send suggestions for improvement.

Membership Mailing list

With Jukka's help, I have updated the mailing list adding new friends from the Vantaa conference and removing a few known non-participants. The current list now contains 258 addresses. If you know of any colleagues who might like to receive our newsletters, please invite them to send a request to me by email and I will add them to the master list.

ENIRDELM Blog discontinued

As a graffiti slogan on the wall during the 1968 Paris student uprisings put it "Owing to a lack of interest, the future has been cancelled". I was a young man in my prime at that time. For some years, I have offered ENIRDELMers an opportunity to share thoughts and materials in a web log, but with only five followers and sole contributor in those years, it now seems sensible (like the Parisian students' slogan on the future) to cancel it due to lack of interest. I am now pouring my blogging and resource sharing into the www.case4all.info website in a direct attempt to mobilise ENIRDELMers and others who do have an interest in saving the future for our descendents! However, the new website has a facility for adding posts that may ignite a little more activity than in the past.

Is there an appropriate noun for a member of ENIRDELM? [asks our co-Editor Gerald Dunning]

I considered this problem in 2006 in the final days of ENIRDEM but nothing sounded right. To define someone as an 'Eniderm' suggested a large, thick-skinned ruminant from the African savannahs; an 'Enidermist' sounded like a practitioner in some sub-branch of taxidermy (perhaps preserving educational leaders); and an 'Enirdermite' conjured up pictures of an architecturally talented social insect!! ENIRDELMer seems now to be in use but maybe readers have less prosaic suggestions? You may find that you have time to engage with these sorts of fantasies when you retire! And to colleagues who are about to do so, I recommend it. Much as I enjoyed my former professional roles, this is certainly the best job I've ever had.

FROM OUR WEBMASTER

Markku Antinluoma and the new ENIRDELM website

I joined the ENIRDELM network in 2012. My background is as project manager at the Centre for Continuing Education, University of Helsinki coordinating in-service training programmes for teachers, principals and school leadership groups. My development and



training activities over several years have covered themes such as the pedagogical use of ICT, web-based learning, international co-operation, networks and leadership. I am currently on a leave of absence and serving as a principal in the city of Porvoo, Finland. I hope that the new website, will be as well accepted as the website we designed for the Vantaa conference.

The new ENIRDELM Wordpress site www.enirdelm.net is set up to enable the webmaster and VPS to administer and edit material directly. It is accessible to anyone for reading. In Wordpress all are free to comment and make replies to comments on the pages, but you need to give your address and name when posting comments and replies to comments. All these comments and replies are published through moderation: administrators have to accept/decline them before they are published. This is to safeguard against unwelcome intruders. The ENIRDELM Conference 2014 site set up in Helsinki had over 8114 visits, the system blocked 810 spam messages and not a single spam message ended to the site. Articles can be posted only by those having an official role of 'author' given by administrators. This requires a password to be given by the administrators.

Markku

LETTERS FROM THE REGIONS...

Letter from the Baltic States (Signe Neimane)



At the beginning of October in Latvia, the National Centre for Education organised a Council of Europe Pestalozzi programme workshop „How to Support School Leadership for Equity and Learning”. School leaders from all over Europe (16 countries) had a chance to discuss 21st century challenges in education, distributed



leadership, understanding the role of school leadership in ensuring equity in education. One day was devoted to school visits where participants tried to use a new method – photo interview - to gather information and evidence about equity in schools

The Education, Culture and Sports Department of Riga City Council along with the Riga City Education and Information Services has announced an 8 month project for Riga school leadership teams and teachers „Education for Growth and Development”. There will be three options where schools can participate. Option 1: School leadership teams will work in groups together with experts on four topics: „Effective teamwork in schools”, „Collaboration between different schools”, „School Strategy and Riga Strategy – are they both the same?”, „Effective whole school staff leadership”. Option 2: Schools can show their success stories to other schools. Option 3: Teachers' competition „Create – Show - Watch” in which teachers can show in workshops to other teachers how they use one of these methods successfully: role play, experiments, learning out of class, group work, etc. The Project will result in a two-day Education Forum in June next year.

Letter from Benelux
(Karel Binon, VSKO (Flemish Catholic Education Secretariat))



I just came back from a ten days trip to Rwanda to arrange co-operation for the coming three years in a VVOB (Flemish Association for Development Cooperation and Technical Assistance) project aiming to:

- a. develop a curriculum for school leaders in primary education and
- b. set up reflection groups for school leaders guided by sector educational officers (SEO).

We were involved because of VSKO's (Secretariat for Catholic Schools in Flanders) expertise in training, action-reflection and peer group learning (ProfS program) for beginning school leaders in the primary Catholic schools

In cooperation with Rwanda University and the Ministry of Education, VVOB developed a guideline for the curriculum using 5 non-hierarchical, inter-dependent standards for the role of the school leader set out in the chart below. A needs assessment survey based on these standards has been made in 13 schools to find out what has to be included in the program.

We participated in two reflection groups in the north of the country to exchange knowhow, and our trainers in Flanders will contribute training for the SEOs to be coaches for the practice-oriented reflection groups to which the participants (school leaders) bring in a case from their own practice, explore the concerns, then question and stimulate reflection on practice.

Standard One: Creating Strategic Direction
Building a vision and shared purpose for the school and its community is a fundamental responsibility of the school leader in order to inspire and motivate students and staff and to build trust. This vision should express the core educational values of the organisation.
Standard Two: Leading Learning
The role of a school leader is to ensure that all students learn effectively. This necessitates setting high expectations for all students and, by implication, all staff members. Creating a positive and safe learning environment and culture is fundamental to the role of the school leader.
Standard Three: Leading Teaching/Training
The core responsibility of a school leader is to ensure that all students learn effectively. In order to do so, teaching must be of the highest possible standard and the school leader must create the environment, conditions and structures to support this.
Standard Four: Managing the school as an Organisation
School leaders need to ensure that the school's structures, policies, people and resources are organised and managed in order to provide an effective and safe learning environment.
Standard Five: Working with Parents, the Wider Community and Companies
Improvements in the school and in the community are interdependent. School leaders should commit to engaging with parents and the school community in order to raise expectations and improve provision and student outcomes.

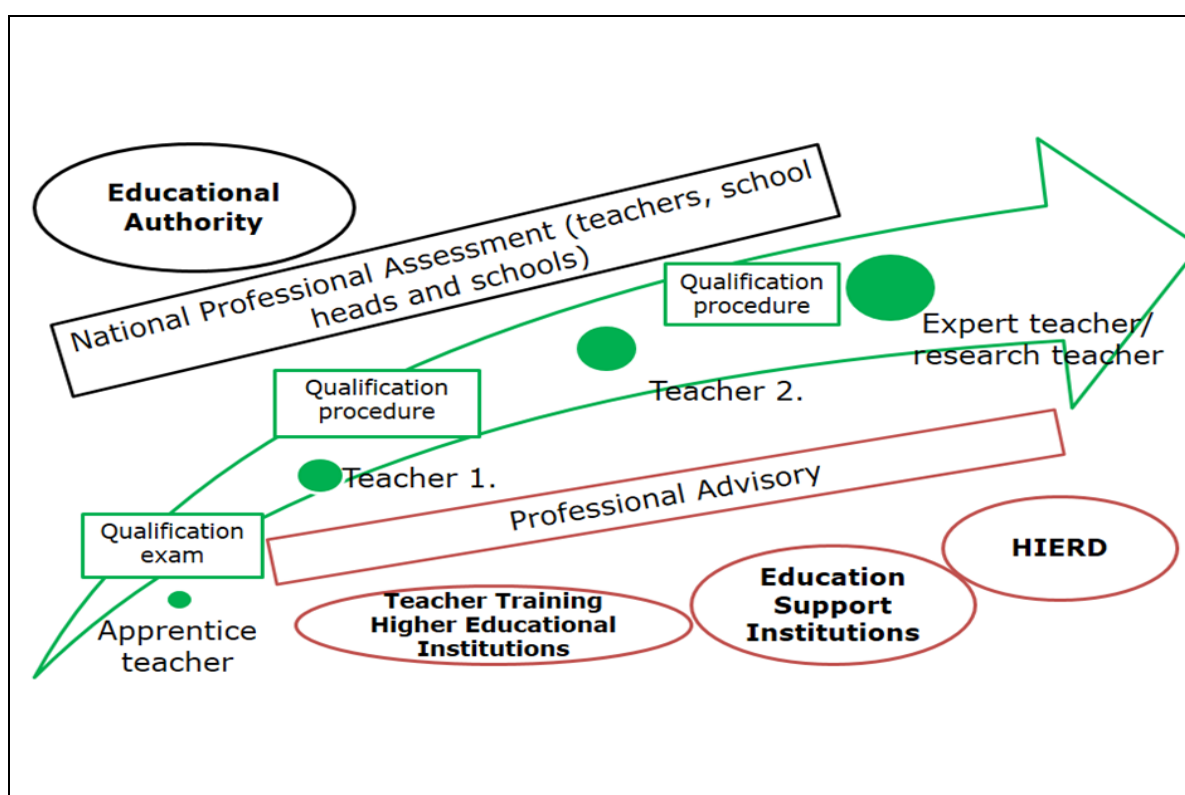
Karel Binon

Letter from Central Europe
(Maria Szabo, Institute for Educational R & D, Hungary)



Probably the most important development this academic year in Hungary is the piloting of the renewed system of teachers' professional assessment and support. This huge national project started in 2012 and will finish next September. The overarching aim of this project is to improve the quality of education by enhancing the professionalism of the teachers.

The project activities are based on the new Act of Public Education (2011), which established a teachers' career advancement system, based on continuous professional development. To progress on this career system teachers have to fit a qualification process (an exam or a planned procedure). The career advancement system is closely connected to the national professional assessment system (inspectorate), and it is supported by the renewed professional advisory system.



Teachers' career, professional assessment and support

The national professional assessment and the qualification system of teachers are operated by the national Educational Authority while the Hungarian Institute for Educational Research and Development (HIERD) runs the teachers' professional advisory system, which could function as a basis of the whole qualification and assessment system of education by supporting teachers in their continuous professional development and so help them to make progress in their career.

The professional advisory system in Hungary has several elements. One of them is a subject based advisory service, which supports teachers' work with regularly organised visits of advisors. These structured visits involve professional discussions based on lesson

observations, and result in a professional improvement plan for the individual teachers. These 'subject advisors' help teachers to reflect on their professional work, their professional needs and to plan the activities for personal professional improvement. We strongly believe that this professional support could achieve its target and could be effective and sustainable only if the external support is closely connected to the schools' internal support system, which has to be created and improved by school heads.

The other six types of professional advisory system relate to the priorities of national education policy: (1) education of ethnic minorities, (2) spreading good practices in conflict resolutions, (3) school improvement, (4) effective education of special needs and gifted students, (5) effective education of socially handicapped children and (6) supporting the school improvement planning on the basis of the national assessment results.

HIERD which governs the professional support system is responsible for training and continuous professional development of the advisors. In October nearly 130 registered advisors participated in a professional training programme, organised in a heterogeneous group, using the method of [Problem Based Learning](#) and inter-professional collaboration. This method was absolutely new for the training developers, the trainers and the participants, too. Its important message was that any problem in the school can be solved effectively in a complex way, through collaboration between different experts. So the training of the advisors of any specific area should strengthen them in the collaborative problem solving. We used real problems of real schools and participants had to visit the schools and support them in their problem solving. After the first shock of the new method, advisors liked the training and had good experiences on their field visits.

Maria Szabo

Letter from Scandinavia

(Roger Strang, Faculty of Education Østfold University College, Norway)



A new Government has recently been formed in Sweden. The Ministry of Education and Research is being divided into three different sections; Education, Upper Secondary School and Adult Education and Training, Higher Education and Research. In dealing with complicated topical school issues that may affect Swedish society for a long time to come, the Government has announced they will cling to traditional ways of appointing a committee of inquiry. We can probably expect continued politically motivated reforms in Swedish schools, a trend that has continued for decades, and has been constantly debated in the light of the

recurrent PISA surveys.

In Scandinavia, as well as in many European countries, increased school autonomy and a greater focus on school results have made it important to improve and professionalize school leadership and to reconsider the actual role of being a school leader.

The Swedish National School Leadership Training Programme, providing head teachers, heads of preschools and other school leaders with the knowledge and skills required to be able to manage their responsibilities and achieve the goals set up, has recently got the lineup for the next six years, 2015-2021 presented. An interesting rookie is Mid Sweden University, with a discussion of the school leader's roles as results manager and manufacturing operations

responsible leader. Using cultural analysis as organizational analysis supports this way of creative thinking and working.

The organizational focus of school leadership has for a while also been visible in Norway. A report from the Evaluation of the National Leadership Education for School Principals (2011) states that leader development must also have an organizational perspective attached to it. Leader development is not just about developing leaders, but also about developing organizations on the whole, through “community-ship”. To evaluate leadership development programs, it is not enough to assess the effects of leader training in relation to the leaders alone, but also to consider whether the organizations developed as a result of this process.

Roger Strang

**Letter from South East Europe
(Andrej Koren, National School for Leadership in Educational, Slovenia)**



Slovenia has a new government since autumn – which is not news really, as governments change annually lately. However, the absence of educational priorities in last year’s government seems to be one of the consequences, influencing the whole system. Therefore, the real news is that the new government has announced three national priorities: updating the system legislation, redesigning the curriculum, external and self-evaluation.

The latest change comes also at the time of a new perspective of European Social Funding (ESF) 2014–2017. Therefore, the question is will European priorities become our educational priorities. Is that a hope or a danger?

If we count Austria, Hungary and Slovenia as countries already established in leadership in education with years of headteachers’ training practice it seems that there is a new cycle of leadership and quality efforts in some other SE European countries too.

In Croatia, possessing a leadership licence for headteachers became obligatory in 2013. This could lead to a coherent development of leadership with the possibility of also attracting Croatian experts to ENIRDELM.

We missed Macedonians colleagues in Helsinki this year, and it is worth mentioning, that a leadership licence has been obligatory in Macedonia for many years already. The licence however is not supported with other lifelong training programmes for headteachers. A new opportunity for it might be a master program on Management and quality in education that will start in 2015/16 at the University in Tetovo.

In Kosovo, a new curriculum is implemented, and it seems that schools have been effective in trying out the new approach. UNICEF Kosovo is supporting the process of piloting the new curriculum with a project “Assessing school performance - an approach to ensuring inclusiveness, quality and equity in education”. There are opportunities for leadership in education development in the project, where Slovenian experts are already involved.

LETTER FROM NORTH AMERICA

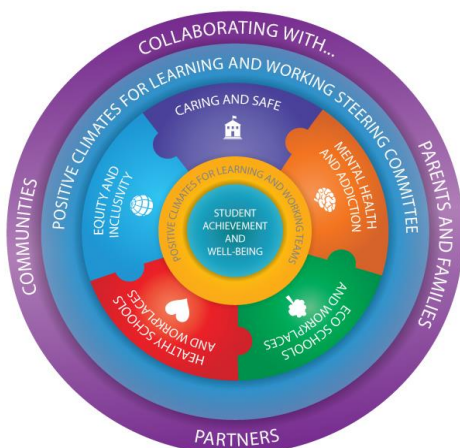


First – let me take this opportunity to congratulate the organizers of the conference in Vantaa, Finland. Our team – from the York Region District School Board, Ontario, Canada – unanimously said this was amongst the finest professional opportunities that we have experienced. The combination of high order thinking and discussion with practical workshops was outstanding. Thank you.

This is my first letter to ENIRDELM. It is a pleasure to provide some thoughts from North America, although the task of representing a continent is somewhat daunting. As a starting point, York Region is a municipality immediately north of Toronto. Our Board of Education services English public school students (122,000). It is one of 72 Boards of Education in Ontario. Canadian educational policy is entirely established at the provincial level; there is no overarching national education strategy. This can make national comparative studies somewhat misleading.

As a Board, York Region embarked on broadening its mandate approximately 5 years ago. Until then the focus had been clearly on student achievement. This resulted in dramatic improvements on provincial tests and increased literacy achievement in schools. Over time these achievements plateaued somewhat as harder to serve students – those with significant challenges ranging from learning needs to social economic status and language needs as new Canadians – presented opportunities to expand the educational repertoire.

One of the responses here was to expand the mandate of the Board to include both student achievement **and** well-being. This was certainly influenced by the Finnish approach to student welfare, in which Finnish educators are clear that students must be ready in all ways to learn before learning may be successful. The strategy adopted in York Region was to look at critical elements of well-being and combine them in an integrated fashion at the system level. The five elements are: Caring and Safe Schools, Mental Health, Equity, EcoTeam (environmental initiatives) and Healthy Workplaces. On the diagram below these ‘pieces of the puzzle’ fit together. For instance, if there is going to be a Caring and Safe School, staff members in the workplace have to be treated fairly, with respect and dignity. At the same time, students and staff members must feel valued in an equitable way and see themselves in the school and in the curriculum.



Each school now must have a team that specifically addresses well-being, called the Positive Climates for Learning and Working team. This team considers the school community and its specific needs, strategizes an approach for the school, and implements that approach to create a positive school climate for students, staff members, parents and the broader community. This has been a process that has taken 3 years thus far. Educators are frequently bombarded with initiatives in Ontario, so whatever can be done to make some common sense out of seemingly disparate things will help schools.

So – again, thank you to ENIRDELM for welcoming the Canadians to your conference. We are already talking about

Ireland next year! Please keep in touch – there is so much to learn from each other.

Allan Hoyle, York Region District School Board - allan.hoyle@yrdsb.ca

WHAT'S HAPPENING IN ...?

Czech Republic

These days we celebrate 25 years after the Velvet Revolution. That is already a quarter of century but the slow progress in the democratisation of education does not answer to it. The legislative environment of education still remains very far from optimal. The Minister of Education is still misusing his power for subjective interventions into a fragile education system. No consensus about what to teach the young has been achieved in the Czech Republic. Recently alternative institutions of pre-primary education “Forest kinder gardens” that actually got children out into nature and the real environment away from the classroom and testing regimes were prohibited by law “for hygienic reasons”. The road to the liberation of education is very long!

Jaroslav Kalous

England

Teachers in England are being asked to examine how they spend their working day, in an attempt to stop a "runaway train of bureaucracy". They are being urged to tell the government what administrative tasks should be cut or scrapped altogether. Launching the workload challenge for teachers, Deputy Prime Minister Nick Clegg says teachers must be liberated from "burdensome workloads". Mr Clegg says teachers should be freed to spend more time in the classroom. Mr Clegg hits out at the "misguided impression" that teaching is a career built on short days and long holidays. "Talk to a teacher and they'll tell you about their working week of 50 hours or more. They'll also tell you how much of this time they feel is wasted on unnecessary processes, box-ticking and form-filling. We're talking about hours spent struggling to stay on top of piles of incident reports, over-detailed lesson plan templates, health and safety forms, departmental updates, training requests and so on that threaten to engulf them every week. Not to mention the reams of additional evidence which teachers pull together because of a long-held belief that [national] Ofsted inspectors want to see everything written down. It is time to stop that runaway train of bureaucracy in its tracks, giving our teachers more time to do what they do best - creating and planning the best possible lessons and experiences for our children".

Katherine Sellgren, <http://www.bbc.com/news/education-29707874>

Germany

German universities only began charging for tuition in 2006, when the German Constitutional Court ruled that limited fees, combined with loans, were not in conflict the country's commitment to universal education. The measure proved unpopular, however, and German states that had instituted fees began dropping them one by one... Higher education is now free throughout the country, even for international students. In September, Lower Saxony became the last of seven German states to abolish tuition fees. “We got rid of tuition fees because we

do not want higher education which depends on the wealth of the parents,” Gabrielle Heinen-Kjajic, the minister for science and culture in Lower Saxony, said in a statement. Her words were echoed by many in the German government. “Tuition fees are unjust,” said Hamburg’s senator for science Dorothee Stapelfeldt. “They discourage young people who do not have a traditional academic family background from taking up study. It is a core task of politics to ensure that young women and men can study with a high quality standard free of charge in Germany.”

<http://thinkprogress.org/education/2014/10/01/3574551/germany-free-college-tuition/>

India & China

Rising joblessness among new university graduates in China and India is creating an army of educated unemployed that some fear could destabilise these huge economies. Both India and China have experienced a higher education revolution in the past decade, with the number of young people completing university degrees rising from a few hundred thousand a year to many millions. Dramatic expansion of university education should have provided new graduates with opportunities unheard of in their parents' generation. Instead, with an alarming rise in the number of unemployed and under-employed graduates, a large group of educated young people are becoming alienated, unable to become part of the growing middle class. The numbers are staggering. In India one in three graduates up to the age of 29 is unemployed, according to a Labour Ministry report released last November. Total unemployment in the country is officially closer to 12%. Universities and colleges turn out five million new graduates each year. In China this month a record 7.26 million will graduate from the country's universities - more than seven times the number 15 years ago

<http://www.bbc.com/news/business-28062071>

Malta & Gozo

Computer tablets are being distributed to students in 20 Primary State, Church and Independent Schools around Malta and Gozo, as part of the One Tablet Per Child initiative. About 350 students, 32 teachers and 21 learning support assistants (LSAs) are taking part in the Pilot Project which will determine what kind of tablet should be adopted and how it should be deployed for all students in State, Church and Independent Schools as from Year 4 in the Primary Classroom. 12 local and international tablet hardware and software suppliers are loaning their tablets and software in an investment worth around €200,000. The tablets will be returned to them at the end of the pilot. The tablets are based on three major operating systems, iOS (Apple iPad), Android and Windows. MITA is providing technical assistance.

The Pilot Project was launched in March 2014. Since then teachers have received training by the both the tablet providers and the Department of eLearning within the Ministry for Education and Employment, which is co-ordinating the project. The One Tablet Per Child initiative is framed within the National Literacy Strategy for All published earlier this year. Tablets will be used to promote more and better reading, writing, numeracy and digital literacy skills.

<http://www.di-ve.com/news/tablets-distributed-students-20-schools-around-malta-and-gozo-0>

Netherlands (or Flanders)

Eric Verbiest just finished a report for the Flemish Ministry of Education about school leadership and school leadership training in a context of scaling up governing bodies. The

policy of the former Minister of Education was to scale up schools, so that one governing body rules a lot of schools, altogether with on average 6000 students. Although there is now a new Flemish government, scaling up boards in one way or another will be continue. In the report attention is paid to actual trends and developments in school leadership and in school leadership training. Against the background of an international literature survey, a lot of topics and dilemmas are dealt with. For example: levels of responsibility, the importance of leadership for learning, leadership or management, competencies or practices, theory or practice, personal development or school development, Master or post-Bachelor...

Eric will also be the chair of a committee that will evaluate school leader training programs in the Netherlands, in order to decide if students of those programs can be registered in the National Register for School Leaders.

Eric Verbiest

We have new minister of education in Flanders. We are anxious to know her priorities and more specific her point of view on CPD for school leaders because there is no legal framework yet. We hope that all the initiatives taken by the different umbrella organizations will be recognised in the policy making process. The report made by Eric Verbiest under the authority of the government is hopefully a step towards a fruitful dialogue.

Karol Binon

Portugal

Several hundred Portuguese schoolteachers demonstrated Sunday 5 October in Lisbon to protest the government's education policies, especially spending cuts. Seven teachers' unions organized the march, attracting protesters from across the country. Among the issues angering unions are evaluation tests for seasoned teachers, a lack of investment in specialised training, cuts to school budgets and layers of additional bureaucratic responsibilities being added to teachers' work loads. The protesters are also upset over the forced closures of schools with few students. Portugal's centre-right government has cut funds for public education and trimmed teachers' pay in recent years as part of an austerity program. The measures were among those enacted in return for Portugal's three-year, 78 billion euro international bailout.

<http://education.einnews.com/article/227504245/hZSVgEZ99hl3OYSz?continued=1>

Russia

By the time the school year began this fall, the number of approved textbooks for Russia's 14 million schoolchildren had been slashed by more than half. The summary winnowing by the Ministry of Education and Science upset lesson plans, threatened the livelihoods of nearly two-dozen small publishers and left principals, teachers and parents puzzled and angry. There was, however, one standout winner: A publishing house whose newly appointed chairman was a member of President Vladimir Putin's inner circle, Arkady R. Rotenberg, a judo sparring partner from Putin's St. Petersburg youth. The publisher, Enlightenment, survived the Education Ministry's culling almost untouched.

The purge was the latest in a string of government manoeuvres that have positioned Enlightenment, once the sole provider of school textbooks under Soviet rule, to dominate the

textbook marketplace once again. Putin first directed that the state-owned company be sold into private hands, records show, in a deal that circumvented a requirement intended to ensure the highest prices for state assets. Then, having installed Rotenberg as chairman, Putin's government knocked out much of Enlightenment's competition.

<http://education.einnews.com/article/232398342/OTsdJqvZQn5lcf0k?n=2&code=LO-TDhxp7O-o-mN2>

Turkey

The Turkish education system's mandatory religion classes are not fair to students who do not follow the country's majority Sunni Islam and it must amend its policies, according to a recent verdict of the European Court of Human Rights (ECHR), *reports World Watch Monitor*. As Turkey is a signatory of the European Convention on Human Rights, the ECHR decision is binding. Though the decision of the ECHR is binding on Turkey, its top leaders brushed off the court ruling, provoking criticism and protests. Prime Minister Davutoglu defended the Islamic religion curriculum saying "it is a requirement for an atheist to know about religious culture, just like I should know about Marxism even though I'm not a Marxist," Turkish newspaper *Today's Zaman* reported.

Religion classes, starting in elementary schools, are according to the Turkish Constitution to be neutral lessons on religion, but critics say they impose Sunni Muslim rituals in class that many Turks - including non-Sunni Muslims, Christians, Jews and atheists - don't espouse. Turkey is a secular Muslim state, with almost 97% of the population nominally Muslim. While Sunni Muslims represent about 70-80%, about 15-25% of the 75 million population are Alevi, a mystical school of Shia Islamic theology. This makes them the country's largest religious minority, though they are not recognized as such. Turkey insists that their differences are cultural, and thus does not grant them exemption from religion classes. However, in September the ECHR ordered Turkey to allow students to be exempt from classes when their parents request it, without them having to disclose their religious beliefs.

<http://education.einnews.com/article/232331398/4PYOM6JD21rH9srI?n=2&code=LO-TDhxp7O-o-mN2>

Ukraine

Universities in the Donbas in eastern Ukraine have been taken over by separatists. Some universities have moved, some new rectors have been appointed, thousands of students want to enrol elsewhere and academics have been imprisoned.

Yegor Stadny, <http://www.universityworldnews.com/article.php?story=20140924092508946>

Vantaa, Finland, our conference city

The City of Vantaa has decided to buy tablet computers to every school child. Children and young students will get new tablet computers in every school. The City of Vantaa improves systematically the information technology not only at the administrative level but also in schools. The aim is to support the knowledge and information technology abilities of every student between the ages of 6 to 19 years. After this purchase there will be on average 1,2 computers/student in the schools of Vantaa.

- Information technology supports pupils in individual education and information retrieval, in building communicative communities and in improving creativity. The

target is to increase equity and civics in our society where everyone does not have the same possibilities of using such equipment at home, says Elina Lehto-Häggroth, the deputy major of the city.

School children make plans with their teachers of how to use all the possibilities the computers allow. To search, to apply and to create knowledge by themselves, pupils can work alone and together in a modern way. Wi-Fi is provided in every school for students and all inhabitants in the neighbourhood. E-materials and freedom to learn at any time and in any place offer new opportunities in education. However, everyone needs to learn new skills to be able to use these opportunities in the right way.

- To be able to work together and to enjoy what you have realised has a strong influence on your motivation to learn, says Lehto-Häggroth. We want to give our children a good basis to their future.

Jukka Ahonen

Wales

The ‘big story’ for teachers and educational leaders in Wales at the moment is the restructuring of educational qualifications for 14 – 19 year olds which is due to be implemented from September next year and which will affect curriculum and assessment for learners in the school, further education and skills sectors. The changes derive from a report, “Qualified for Life”, commissioned by the Wales Government in 2011 from a panel of educationists, practitioners and employers. Its 42 recommendations aim to: “improve the qualifications system [and] to make it more rigorous and more appropriate for the needs of young people and the Welsh economy.” The changes, placing greater importance on literacy and numeracy, will affect all of the current forms of qualification relevant to young people in the 14 – 19 age group: GCSEs (General Certificate of Secondary Education) – the examination for 16 year-olds at the end of compulsory education; AS and A levels and the Welsh Baccalaureate – the examinations for 17 and 18 year-olds which are used for university admission: as well as vocational and essential skills qualifications.

This latest review and reform follows wide-scale, deliberate consultation with interested parties, not least with universities and industries within and beyond Wales. The Vice Chancellor of Cambridge University has congratulated it for giving higher priority to both academic and vocational routes to excellence, for “ensuring that Welsh qualifications carry international credibility” and for being “rooted in evidence and developed through dialogue”. This latest reform seems to have generated much good-will. However, it is just the latest in a long series of reforms and changes introduced over the last 15 years since the Welsh Assembly was instituted with autonomous powers for education. Schools and colleges will need a period of stability and adequate resourcing to ensure better implementation than some of its predecessors.

A previous reform that presented problems was ‘Foundation Phase’, a curriculum reform for children in the 3 – 8 phase. It was introduced five years ago to increase experiential and play-based learning in the early years based on evidence and theory about young children’s development. The reform required better adult-child ratios with more classroom learning support assistants to aid teachers. It also required a high level of investment in training, facilities and resources, not least for out-door exploration and play. Expected funding was

reduced and there is now growing evidence that the changes advocated in teaching are being watered down by placing greater emphasis on less practical aspects of literacy and numeracy to satisfy conflicting government set attainment targets.(See 'How to Make A Child Bored' below). One primary head teacher I interviewed in a recent research study commented: "politicians don't value education, they just want results!" La plus ca change, tristement (as we don't say in Welsh!)

Gerald Dunning

USA

Legally gun-owning adults are now allowed to carry guns in public schools in more than two dozen states, from kindergarten classrooms to high school hallways. Seven of those states specifically allow teachers and other school staff to carry guns in their schools. Those who do choose to carry their firearm into their classrooms are not required to divulge the information to principals, other teachers, students or parents. Only five of those states have completely open access to 'concealed carry permit information' through public records requests. Some state's laws completely seal off those records and others are silent on the issue. That means there is no way of telling how many teachers are taking advantage of the option to be armed. School administrations can decide to gather the information, but it's more of a "don't ask, don't tell" situation. There is no record of who has a gun in any school in any state.

<http://www.nbcnews.com/news/investigations/f-firearm-more-teachers-authorized-carry-weapons-classroom-n208946>

WHAT'S HAPPENING TO ...?

Gerald Dunning



I took early retirement from the University of South Wales in 2012 to focus more on life than work! I have continued to contribute to the programme and supervise doctoral students for the last two years. However, my final PhD student has now completed and I think that I will make the current academic year my last in teaching and complete the transition from work to life since there are many new interests demanding my time and attention.

Almost immediately on retiring from full time work I embarked on a masters degree in theology at Cardiff University and am now completing a dissertation on the socialisation of clergy – examining the extent to which models of professional and organisational socialisation from the social sciences apply in that particular vocational context. I also took up art. On my retirement my university colleagues generously gave me a large collection of resources with which to resume this interest: paints, brushes, an easel and a palette the size of a small Balkan republic – in fact everything I might need except the beret and nude model! Recently I have also enrolled in a Spanish class – it's a language which has long attracted me, partly, perhaps, because I'm particularly interested in the Spanish Civil War and its Welsh connections (large numbers of miners from South Wales enlisted in the International Brigade). When (if?) I become reasonably fluent, I may be able to canvas Spanish recruits to ENIRDELM – there were Spanish members in the very early years who contributed to the *New Heads in the New Europe* book. My aim of restoring my piano technique to the standard of forty years ago is still to be realised and I have not yet ended my 30 year violin playing hiatus (I used to be in the National Youth Orchestra but will

probably never scale those peaks again!). I have, however, bought myself a trumpet – an instrument I have wanted to play since the age of six. I am also putting the final touches to a book on the problematic nature of primary school leadership.

Gerald

Kauko Hamalainen



Kauko was a key figure in ENIRDELM's distant past. He organised the first of the three conferences that we have held in Finland. It was the third conference and took place in Majvik in 1994. Kauko has had a eminent career in Finland as Secretary-General. Finnish Higher Education Evaluation Council a much respected national expert in evaluation. He is now travelling to many countries since his retirement, working as a high-level consultant. His presence at the 2014 Vantaa conference, prior to a mission to South America, was much appreciated by those who knew him from the early days of our network and, as expected, his contributions were incisive and of great value.

Jaroslav Kalous



He is still enjoying teaching his students at the Charles University in Prague. He likes to experiment with different innovative methods of teaching that engage students in the community beyond the lecture room. This semester he is working with his students to get together a book on un-schooling, the term used for modes of alternative approaches to mainstream education. Next semester he is planning to work on topic "Future of the world and learning" which examines just how seriously education relates to the rapidly emerging issues facing his students' generation. For this purpose he is going to utilize David Oldroyd's website www.case4all.info as a key resource in an extensive way.

Eileen O'Connor



Eileen officially retired as Director of Drumcondra Education Centre in August 2014, bringing almost to an end a long and fruitful partnership. Almost, because since then she has acted as a "Temporary, Part-Time Acting" Director while the Centre sought a suitable replacement—as those who know Eileen through ENIRDELM will be aware, a very challenging task indeed. Eileen came to Drumcondra already seriously concerned about the quality of Educational Leadership in Ireland, having been a founding Co-ordinator of the National Leadership Development for Schools Programme. The LDS provided professional development for 3,000 emerging and established school leaders on an annual basis. It also provided support to newly appointed principals and deputy principals, and to experienced principals with their deputies and to middle management teams.

Eileen was appointed Director of Drumcondra in 2003. She had already begun her doctoral studies on Middle Management in Schools, and brought a new focus to the teacher professional development and support services provided by Drumcondra. Her enthusiastic

involvement in ENIRDEM, as it then was, and her passionate interest in the role of women in educational leadership manifested in IPWEM (International Project for Women in Educational Management), both added a further valuable dimension to her dynamic leadership of Drumcondra. That drive and energy she also brought to the ENIRDELM Board, where she made a characteristically significant contribution.

As one of her Drumcondra board members said recently her position of Director will be filled, but she personally will not and cannot be replaced. Her professional life moves to a new phase, but Eileen's commitment to ENIRDELM continues—she is bringing her drive and expertise to membership of the Organising Committee for Dublin Conference 2015 and will, I am confident, remain an enthusiastic and committed member of ENIRDELM for many years to come.

Tim Hurley

Herman Siebens



I started as a teacher in catholic religion because of my basic degree as master in Theology. After a decade of teaching and of many different projects with students I had the wonderful occasion to switch my activities to business ethics, first as a teacher, later also as author and academic speaker at European conferences. I became member and board member of the EBEN network (with about 1100 European professors in business ethics). From 1992 on I performed presentations in a hundred conferences and published about 25 books, mostly on aspects of business ethics and

professional responsibility. Meanwhile I became staff member of a network of 5000 managers and employers, as their specialist in management and in professional ethics. In 2002 I again entered education and became leader of a local department of a secondary school. In 2005 I was appointed principal of a school in one of the most difficult areas in the centre of Brussels. Leading this school was a very difficult task of crisis management. Also leading the school of Wemmel, from 2007 on, in hotel and gastronomy, sports and tourism was a clear task of change management. Since 2005 I have been vice-president of the European network of hotel and tourism schools (AEHT) and vice-president of the Flemish network SOK focused on quality care in education. In September 2014 I became director-general of our group of schools: 25 schools, 1300 teachers and employees, 7000 students. In 2013 I completed my PhD research on the application of business ethics at school management. This was the start of my participation in ENIRDELM: two conferences, two presentations. ENIRDELM has become a key part of my formation as director-general of the Ringscholen school group.

Herman

ENIRDELM MEMBER PROJECT UPDATES

Club of Reykjavik - Community Action for Spaceship Earth (CASE) Initiative



Fifteen people attended the CASE workshop led by David Oldroyd, Kamran Namdar and Jaroslav Kalous at the Vantaa conference. Ingela Netz, (pictured here) the new head of a Swedish primary school made a short

video presentation of how she is incorporating a global perspective into the schools curriculum. The school is using the adjectives “Global and Digital” to sum up its future-oriented mission. Ingela has described her vision to the CASE website

The www.case4all.info website has grown significantly as both a resource platform and a place for regular posts of topical issues and materials relating to the future of our impact on our only planetary home – a.k.a Spaceship Earth. So far it is unclear how many visitors the site has attracted, but in the first semester of 2015, Jaroslav Kalous is planning to use it as a resource for students at Charles University in Prague. He is teaching an innovative course that focuses on the future prospects of their generation and most of the students now have sufficient command of the English language to access the many entries of the website. In Silesia Botanical Garden, David is teaching a year-long course for the staff based on the CASE website resources which he is combining with developing their English language skills. It is our hope that more colleagues who share our concerns will take advantage of this rich resource on which to share their own relevant materials and practice.

DELECA: DEveloping LEadership CAPacity for data-informed school improvement.

There has been a growing request for schools’ accountability across Europe. Increasingly, schools are expected to inform their external environment about many aspects of their operation and they are expected to be able to generate and use data for their own development. For this informed professionalism, leaders will need to become data-wise. The need of training schools leaders that would be focused this way is evident. In some training programs (but not all) one pays some attention to develop inquiry skills and to develop a culture of inquiry. But in most cases there is a lack of focus on generating data and use them in the context of accountability and school development. The DELECA-PROJECT intends to develop universally usable and yet locally/nationally adaptable knowledge-based competence development curriculum for school leaders. In applying this curriculum, local providers can place school leaders’ more general knowledge and inquiry skills within an internationally recognized framework of general competencies needed by school leaders. The project fits with (inter)national policy priorities and is funded with support from the European Commission.

The general aim of the project is to develop school leadership capacity for evidence-informed school improvement.

This will be reached by meeting specific objectives of the project:

1. To develop a training program for school leaders focused on data-driven school development.
 - (a) to offer an overview/knowledge of the main sources of the data useful for improvement of student learning and school development;
 - (b) to develop competence to understand such data;
 - (c) to develop complex competence to apply these data to their schools’ development.
2. To develop an implementation strategy for the program.

Partners in the project are:

- National School for Leadership in Education Slovenia (coordinator) (Justina Erculj, Andrej Savarin)
- University of Antwerp, Belgium (Paul Mahieu, Kristin Vanlommel, Eric Verbiest)

- Masaryk University, Faculty of Arts, Brno, Czech Republic (Mirka Bohumira, Milan Pol)
- Education and Information Centre of Riga City, Latvia (Signe Neimane, Agnis Gleizups)
- Uppsala University, Centre for Educational Management, Sweden (Kristina Malmberg, Torbjörn Hortlund)

In year one, a theoretical framework was developed and a baseline study was undertaken to examine needs for training in data-informed school improvement among the partner countries. The research was made in two parts:

- Comparison of the main characteristics of school leadership in the partner countries.
- Questionnaire about how data is managed and how applied for school development and needs for professional development of headteachers in this field.

The study confirmed the need for a curriculum for school leaders to become more data-wise. Development of the curriculum started in year one and continued during the second year to September 2014. We developed five modules and were piloting each module. The five modules are:

- 1: Meaning and Aim of Working with Data
- 2: Data Collection / Assessing or Searching for Data and Evidence
- 3: Analysis and Interpretation
- 4: From Results to School Improvement
- 5: Creating a Culture of Inquiry

In the last ENIRDELM conference we presented module 4 and especially a method (the so called LEARNING WALK) to gather in a qualitative way data, in order to stimulate the reflection of teachers on their work in the classroom. Now we are adjusting the modules on the basis of evaluations during the piloting and developing the training package. Also we will work on building the course into national programmes for school leaders' professional development.



Ongoing activities involve the development of a website and dissemination activities, like the workshops during the ENIRDELM conferences, an article in a journal and so on. At the 2015 ENIRDELM conference we will present the results of the project and also the international course that will be developed. For further information, see <http://www.deleca.org>

Eric Verbiest

Flemish valorisation* of DELACA

[* valorisation = to enhance through organisational or government action, Ed.]

Under the coordination of Justina Erculj, the DELACA-project (development leadership capacity for data-informed school improvement) is now in his last year. During the last ENIRDELM conference the team has presented the state of the art and the learning walk as tool for qualitative data based school improvement.



One of the «valorisation » aspects of the DELECA-project is the by Flemish government subsidised “priority INSET-project” on data literacy for school policy makers. This project is totally DELECA-inspired by the theoretical framework, the country-surveys and the pilots of the different modules of the curriculum. Paul Mahieu is one of the organisers, while Kristin Vanlommel is working on a doctoral dissertation on the same theme.

Due to the legal and strategic objectives of this project, this program is not only open to school leaders, but also for “data teams”, administrators, (external) counsellors and teachers. The project concerns four stages:

1. 2 national take offs
2. 3x 5 training sessions on
 - a. Qualitative research
 - b. Quantitative research
 - c. Strategic and cultural aspects of data-related school policy
3. Institutional implementation in 75 schools (each 3 days)
4. A final national evaluation session

About 500 people will be involved in this 1 year project that 4 trainers and about 10 experts will inspire and support.

Paul Mahieu

Partnership & Benchmarking between York (Toronto, Canada) & Espoo (Finland)

York Region District School Board near Toronto, Canada and Espoo School Board, near Helsinki, Finland, have had a partnership to learn from each other and to ensure that two high-performing school boards benefit from each other's learning. The purpose of this partnership is not to copy good practices per se and/or without critiques. The participants operate as critical and reflecting partners to each another.

In the middle of November a group of Finnish educators will travel once again to York Region District School Board for a week. There is also combined a principal exchange to this visit. The group (10 people) consists of administrators, principals, day care manager and leadership consultant.

In this ongoing partnership a foundation has been the development of lasting relationships between educators in Espoo and in York Region. As result, projects have been developed in collaboration across continents in face-to-face interchange and through technology. The goal of this partnership is to do three things: improve the educational system in each board, enhance leadership so that new strategies are adopted from another system to ‘fit’ at home and, lastly, to improve learning for students.

Mikko Salonen, Educational Leadership Consultant, Konsulttipaja Oy
mikko.salonen@konsulttipaja.fi

Naos

Paul Mahieu (University of Antwerp) is partner in a 3-year long Erasmus+ project on strengthening professional capacity with the ultimate goal to increase educational attainment and reduce drop out and unemployment among groups of migrant children. The project is called ‘Naos’, a star that refers to the foundations of a Greek building. By choosing this name, the initiators emphasise the idea that professional capacity is the foundation of good quality education.

During the 3 years of the project, the following reports will be produced:

1. A handbook on professional capacity
2. A handbook on teacher training for diversity
3. Three case study reports
4. Results of evaluation of impacts
5. A website with all information and teacher training materials
6. Publication and dissemination of a pool of examples of good practice
7. Presentation and discussion during international events

The project has grown out of the SIRIUS-network and will be coordinated by the Dutch organisation RISBO (Rotterdam). SIRIUS is a European Policy Network on the education of children and young people with a migrant background.

Paul Mahieu

ENIRDELM MEMBERS' PUBLICATIONS

New Materials for Continuing Professional Development of Teachers

[Miriam O'Donoghue and John Hogan (On behalf of the ePathways project partners and CDETB) have kindly made the resources published on the epathways website available to ENIRDLEM members.] They write:

“City of Dublin Education and Training Board (CDETB) staff were delighted to have the opportunity to meet so many of you at the recent ENIRDELM conference in Helsinki. In particular we appreciated the opportunity to share some of the resources and outcomes of a project that we have been involved in the area of the Continuing Professional Development of Teachers.

The ePathways project was a transfer of innovation to our organisation CDETB and involved the following project partners: Koning Willem1 (Netherlands), City College Norwich (UK), Kaunas Technology University (Lithuania), H2Learning (Ireland) and the project leader Fast Track to IT (Ireland). The project resulted in some outcomes and products that may be of use to you in your work in your organisation in the area of CPD e.g. an ePortfolio, CPD handbooks, a European survey on CPD, and a CPD policy. The products can be found on <http://www.epathways.eu>

You can, if you wish, disseminate, share with colleagues or upload to your own website or virtual learning platform all the materials. We hope that you find the products helpful.

Please let us know if there are any groups that you share the resources with or any sites that you upload the resources to. We look forward to meeting many of you again at next year's conference which will be hosted in Ireland".

Miriam O'Donoghue and John Hogan

Creative learning practices in Lithuania and other EU countries

The Lithuanian version of this article about an international study visit was published in September, and quickly became very popular in Lithuania, published in many portals in educational, business and agriculture sectors. Additionally, this article helped to Lithuanian University of Educational Sciences be nominated for the best study visit results' dissemination during the "2014 Quality Contest" organised by Educational Exchanges Support Foundation.

The article discusses the role of creative learning in school change processes. We encourage leadership expression through creative partnerships a process which empowers both teachers and students, who take responsibility for changing school culture and structure and leading creative learning processes.



Danguole Bylaite-Salavejiene,

Creative learning_en.pdf

<http://www.leu.lt/pkti>

A new issue of Studia Paedagogica (3/2014)

The new issue of *Studia paedagogica* presents five original studies by Czech authors, an interview with Karen Evans, two student pieces and a book review. It opens with a



theoretical and methodological study by Kateřina Vlčková and Jarmila Bradová who attempt to uncover why the hitherto empirical research (unlike the experience of practitioners) insufficiently describes the relationship between learning strategies and educational results. A survey study by Lenka Kamanová maps the results of empirical research regarding sex education in the family. In the third article, Irena Novotná, Hana Novotná and Petra Šimečková deal with pupils' use of verbal vulgarity in class and they break down and describe developments in the use of vulgarisms in relation to pupils' gender and age. A study by Jiří Zounek and František Tůma, based on an analysis of Czech educational journals published between 1990 and 2012, summarizes how the Czech professional community reacted to and reflected on the arrival of technologies in education, thus offering an opportunity to judge how much the level of theory or empiricism corresponds to that of educational policy. The concluding article continues from and within a historical perspective as Michal Šimáně describes the work of Czech teachers in minority schools during the period of the First Republic of Czechoslovakia.

An interview with Professor Karen Evans addresses a wide scale of subjects from interdisciplinary cooperation in research, to reflections on influential concepts such as lifelong learning or workplace learning. In the student work section, the reader can find articles with a somewhat polemic touch as Petr Sucháček focuses on eight-year grammar schools, which is a rather delicate topic in the Czech Republic today, and Ingrid Čejková describes and discusses boredom at school. This issue of *Studia paedagogica* ends with Kateřina Trnková's review of

a book by Silvie Kučerová about changes in the spatial structure of basic education in the Czech Republic.

For more information see: www.studiapaedagogica.cz

Milan Pol

Contemporary Educational Leadership (CEL)



CEL.pdf

CEL is an international journal which publishes peer-reviewed theoretical and empirical articles, case studies, reports and book reviews on all aspects of educational leadership and management in schools. The fundamental concern of the journal is to promote understanding of approaches to educational leadership and management that specifically adequate to meet the needs of contemporary schools and educational systems.

Contemporary Educational Leadership particularly welcomes contributions that:

- explore new, re-conceptualised adequate views on adequate leadership and management in schools
- promote basic educational values such as individual human development and learning as core elements of educational leadership and management
- are aimed at both an academic and practitioner audience
- stimulate changes in education at all levels based on theory and research
- show examples of good practice

All contributions in the journal undergo rigorous peer review by at least two independent referees from two countries for each paper. The refereeing process is organised according to international standards and ensures that all published contributions are of the highest quality. Prospective authors are welcome to contact editorial staff.

All information can be found at www.cel.journal.uj.edu.pl

Roman Dorczak

INTERESTING WEB-SITES & LINKS

<http://www.suttontrust.com/newsarchive/many-popular-teaching-practices-are-ineffective-warns-new-sutton-trust-report/> - this link is to a press release on a report commissioned by a the Sutton Trust, a foundation set up in the UK in 1997 that is concerned to increase social mobility of young people through education. The report *What Makes Great Teaching*, by Professor Rob Coe and colleagues at Durham University, warns that many common practices can be harmful to learning and have no grounding in research.

<http://education.einnews.com/article/201266160/LtydbcewRvvPetE-?n=2&code=LO-TDhxp7O-o-mN2> – transcript of an interview with Henry A. Giroux about his latest book: *Neoliberalism, Democracy and the University as a Public Sphere* published in March 2014 by Haymarket Books, which explores how neo-liberalism makes it harder for poor children to

attend college and forces debt-ridden students into an intellectual and moral dead zone devoid of imagination.



learning.

<http://www.bbc.co.uk/programmes/b04fzd9h> - a BBC interview with Daisy Christodoulou, key note speaker at the 2014 ENIRDELM Vantaa Conference, on the theme of her book *Seven Myths of Education*. She cites research to criticise the prevailing fashion for teaching 'generic transferable skills' using problem-based learning at the expense of teaching a solid foundation of facts to provide a 'bedrock of knowledge' upon which to base subsequent discovery

<https://www.youtube.com/watch?v=0ROg4mQkvZo&feature=related> - Key Ideas Underlying Concept Maps and How They Can Be Used – a presentation in two parts by the developer of concept maps Joseph D. Novak, PhD (Cornell University & Institute for Human and Machine Cognition, University of West Florida, USA). Concept maps were based on David Ausubel's theory of 'meaningful learning' (as opposed to rote learning) to provide the 'bedrock of knowledge' that Christodoulou sees as currently lacking in much pedagogy.

http://www.filmsforaction.org/watch/schooling_the_world_2010/ - link to an hour-long film *Schooling the World* that takes a challenging, sometimes funny, ultimately deeply disturbing look at the effects of modern education on the world's last sustainable indigenous cultures. Sahlberg's *GERM* is also promoting a world-wide a global monoculture of consumerism to the detriment of traditional values of social cooperation in many parts of the world.

FEATURE ARTICLES

Head of Research - A new role within schools

An independent school in Berkshire, England has appointed its own "head of research". Wellington College wants a stronger emphasis on evidence-based approaches to teaching - and so is creating its own in-house research hub. Few other schools are believed to have staff dedicated to research in this way. Creating this role is part of a wider trend for a more robust analysis of what really works in schools rather than relying on instinct or assumption. "Often in schools, we've been going on a hunch or village wisdom. If you were working in medicine, you wouldn't dream of not being across up-to-date research," says Mr Hendrick the new appointee. There can often be a gulf between theoretical studies and their practical applications. Too often educational research is "ideologically driven", he says, or else there are questions about its methodology. Researching what happens in schools is very difficult, he says, because there are so many variable factors and so many different ways that outcomes can be assessed and quantified. "If we're making claims, there should be evidence." The school has pioneered ideas to promote "well-being" and "character", as well as academic achievement and exam results. Creating a research centre in the school will help to find out more about works in the classroom.

<http://www.bbc.com/news/education-27803949>

How to make a child bored



Here is how to make a child bored: first and foremost, keep him indoors so that the infinitude of nature, its endless variation and chaotic messiness is replaced by a finite, orderly, predictable realm. Second, through television and video games, habituate him to intense stimuli so that everything else seems boring by comparison. Third, eliminate as much as possible any unstructured time with

other children, so that he loses his capacity for creative play and needs entertainment instead. Fourth, shorten his attention span with fast-paced programming, dumbed-down books, and frequent interruptions of his play. Fifth, hover over him whenever possible to stunt his self-trust and make him dependent on outside stimulation. Sixth, hurry him from activity to activity to create anxiety about time and eliminate the easy sense of timelessness native to the young.

No one, of course, sets out on purpose to strip away their children's most primal self-sufficiency — the self-sufficiency of play — but that is the net effect of a culture fixated on safety, bound to schedules, and addicted to entertainment. In a former time, children, despite a dearth of complicated toys, were rarely bored. Ask your grandparents whether they were bored as children, with their bikes, bats and balls, simple dolls that didn't speak or move by themselves, in the days before television. Boredom, in fact, is a very recent word, apparently not having appeared in print until the mid-19th century. It is not a natural state, and did not exist in state of nature, or in a state anywhere near nature. It is a symptom of our alienation. Boredom, however, is quite good for the economy. It motivates all kinds of consumption, an endless hunger to keep ourselves entertained. It points therefore to a need that was once met without money, but that is now met with money; the phenomenon of boredom and its alleviation exemplifies a much more general economic principle.

In order for the (money) economy to grow, some function once exercised without money must be converted into a good or a service. One can view economic growth as a progressive strip-mining of nature and community, turning the former into commodities and the latter into paid services, depleting, respectively, the natural and social commons. Pollute the water and sell bottled water; dis-empower folk healing and make people pay for medical care; destroy cultural traditions that bestow identity and sell brand name sneakers... the examples are endless. Boredom is a symptom of a similar strip-mining of what was once a kind of wealth native to us all: the ability to feel good doing nothing, the ability to create our own fun, a general sense of sovereignty over our own time. This is a form of what I call spiritual capital.

As I write this, my six-year-old sits a few feet away, wholly absorbed in threading a coloured string through an old tape roll. Without a screen in front of him, his brain must make its own images — an ability that counts among the forms of spiritual capital. Before that he was begging to be allowed to watch a video. His whining and cajoling seemed almost like an addict wanting a fix. I haven't tried to isolate him from society. Even though we don't have TV, we do have videos, and he still gets plenty of that kind of thing elsewhere. Besides, there are rarely any kids playing outside. Their parents won't let them, at least not in this neighbourhood. They are afraid: afraid of nature, afraid of other people, afraid of what might happen, suspicious of play, loath to have their children unsupervised.

Let us create a world of real wealth, where our ability to play and imagine are intact, and where the outdoors is full of children.

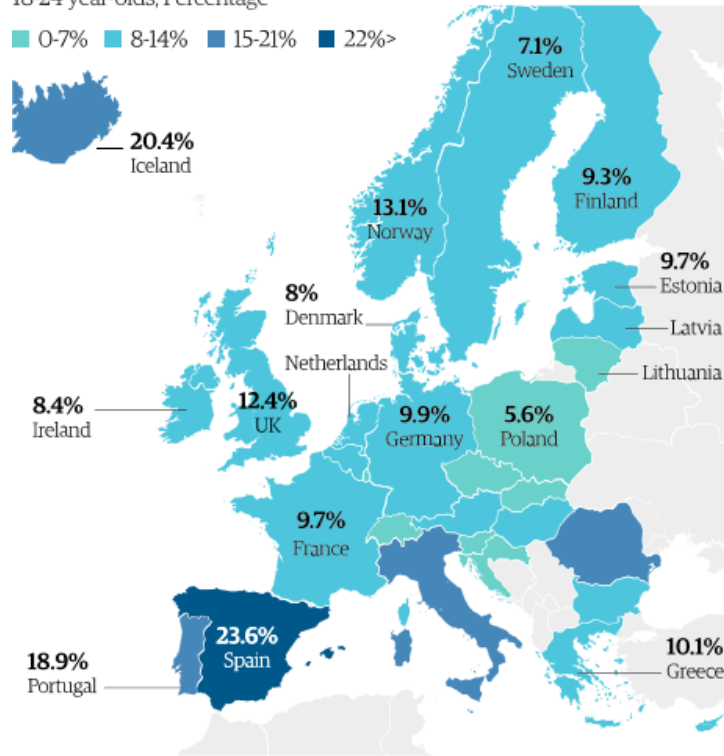
Charles Eisenstein, <http://www.filmsforaction.org/articles/how-to-bore-the-children/>

Poor children in Rich Countries

School dropout rates in the EU

18-24 year-olds, Percentage

0-7% 8-14% 15-21% 22%>



GUARDIAN GRAPHIC

SOURCE: EUROSTAT

Two recent reports have thrown light on the deteriorating context around Europe and the rest of the world for the young people for whom educational leaders are responsible. The first www.theguardian.com/.../poverty-and-education-a-lost-decade-for-spains-children maps the drop out rates from education that is closely connected with the second, the rise of poverty among the young that puts their lives at risk and has led to the notion of a 'lost generation'. The dropout rates in Spain are four times higher than those in Poland.

Children remain "the most enduring victims" of the recession in the world's wealthiest nations, where 2.6 million children have fallen below the poverty line since 2008, a new report from UNICEF reveals. The annual study, [*Children of the Recession: The impact of the*](#)

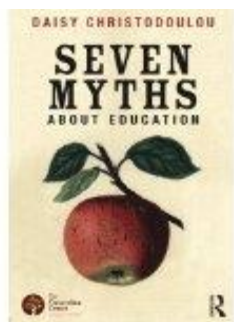
[*economic crisis on child well-being in rich countries*](#), was released in Rome in late October. It finds that in the 41 richest countries at least 76.5 million children live in poverty.

"Many affluent countries have suffered a 'great leap backwards' in terms of household income, and the impact on children will have long-lasting repercussions for them and their communities," said Jeffrey O'Malley, UNICEF's Head of Global Policy and Strategy.

In 23 of the 41 wealthy countries examined, the rate of child poverty has increased since 2008. In some countries, this rise was drastic: Ireland, Croatia, Latvia, Greece, and Iceland saw child poverty climb by more than 50 percent. The report notes that the young are hit harder than the elderly, and among children, the "poorest and most vulnerable... have suffered disproportionately." The recession has created "a generation cast aside," where unemployment for people aged 15 to 24 has increased in 34 of the 41 countries, the report states.

BOOK AND ON-LINE PUBLICATION REVIEWS

Christodoulou, D (2013) *Seven Myths about Education* London: Routledge, pp.133



The Seven Myths about Education were developed originally in a blog by Daisy that became widely read in the UK. As a result, the publishers invited her to turn the blog into a slim book. The myths identified arise from ‘educational orthodoxy’ manifested particularly in the UK and US, and her critique focuses iconoclastically on many prominent academics and policy-makers. The author argues that misguided progressive theory and practice have damaged the opportunities, particularly for disadvantaged learners, to master the basic knowledge required for a successful learning experience in

schools. Each myth has a chapter divided into three parts: Theoretical evidence; Modern practice; Why is this a myth?

In summary, the myths (*with selected quotations that contradict the myths are added*) are:

- 1 – Facts prevent understanding. (*‘facts we have in long-term memory are vitally important for cognition’*)
- 2 – Teacher-led instruction is passive (*‘forcing students to become independent is not the best way to make them independent learners’*)
- 3 – The 21st century fundamentally changes everything – (*‘a code for removing knowledge from the curriculum’*) targeting the so-called 21st century skills and doing away with structuring learning around traditional subjects
- 4 – You can always just look it up. (*‘research skills are the function of a large body of knowledge’*)
- 5 – We should teach transferable skills. (*‘systematically misrepresents the nature of skills and their knowledge-bound character’*)
- 6 – Projects and activities are the best way to learn. (*‘noble aims, dreadful methods’*)
- 7 – Teaching knowledge is indoctrination. (*‘to reduce and marginalise the teaching of knowledge in schools will increase the undemocratic and unequal features of our society’*)

In my half century as an educator the debate has never ceased about the relative merits of teacher-led and student-centred learning. Various over-simplified polarised labels are often used are – traditional vs. progressive; knowledge vs. skills emphasis; didactic teaching vs. discovery learning; direct instruction vs. constructivism; full-frontal teaching vs. facilitative guiding of students, etc. This polarisation of preferred approaches to pedagogy has unfortunately become politicised: not surprisingly traditional approaches are favoured by the conservative right, while those with left leanings favour progressive approaches. This is one reason why in the UK the “Seven Myths” have stirred up controversy.

Whether the case of either side of the debate can draw on hard evidence rather than upon ideological commitments is important. Christodoulou sensibly starts each chapter by exploring evidence relating to each orthodox myth. She draws mainly on educational theorists in the US and UK on both sides of the debate. One of her targets is Sir Ken Robinson, currently an influential proponent of creative learning (See his remarkable video <https://www.youtube.com/watch?v=zDZFcDGpL4U>) Her own favoured guru is US educator E.D. Hirsch, author of an influential book *Cultural Literacy* in 1988. He argued that pupils

from disadvantaged backgrounds low on parental literacy needed, in the interest of increasing equal opportunity, a solid and structured presentation of factual knowledge to develop the cultural literacy that more literate families provided for their offspring. Daisy's demolition of the seven myths supports the same cause. Improving the opportunities of the culturally disadvantaged is in fact a progressive cause as the book's final conclusion states:

'there are strong progressive reasons for the teaching of knowledge, and progressives past and present have recognised this. Knowledge doesn't indoctrinate, knowledge liberates.

Open-minded ENIRDELM readers will enjoy this refreshing perspective on a long-standing pedagogical and policy issue. For some, Daisy vs. Goliath confrontation with the conventional wisdom advanced by several eminent educators and institutions (including the London Institute of Education) may go too far. Others will likely see that a balance of pedagogic approaches has to be sought that fits the very disparate needs and dispositions of those young people we educate. But exposing the too-easy use of buzz words and slogans that deteriorate into mumbo-jumbo in the absence of hard evidence on which to base them, is very welcome, as is the obvious dedication to raising the life chances of disadvantaged children.

Of course, there are other key debates that complicate matters that this book does not try to address: public versus fee-paying schooling; selective or comprehensive schooling; mixed ability or 'streamed' class groups; large-group, small-group or individualised instruction; mixed gender or single gender grouping; mixed age or same age classes; standardised or teacher-designed assessment; and so on. As with most things in the secret gardens of schooling, hard evidence on policy and practice is hard to come by and the complexities of uncontrollable variables are vexing to unravel. But this short book is a well-researched and argued, example-rich case for the progressive value of core knowledge and its need to be well-taught. It is a valuable reminder of the dangers of ideologically driven slogan-rich orthodoxies. The politicisation and polarisation of educational debate is perhaps not the best way to serve the younger generation who are victims of the biggest myth of all – that 'business as usual' has only a short time to run on our overfull planet.

David Oldroyd

Coe, R. Aloisi, C. Higgins, S. & Major, L.E. (2014) **What Makes Great Teaching: Review of the Underpinning Research** Centre for Evaluation and Monitoring; University of Durham; The Sutton Trust

If you can overcome initial animosity to the vague tabloid headline term "Great Teaching" – (whatever that may be) - the lazy assumption that the term 'great' is synonymous with 'effective' and 'good' is never explicitly justified and the study also blurs the distinction between teaching and its impact on learning – you are likely to discover that this review is actually more rigorous than the facile airport bookshop "How to ... Guide" its title may imply. It offers a reasonably thorough overview of significant sources and, as such, constitutes a helpful map of research and theory bases in the field of effective teaching. In this respect it is likely to be helpful to those who want a ready-made identification of key themes and ideas, for example undergraduate or masters students undertaking assignments on the topic, or educational leaders needing to identify established evidence to help inform their own school or college improvement strategies.

The review addresses three substantive questions: “What makes great teaching”? “What frameworks or tools might be particularly helpful in enabling practitioners to capture and promote its essential qualities”? and “How might such findings promote more effective and successful learning”? In addressing these, it identifies key factors typical of highly effective teaching, approaches utilised in the assessment of effective teaching and draws on a wide range of recent literature from quantitative and qualitative bases to summarise principal findings from research studies as well as offering repertoires of criteria and check lists indicative of good practice. However, while it acknowledges the importance of teacher assessments being focused on the impact of their classroom practice on the achievements of learners, it has little to say about the closely related issues of what constitutes effective learner assessment strategies and almost nothing about the need for such strategies to be addressed as core issues in the processes of curriculum design and planning. The implicit focus of the review seems to be upper primary and secondary schooling and there is no reference to the implications for effective teaching of phase or age-group differences. The review is also coy about the implications for effective learning and teaching of politically-imposed curriculum or instructional methods which are unsupported by research and theory about pupil development. Somewhat surprisingly for a report emanating from British research institutions, the majority of the seventy or so cited sources is American and some notable UK (and presumably other European) studies are ignored.

However, overall, this contribution is worth reading. It poses questions and presents evidence which should enhance understanding and generate food for thought among those charged with responsibility for raising the standards and quality of pupil outcomes and the ongoing professional development of teachers to serve that end. It would certainly be worth adopting as a source to present to students for critical analysis and discussion.

Gerald Dunning

Yong Zhao (2014) ***Who’s Afraid of the Big Bad Dragon? Why China Has the Best (and Worst) Education System in the World*** Jossey-Bass,

Chinese students’ consistently stunning performance on the international PISA exams—where they outscore students of all other nations in math, reading, and science—has positioned China as a world education leader. American educators and pundits have declared this a “Sputnik Moment,” saying that we must learn from China’s education system in order to maintain our status as an education leader and global superpower. Indeed, many of the reforms taking hold in United States schools, such as a greater emphasis on standardized testing and the increasing importance of core subjects like reading and math, echo the Chinese system. We’re following in China’s footsteps—but is this the direction we should take?



Who’s Afraid of the Big Bad Dragon? offers an entertaining, provocative insider’s account of the Chinese school system, revealing the secrets that make it both “the best and worst” in the world. Born and raised in China’s Sichuan province and a teacher in China for many years, Zhao has a unique perspective on Chinese culture and education. He explains in vivid detail how China turns out the world’s highest-achieving students in reading, maths, and science—yet by all accounts Chinese educators, parents, and political leaders hate the system and long to send their

kids to western schools. Filled with fascinating stories and compelling data, *Who's Afraid of the Big Bad Dragon?* offers a nuanced and sobering tour of education in China.

“This book unmasks the error of our policy makers’ obsession with test scores and their misguided determination to get higher scores than Shanghai. Yong Zhao explains why the pursuit of higher test scores is an unworthy goal, both for China and the United States, because it is essentially authoritarian and crushes creativity and fresh thinking.”

The United States is already ensnared in the testing obsession that has trapped China. It is not too late to escape. Parents and educators across the nation are up in arms about the amount of instructional time now devoted to test preparation and testing. Yong Zhao offers wise counsel. We should break our addiction to standardized testing before we sacrifice the cultural values that have made our nation a home to innovation, creativity, originality, and invention.

Zhao believes that the two major changes that should shape education policy are globalization and technology. Students need to understand the world that they will live in and master technology. Repelled by test-based accountability, standardization, and authoritarianism, he advocates for the autonomy of well-prepared teachers and the individual development of their students. He strongly urges that the US equalize the funding of schools, broadly redefine the desired outcomes of schooling beyond test scores, and eliminate the opportunity gaps among students of different racial groups.

He rejects the current “reforms” that demand uniformity and a centrally controlled curriculum. He envisions schools where students produce books, videos, and art, where they are encouraged to explore and experiment. He imagines ways of teaching by which the individual strengths of every student are developed, not under pressure, but by their intrinsic motivation. He dreams of schools where the highest value is creativity, where students are encouraged to be, as he wrote in his last book, *World Class Learners*, “confident, curious, and creative.” Until we break free of standardized testing, this ideal will remain out of reach.

Diane Ravitch, Research professor of education, New York University.

Pasi Sahlberg adds: “This book is an important message to shake up the illusions we have about schooling in the East and the West. It shows how obsession to top the international education league tables is leading both the United States and China away from what they should do instead: to prepare all their students to find their talents and to live good lives. *Who's Afraid of the Big Bad Dragon?* is a masterpiece that only Yong Zhao could have written.”. ENIRDELM friend Pasi is currently visiting professor, Harvard Graduate School of Education.

INSTITUTIONAL PROFILES

Department of Educational Management at Jagiellonian University

The Department of Educational Management at Jagiellonian University and the Polish Ministry of Education decided to initiate the project „Leadership and management in education – design and implementation of new model of headteacher’s training“. It is focused on building a new model of school leaders preparation, induction and continual professional

development. The project started in 2013 and will present its developments and recommendations in June 2015.

The main aim of the project is to build a complex but coherent model of initial training, induction and continuing professional development of school heads, built on the redefined understanding of educational management with stress on broad leadership competencies. The authors of that new model decided to build different educational cycles around leadership competencies in six different but coherent areas:

- Educational leadership – understanding the specific nature of educational leadership;
- Learning and teaching – understanding the nature of learning and leadership for learning;
- Educational policy – understanding the change agent role of school leader;
- People in organization – understanding the developmental needs of people in the organisation;
- Strategic, legal, financial issues – managerial and administrative competencies;
- Personal development – personal growth of a leader

Within the project there are three different educational cycles developed:

- Preparatory postgraduate course for prospective candidates for the position of school head (mandatory, according to Polish Educational Law)
- Induction cycles designed so as to help newly appointed headteachers to enter the profession
- Support educational cycles designed for experienced school heads to help them deal with problems they encounter while performing their work as school heads

In June 2014 the project started pilot cycle of the preparatory course with participation of 100 candidates. In 2015 two other cycles will be piloted with participation of more than 500 school heads.

Roman Dorczak

Schola Europaea

<http://www.eursec.eu/index.php?id=2>

The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union. In all these countries they are legally regarded as public institutions.

The mission of the European Schools is to provide a multilingual and multicultural education for nursery, primary and secondary level pupils.

There are currently 14 **European Schools** (Alicante, Brussels I (Uccle), Brussels II (Woluwe), Brussels III (Ixelles), Brussels IV (Laeken), Frankfurt am Main, Mol, Bergen, Karlsruhe, Munich, Varese, Culham, Luxembourg I & Luxembourg II), in seven countries (Belgium, Netherlands, Germany, Italy, United Kingdom, Spain and Luxembourg), with a total of approximately 24,000 pupils on roll.

Based on the recommendation of the European Parliament, the European Schools have opened up their curricula and European Baccalaureate since 2005 for national Schools. **Accredited European Schools** are schools which offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the legal, administrative and financial framework to which the European Schools are compulsorily subject. At present there are nine Accredited European Schools and others are planned.

Institute for Leadership and Sustainability (IFLAS)

University of Cumbria, UK

<http://www.cumbria.ac.uk/Courses/SubjectAreas/IFLAS/Home.aspx>

‘Management education has lost its way’ says Prof. Jem Bendell in the short video that introduces this Institute dedicated to achieving a transition to sustainable development in the beautiful setting of the English Lake District.

Open Education Europa

The European Commission launched **Open Education Europa** in September 2013 as part of the **Opening up Education [initiative](#)** to provide a single gateway to European OER.

The main goal of the **Open Education Europa** portal is to offer access to all existing **European Open Educational Resources** in different languages in order to be able to present them to *learners, teachers and researchers*. It is a dynamic platform built with the latest cutting-edge open-source technology, offering tools for communicating, sharing and discussing.

UPCOMING CONFERENCES

13-15 April 2015 North-West University (Potchefstroom Campus), South Africa

“Lead, manage and govern in diverse contexts towards quality education for all”

ENIRDELM friend Dr David Nkengbeza invites participation in this educational leadership conference. For details see:



First CALL FOR PAPERS 5 Sept 2014vir pdf new - Copy.pdf

11 Dec 2014 – Brussels Education in the Digital Era Conference

<http://openeducationeuropa.eu/en/edu-in-digital-era>

Increasing quality of LEARNING

Are current educational models and practices fit for the digital era? Is education relevant in a technology-driven society?

Increasing impact of EDUCATORS

What pedagogies and tools guarantee personal and effective interaction with students and relevant teaching and learning?

Addressing INEQUALITIES through access

Are long-distance and technology-based modes of education possible pathways or solutions?

AND FINALLY...

Schooling in the Digital Age?



10

Romance in the Digital Age?

A daughter sends an e-mail to her father:

- “Daddy I’m in love with Sebastian.
- We met on e-Darling,
- then we became friends on Facebook,
- then had many interesting discussions on WhatsApp,
- He proposed on Skype, and now I want to ask for your blessing”.

The father answers:

- Darling - marry on Twitter,
- buy children on e-bay, and when, after some years you will be bored with your husband,
- put him on Allegro”

Good time, place & hospitality for ENIRDELM in the Digital Age (20.09.14)

