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

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

***Newsletter, November 2015***

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## **CHAIRPERSON'S MESSAGE – SIGNE NEIMANE, LATVIA**



Year 2016 will be the 25th anniversary of the friendly European network of education leaders and researchers – ENIRDELM. I am proud and happy to take over the role and responsibility of ENIRDELM chairperson for the current year.

Our network is a unique, voluntary structure, coming together once a year to share and contribute new knowledge of educational leadership. Latvia has hosted ENIRDELM conferences twice in 1998

and 2003, both times in Riga. Latvia is not only Riga and Riga is not the whole Latvia. So our organisational committee, consisting of five organisations: the Education and Information Services of Riga City, the Department of Education, Culture and Sports of Riga City, the Education Board of Jurmala City, the University of Latvia and the British Council Latvia, has decided to invite old and new friends of ENIRDELM to our seaside resort – Jurmala.

The 25th ENIRDELM conference will be held on September 15 – 17, 2016. Thanks to the active national round table session in the last conference in Malahide, we have plenty of suggestions concerning the main themes of interest (see the next section). So the organisational committee with the approval of the ENIRDELM Board can announce the theme of Jurmala 2016 conference: **“Leading for Equity and Quality in Education”**.

Unesco World Education Forum 2015 (*Incheon Declaration*) has built a powerful new education agenda that will transform lives. Equity and quality are two of five key themes stated in the declaration. **Equity** in education means providing the best opportunities for all people to achieve their full potential and act to address instances of disadvantage which restrict educational achievement. **Quality** education is not only essential for meeting people’s basic needs, their teachers, peers, communities, curriculum and learning resources but it must help to prepare them to recognize and respect human rights globally and to value global well-being, as well as equip them with the relevant skills and competencies necessary for 21st century employment opportunities. **Quality** education is based on research, deep analyses, innovation, collaboration and cooperation on different levels, exchange of experiences, exploring the great potential of leadership. I warmly invite you to join us in Jurmala to enhance our understanding and achievements in the pursuit of equity and quality in education.

See you all in Latvia in September, 2016!

## ***MALAHIDE CONFERENCE FEEDBACK***

### **Conclusions from the Round Table discussion groups in Malahide, 19.09.15**

#### **1. What is the Most Significant Issues that arose from the Keynote Presentations?**

The Ethical Dimension – ‘Second Curve’ Thinking  
Equity into Action  
Transparent and Relational Leadership  
The shortage of school leaders and holding on to them  
Leadership Development  
The transition year and social well-being  
Accountability has gone too far  
Curriculum Development – problem solving first; subjects second  
Focus on Everyday practice (bridging the gap between theory & practice) & the need for action  
Impact of the family and the school on learning

#### **2. What will be the most significant issues facing education over the next five years?**

How to overcome pessimism about the failure to change 'Business-as-Usual' and how to build grass root networks  
 Politicians will not change focus from competition and accountability  
 Multi-culturalism, Social Justice and Sustainability focusing on Well-being  
 Early Childhood Education  
 Overcoming the shortage of Educational Leaders and preparing them to deal with the speed of change, and to balance tradition with focus on the future  
 Improving our Knowledge of the Global Context and Opportunities  
 How to respond to the Refugee Crisis  
 Building Communities of Practice and Collaborative Leadership

3. What proposals arise from the above for next year's ENIRDELM conference theme?
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Leading in an Era of Intense Migration  
 Leadership for Social Justice  
 Equity and Quality in Practice  
 Implications of Rapid Change for Learning and Teaching  
 Continuing Professional Development for School Leaders (relating to speed of change, migration, relationships between the community and teachers)  
 Lifelong learning and the Global Ecosystem  
 Bridging the theory-practice gap between Education and Real Life  
 Can Schools Change Society?  
 Partnership, Networking and a Systems-based approach  
 Thinking back from the Future

*D. Oldroyd*

### **Feedback from participants**

So many people have advised me to get to ENIRDELM for so many years telling me it was one of the best and most engaging conferences on educational leadership in Europe. I almost made it two years ago, but events intervened. When I realised it was to be in Dublin and linked to Drumcondra Teachers Centre (I did a lot of work there in the 1980's) I couldn't resist. Smart move! It is an engaging, informative and insightful conference. Experienced and connected people sharing ideas, experience, research and their challenges. More importantly, it is a conference of equals. While many have leading roles in their own countries, they come here as partners, colleagues and peers. A truly inspiring network focused on scholarship, practice and experience. If you get the chance - go.

*Stephen Murgatroyd, Canada*

<b><i>EDITORIAL – DAVID OLDROYD, POLAND</i></b>
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Following another highly successful conference organised with warm Irish hospitality by Tim Hurley and his colleagues, I confine my editorial in this issue to the tribute to our dear friend and inspiring colleague Jaroslav that I presented at the conference.

### **TRIBUTE TO JAROSLAV KALOUS**

## David Oldroyd, 24<sup>th</sup> ENIRDELM Conference, Malahide, 19.09.15



As I approach 75 years of age I can look back on the 24 years of ENIRDELM's history and reflect on the people who have been crucial in building and maintaining our friendly professional network. Some, such as our founding father Fons van Wieringen, moved on to other perhaps more eminent priorities. Others from the founding board: Christian Jordet, Danuta Elsner (she will join us again next year) and I have stayed the course for almost a quarter of a century. Sadly the early deaths of Ray Bolam and Peter Karstanje took away their seminal contributions and tributes were made to them at previous conferences. So, today it is my sad duty to add to those tributes my recognition of Jaroslav Kalous' contribution to our network, both as a high ranking professional and a warm and inspiring friend to so many of us.

Jaroslav died in February this year aged 65. He had a sudden and unexpected massive heart attack after climbing the stairs to his flat in Prague on his way home from teaching at Charles University. I had talked to him for an hour on Skype only three days before, as was our regular Saturday morning habit. It was a great shock to so many people especially to his son Jan and daughter Magdalena and his former wife. He had in our chat, as usual, been full of his infectious zest for life, wise words and ambitious plans. He was enjoying great popularity among the Charles University students with whom he was exploring alternative educational approaches and their relevance to our uncertain global future. Jaroslav had experienced, over the years, a number of difficulties that he had overcome, that took him away from this network for a while. These included a divorce followed by a period of instability, uncertain employment and a serious depression. In the last eight years or so he regained his former energy and built a consultancy career that took him to several countries in the West Balkans and Baltic States (where he and I had previously worked together) and also the troubled Ukraine and Libya. He returned during this period to ENIRDELM to make several contributions including a keynote speech in Antalya where he also kindly ran a workshop that I had prepared when a back injury stopped me from attending.

Jaroslav' first main contribution to our network after attending the first three conferences, was to organise the 4<sup>th</sup> ENIRDEM conference in Prague at Charles University in 1995 after which he co-edited with Fons van Wieringen the publication entitled simply "Improving Educational Management". At that conference he gave the keynote address on "Transition and Transformation in Education". He quoted Ralf Dahrendorf's dictum that "you can change a political system in 6 months; an economic system in 6 years but it takes 60 years to change a culture". After 20 years, our network is still trying to change the culture of our education systems in the direction of the more humane, future-oriented culture that Jaroslav advocated.

The Prague Conference was not long after the end of the Soviet era that had so much affected life in the Czech Republic, or Czechoslovakia as it then was. Jaroslav, as a student, had been directly involved in 1968 in the street protests against Warsaw Pact tanks in Prague following the Prague Spring reforms. He continued to be involved in the subsequent dissident movement during which he got to know Václav Havel and many who subsequently rose to importance following the Velvet Revolution in 1989 that ended 41 years of communist party rule in. From 1987 Jaroslav wrote, edited and published a samizdat (illegal

non-official) magazine about education called *Výchova a vzdělání* together with Radim Palouš. It was printed on Xerox and distributed among his friends and others who were critical of official communist education.

He was an active participant in the Czech Association of the Club of Rome that had issued its warnings of planetary overshoot in the *Limits to Growth* publication in 1972. In recent years he felt that the continuing but ageing Club of Rome movement had lost its commitment to educating the public about exponential threats to a sustainable future and he joined efforts within ENIRDELM to the same end. In 2013 he debated with Stephen Murgatroyd, who is with us today, the motion “Is a sustainable future science fiction?” This was at a Club of Reykjavik Symposium (ENIRDELM’s attempt to assume a similar role to the Club of Rome) held in Silesia, Poland. Jaroslav had already published an article entitled “Why we are not sustainable” in 2010, arguing his view that human values and impact on the planet have gone too far to be remedied. Stephen took a more optimistic stance and, not surprisingly, won the debate. But Jaroslav did not allow his pessimism to undermine his commitment to helping others come to terms with the global realities we face. His Antalya keynote argued that educational leaders must act as change agents to address the uncertain future. Last year with Kamran and me in Helsinki, he presented our “Saving Spaceship Earth” workshop and became one of the few contributors to the on-line resource platform built as part of the ENIRDELM Community Action for Spaceship Earth initiative. He was going to use the website with his students at Charles University in the Summer Semester, a break through that his untimely death has unfortunately thwarted.

Initially trained as a mathematician, his Masters thesis was on theoretical cybernetics. This background made him able to assist many of us to develop our computer skills. Jaroslav’s PhD from Charles University was on “Educational Policy and its Actors in Democratic Society” which equipped him well to promote citizenship education and then to act as adviser to the Czech Ministry of Education. He also spent three years at the Council of Europe as Deputy Director for Education, Culture and Sport. His competence in four languages facilitated this appointment. This move increased his former Charles University salary ten times! However, he was never seduced by power or money and left the Council after three years, disillusioned with the self-serving bureaucratic culture that tends to characterise international institutions, even those concerned with human rights! Jaroslav had a remarkable capacity to make those he was with feel good and valued. He could engage and empathise with people of all types, able to switch from philosophical discourse to talking to young children. My wife Dorota reminded me that once when he was visiting us he said “David, stop talking for a while, I want to talk to your grandchildren”. Little Dorota was four at the time and she and her sister had immediately fallen in love with this warm and humorous man from south of the Polish border.

The tragedy of his unexpected death was heightened by the fact that his daughter was about to give birth to her first child, his first grandchild. Magdaléna gave birth just three weeks after her father died so suddenly and unexpectedly. On August 17<sup>th</sup> this year she wrote movingly on Facebook about her father six months after his death. She added a picture of her baby girl Viktorie in which there was another photo of Magdaléna and Jaroslav that appeared to be looking at the beautiful child, that the about-to-be grandfather never got to see. Magdalena said that her wonderful father’s spirit would live on in the life of his grandchild. I think his spirit will also live on in our network to which he gave so much, both as a creative professional and the dearest of friends. Some reminders of him, including a video, can still be seen on the link to Facebook that I have placed on the following slide.

<https://www.facebook.com/jaroslav.kalous.9?fref=ts>



## ***ENIRDELM MATTERS - DAVID OLDROYD, VOLUNTARY PERMANENT SECRETARY***

### ***Our new Board Member***



Kristin Vanlommel is a PhD-student and teaching assistant at the Faculty of Social Sciences, Department of Educational Sciences at the University of Antwerp in Belgium. She has a Bachelor in Teaching and holds a Master's degree in Instructional and Educational Sciences. She is a member of the International Scientific Committee of JURE, the network of Junior Researchers of EARLI, organizing the JURE-conference in July 2016 in Finland. She is a partner in an international consortium on developing leadership capacity for data-based school improvement ([www.deleca.org](http://www.deleca.org)) and she delivers training courses for head teachers in Belgium. Her teaching activities at the University of Antwerp are related to educational policy and change management. The main research domains of interest are data-use and decision-making.

### ***ENIRDELM Board meeting***

The Board will meet in Jarmala, Latvia on 6 February 2016 where Signe will host the meeting to make final arrangements for the 25<sup>th</sup> ENIRDELM Conference and to review our network's overall progress and future strategy.

## ***FROM OUR WEBMASTER – MARKKU ANTINLUOMA***



The web-site has been updated following the September conference. Please take a look and send any suggestions for improvement or additional content to David Oldroyd, our VPS, who will edit and send items to me to further improve our means of networking between conferences, in addition to the ENIRDELM newsletters distributed in November and April. The newsletters are also placed on the website [www.enirdelm.net](http://www.enirdelm.net). It would be good to have a few more ENIRDELMers sign up as followers of our web-site and better still if some of them contributed to the blog.



## ***LETTERS FROM THE REGIONS***

### **From the Baltic Region**

#### ***Education for Growth and Development Project***

Last June the Education, Culture and Sports Department of Riga City Council along with the Riga City Education and Information Services finished an 8 month project for Riga school leadership teams and teachers „Education for Growth and Development”. The goal of the Project was to foster understanding about education development and implementation of relevant innovations. There were three options for schools:.

- Option 1: School leadership teams worked in groups together with experts (including people from the business world) 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 had a possibility to show their success stories to other schools in an attractive way.
- Option 3: Teachers’ competition „Create – Show - Watch” in which teachers showed in workshops to other teachers how they used one of these methods successfully: role play, experiments, learning out of class, group work, etc.

The project was finalised with a two day education forum. Experts from universities and business gave inspiring speeches talking about innovations in education, development and communication, education in the global world. Teachers and school teams showed their best practice in the attractive poster exhibition and videos. Both participants and organisers were satisfied with the results of the Project and it was decided to announce a new Project „Education for Growth and Development – 2016”. This time two options for leaders and teachers are offered.

Option 1: Supporting the process of implementing the school strategy”.

Option 2: Teachers’ competition „Create – Show - Watch” in which teachers will show their best lessons using digital competencies to teach reading skills or career skills. The Project will end in June, 2016 with education forum.



***Uplifting Leadership together with Andy Hargreaves and Alan Boyle***

Travelling with workshops „Uplifting Leadership” from Central Europe to Northern countries, Hargreaves and Boyle had a stop in Estonia, at Tartu University in September. One hundred school heads from Lithuania, Latvia and Estonia participated in a one day professional learning event and got experience how organizations in education, business and sport create uplifting leadership and learned about six factors that uplift people and their organizations:

1. Dreaming with determination.
2. Creativity and counter-flow.
3. Collaboration with competition.
4. Pushing and pulling.
5. Measuring with meaning.
6. Sustainable success.

The workshop was run in an attractive way using various working methods that gave an opportunity for school heads to work and exchange experience between all Baltic states.



*Signe Naimane*

## From Wales

In my previous contribution to the ENIRDELM newsletter, I wrote about planned curriculum developments with significant ramifications for school leadership and also reported growing concerns about the similar impact of another issue: teacher stress. My news from the ‘western front’ this time outlines some updates on these issues.



Results published last month from a poll commissioned by the second largest teacher union in England and Wales seem to highlight some of the factors underpinning teacher stress. It indicates that two-thirds of teachers in Wales believe the Welsh Assembly government has little or no respect for teachers; 80% do not believe that the pay and performance arrangements applying in their schools reward them fairly for their work; while two thirds felt that the leadership in their schools does not adopt appropriate processes for discussing and agreeing priorities for their professional development. These findings sit alongside similarly disturbing statistics provided by the largest teaching union showing that almost 50,000 teacher days were lost to sickness-related absences each year between 2012 and 2014, a high proportion of them attributable to stress. This equates to a loss of some 250 teachers to Welsh schools with the cost for supply cover amounting to almost eight and a half million pounds. Figures supplied by the Welsh Government indicate that almost two thirds of teachers in maintained schools took at least one day's sickness leave during 2014 and the average absence period amounted to seven days, though there were also hundreds of absences which extended into many weeks. Teacher unions are increasingly regarding work absences attributed to stress as a form of industrial injury and are beginning to pursue tribunal claims accordingly. They are also challenging the government over issues of excessive workload, redundancies and the negative impact of increasing managerialism in schools. These developments, set alongside evidence of mounting opposition among doctors to the UK government's health service reforms, suggests that it is members of the professions who are becoming the new militants in British industrial relations.

It is against this somewhat turbulent background that the Wales Government has recently published 'A New Curriculum For A New Wales', the outline of its proposed new national curriculum for schools which is due to be published in full by the end of 2017 and implemented over a three year period from 2018. As a support mechanism, the government has also announced that it will identify 60 'pioneer schools' which will be charged with developing innovative ideas and practices to enhance eventual provision of the new curriculum while also reducing teacher workload. While this scale of involvement of practitioners in the detail of a new curriculum seems a good idea in principle, a similar initiative undertaken in Scotland in recent years demonstrated that schools which were regarded as successful were reluctant to change their practices and there is also scepticism as to whether, with the pioneer schools still to be identified, they will have time to make significant contributions to planning if the 2018 target date for implementation is to be maintained.

Finally, another recent news item from educational research published in the past month which indicates one of the pitfalls of being a relatively affluent western nation. This has discovered that 26% of 4 to 5 year olds starting school in Wales are overweight or obese (23% in England). The research also reports that among children who are still obese by their fifth birthdays, 82% will remain obese by the age of 9 and be on course for unhealthy adolescence and adulthood. Sadly, although the issue of healthy eating has figured quite significantly as a priority in the wider school curriculum for more than a decade and many schools have developed imaginative initiatives to promote awareness of related issues among students – as well as setting a positive example by ensuring that school tuck shops sell only healthy snack options and school meals are planned in accordance with sensible dietary guidelines - their good intentions seem to be continually undermined by ever more tempting television advertising promoting the delights of fats and sugars. There is now a growing campaign to counteract the threats of obesity by levying a 'sugar tax' on confectionary. We should, perhaps, hope it bears fruit soon before Wales is deafened by the resounding crashes

as school desks collapse under the strain of prematurely portly pupils! I wonder whether other nations in the ENIRDELM network are experiencing the same curse of prosperity. We live in interesting times – as always!!

*Gerald Dunning*

## ***WHAT'S HAPPENING IN ...?***

### **Denmark**

Twenty-two thousand students from more than 40 student organisations in the 'Student Alliance' gathered on 29 October in central Copenhagen and Aarhus, according to police estimates, to protest against the DKK8.7 billion (US\$1.3 billion) education cuts planned by the Løkke Rasmussen government over the next four years. The students marched from the central square – Rådhuspladsen – in Copenhagen to the parliament, focusing on three demands: "Stop the budget cuts in the billion class!", "Improve quality", "Invest in the future". Student organisations claimed the real number of protesters was 40,000. In a statement announcing the march, the alliance said: "The billions cut will mean huge quality reductions in the whole educational system and lead to closing down of studies and to significant reductions in the teaching staff. Politicians should have higher ambitions for the quality of our education."

<http://www.universityworldnews.com/article.php?story=20151029205344289>

### **France**

University students across France have taken to social media to share pictures of their overflowing lecture theatres, in a bid to raise the alarm bells. There are an additional 65,000 students at universities in France this term taking the total up to 2.5 million – and the students themselves are feeling a little cramped. For the last few weeks, many have taken to a page on social media site Tumblr called "*Ma Salle De Cours Va Craquer*" ("My classroom is about to burst"), to share pictures of their overflowing lecture theatres. Students are seen sitting on the steps in the aisles of the auditoriums; others sit outside the lecture theatre itself with a notepad on their knee. And if the actions of Prime Minister Manuel Valls last Monday are anything to go by, the campaign may have worked. During a visit to a university in Avignon, Valls announced that the government would inject an additional €100 million (US\$112 million) into the university system in the 2016 budget. This will take the total university education budget to €200 million for next year, double what it was for 2015.

*The Local.fr.*

### **Germany**

The member universities of the German Rectors' Conference, or HRK, have launched a national initiative to oppose xenophobia in Germany, against a backdrop of the refugee crisis and a steeply rising number of incidents of verbal and physical racial attacks in recent months. At their General Meeting in Kiel on 10 November, HRK President Professor Horst Hippler appealed to HRK members to support the campaign and defend the basic university values of openness, tolerance and diversity. Despite the fact that university towns and cities are affected by the issue to varying degrees, the universities agreed to show solidarity against

xenophobia and racism and use the initiative to highlight this attitude under a common logo, “Universities for openness, tolerance and against xenophobia”. In a [statement on its website](#), HRK said: “Universities are open-minded places. Diverse opinions and international exchange constitute the foundations of their research and teaching activities. In light of the increasing xenophobic tendencies that can be seen at the moment, universities are actively advocating this plurality of opinions and exchange.” The HRK said universities as “future workshops of the world” are transnational in and of themselves. “A university can only be sustainable if it acts and thinks at international level.”

<http://www.universityworldnews.com/article.php?story=20151112154006432>

## Norway

At the Department of Education at the County Governor’s office of Vest-Agder we are currently conducting an inspection of schools concerning how they manage the National Curriculum and how they implement the goals in the teaching and learning activities. This is to ensure that all pupils will have the same learning opportunities regardless of which school they are attending. This is an inspection initiated from the National Directorate and is performed by the County Governors in all the Counties of Norway in the period of 2014-2017. We are also working nationally on the well-being of pupils – and we are following some municipalities joining a national program that aims to make teachers and school-leaders more competent in detecting and handling bullying in schools. There is also a large focus on how to motivate students to complete their basic education and the attitude of lifelong learning. Like the ENIRDELM conference’s focus on future education and learning, the Norwegian government in 2014 appointed a committee – The Ludvigsen-commission – to report on issues associated with the Future School and Pupil’s learning in the School for the Future <https://blogg.regjeringen.no/fremtidensskole/mandate-in-english/> The first report was published in September 2014 (summary in English at

[https://blogg.regjeringen.no/fremtidensskole/files/2014/01/SummaryNOU2014\\_7Kap1\\_Nett.pdf](https://blogg.regjeringen.no/fremtidensskole/files/2014/01/SummaryNOU2014_7Kap1_Nett.pdf)) and the second in June 2015. The education of teachers and school-leaders also has a



big focus at present. Competency requirements concerning the actual subjects of teaching are incorporated in the school-law and there are now many teachers participating in continuing Education to meet the claims. There is also a governmental proposition of teacher-training education to be expanded to a 5-year study equivalent to a master’s degree. Also, the national program for school-leader education started in 2009 is continued until 2020. Evaluation shows that participating in this program appears to contribute to the school-leaders’ self-efficacy.

***Elisabeth Attramadal***

### ***Education, quality and economic transition***

Press release | Published: 2015-10-07 | [Ministry of Education and Research](#) | No: 44-15

Investment in education is a prerequisite for a successful transition of the Norwegian economy. In the central government budget for 2016, the Government proposes a science initiative in primary schools, a continuation of the Promotion of Vocational Education and Training Initiative in upper secondary school and increased allocations for higher education and research, among other things. The Government is presenting a budget for employment, increased activity and economic transition. Investing in education is one of the most important things we can do, even when the economic outlook is uncertain. We therefore

wish to strengthen the entire learning chain, from kindergartens and schools to higher education and research, says Minister of Education and Research Torbjørn Røe Isaksen.

### ***Natural sciences and vocational training***

The Government proposes to spend more than NOK 100 million next year on new measures aimed at improving the state of the natural sciences in school.

– Too many pupils are not learning the basics in mathematics and science. The Government thus proposes to introduce one extra hour of science per week at the primary level, and targeted measures to strengthen education in natural sciences, says Mr. Røe Isaksen.

In turn, each municipality will be left to decide whether the extra science lesson per week shall be placed in the 5th, 6th or 7th grade.

The Promotion of Vocational Education and Training Initiative will be continued with NOK 93 million for increased apprenticeship grants, increased grants for apprentices with special needs and a special initiative for vocational teachers, among other things.

–The Promotion of Vocational Education and Training Initiative has been one of the most important priorities for this Government, and this effort shall continue and be reinforced in 2016, says the Minister of Education and Research.

### ***Record-high investment in quality in kindergartens***

The Government is investing more on quality in kindergarten than any previous government has done. In 2016, the Government proposes to spend NOK 440 million in order to strengthen the quality in kindergartens, which is NOK 160 million more than in 2015.

– The Government is building a knowledge society, and this effort starts in kindergarten. We wish to enable all children to get a good start in life, and are therefore strengthening efforts to raise teaching quality in kindergartens, says Minister Torbjørn Røe Isaksen.

The Government also proposes a new funding scheme for private kindergartens. This implies, among other things, that private kindergartens now will receive public funding equivalent to public kindergartens. With this, a milestone has been reached within the sector.

### ***... And in Higher Education***

Traditionally, Norway's research and development (R&D) intensity has been below the EU average, due to the particular nature of the country's economy, characterised by traditional industrial activities, related to the extraction and processing of natural resources. Consequently, Norway is now increasing allocations to research, in order to realise the objectives for the national research policy and encourage industry to enhance its R&D investments. The national strategy for 2015–2020 has its point in two main challenges: Society must expand its innovation capacity, in both the private and the public sectors, and it



must enhance sustainability in all areas. The Norwegian Government recently announced that research and development is a prerequisite for a successful restructuring of the Norwegian economy. Universities and university colleges are key players to meet the country's needs of knowledge for the future, and the Government will therefore increase allocated funding for research and development with NOK 2.1 billion in 2016. – In times of economic uncertainty, investing in research and development is one of the smartest things we can do - says the Minister of Education and Research, Torbjørn Røe Isaksen.

<https://www.regjeringen.no/en/aktuelt/education-quality-and-restructuring/id2457057/>

***Roger Strang***

## **United Kingdom**

On 27 October more than 300 academics from across the United Kingdom, including from top universities, have pledged to boycott Israeli academic institutions, over concern about Israel's "illegal occupation of Palestinian land", "intolerable human rights violations" against Palestinians, and its "apparent determination to resist any feasible settlement". The 343 academics pledged not to accept invitations for academic visits to Israel, not to act as referees in activities related to Israeli academic institutions, and not to cooperate in any other way with Israeli universities. They said they would, however, continue to work with Israeli colleagues in their individual capacities. The signatories pledged to continue their commitment until Israel complies with international law, and respects Palestinian human rights.

<http://www.universityworldnews.com/article.php?story=20151030234158247>

### ***WHAT'S HAPPENING TO ...?***

#### **Dorota Ekiert**

On 1 October 2015 Dorota finally retired from her academic career in Katowice, Silesia to concentrate on her grandchildren and her ageing husband. Dorota and David have become enthusiastic participants in a Nordic walking group, along with others pensioners in their hometown of Tychy. They were inspired by former ENIRDELM friend Annikki Jantti who, at our second Helsinki conference, introduced incredulous friends from our network to the sport of walking quickly with Nordic poles. Many activities are arranged in the town for 'active seniors' and Dorota is acting as a voluntary interpreter for those activities that involve visiting English-speaking guests.

### ***ENIRDELM MEMBER PROJECT UPDATES***

#### **PAL – Professional Development Model**

City of Dublin Education and Training Board (CDETb) were delighted to have the opportunity to meet so many of you at the ENIRDELM conference in Dublin in September. Congratulations to all on a great conference. In particular we appreciated the opportunity to share some of the resources and outcomes of a project that we are involved in called PAL. PAL is an Erasmus+ Key Action 2 project with Partners in five countries: City of Dublin Education and Training Board Ireland, Belfast Metropolitan College Northern Ireland, Kaunas University of Technology (KTU) Lithuania, Kodolanyi Janos Fiskola (KJF) Hungary and University of Humanities and Economics Poland.

PAL is a professional development model designed to help to recognise and reward the informal learning of professionals working in education. The model's key aim is to promote and strengthen peer to peer learning and sharing amongst teachers and management in VET schools, colleges and centres and create awareness of the value of this form of professional development.



Much informal learning takes place every day in schools, colleges and centres e.g. by sharing ideas, resources, expertise and strategies with others. The act of sharing or learning from others often goes unnoticed and unrecognised and in many cases individuals are not hugely aware of the value of the contribution that they are making or the potential that they have to support the professional development of others. PAL recognises that vast experience already exists amongst teachers and managers within educational institutions and that it is not always necessary to seek expertise from outside an organisation to facilitate CPD sessions for staff. Multifarious approaches can be used to support professional sharing of knowledge, skills, practice and experience amongst colleagues.

Through a PAL system of accreditation the peer learning and sharing that teachers and management engage in has the opportunity to be recorded, acknowledged, appreciated, reflected on and recognized and rewarded internally. The PAL partners have developed

- An organisational framework outlining the process of recognising, recording and rewarding informal professional learning activities and achievements
- A recording tool to help individuals to track and verify their professional learning
- A self-evaluation / reflection template
- A Toolkit of strategies and methodologies to support the process of sharing learning from professional experiences

By participating in the PAL Model of professional development a school, college or centre is saying that it recognizes the validity and value of informal learning and sharing as a legitimate form of continuing professional development and is prepared to accredit this (recognize this) by awarding the status of 'PAL Learning Champion' to individuals who meet specific criteria as outlined by the PAL Model of professional development and the PAL framework. For example, In order to be recognised as a 'PAL Learning Champion' a staff member needs to attend an induction session facilitated by their own organisation and engage in a range of peer learning and sharing activities during the academic year to earn credits (PAL Points). The emphasis should be on informal learning and sharing activities rather than formal professional development which is typically funded, formally organised and /or certified e.g. externally.

Potential Learning Champions track their learning and sharing activities on the PAL tracking tool and when the required number of PAL points have been achieved they submit their PAL tracker and completed self-reflection template for review. Learning champion status is awarded and recognised by the organisation through a celebratory event and PAL certification.

More information about PAL can be found on the protect website [www.palcpd.eu](http://www.palcpd.eu) or by contacting the PAL CDETB project team:

**John Hogan** *hoganCPDservices@eircom.net*  
**Miriam O'Donoghue** *miriam.odonoghue@cdu.cdeth.ie*

### **The Future of Youth in Canada: A Project of the Centre for Strategic Foresight, Alberta**

**Steering Group** - Stephen Murgatroyd (Director), Ron Dyck, Bob Fessenden, Ray Basset, Don Simpson, J-C Couture

**Purpose** - To develop scenarios for the future of youth in Canada based on evidence, understanding and analysis. Also to understand the implications of these scenarios for public policy and public services.

**Definition** - Youth are defined for this work as those under the age of 35.

**Activities** - Five proposed stages of activities are:

1. **Inspired Conversation** – dialogue about big themes: Citizenship; Health and Identity; Schooling; Sustainability and the Economy; Technology and Identity
2. **Scouting Parties** – engaging a large number of people across Canada followed by production of pattern papers arising from the conversations to develop resources of value to researchers pursuing graduate work in education, sociology psychology, public health, economics
3. **Base Camp** – a weekend retreat for 30 participants to create four scenarios, focusing on the next 20 years, arising from the papers
4. **Challenge Dialogue** – on-line engagement in a Canada-wide dialogue with critical friends from elsewhere on the scenarios to inform policy options for consideration by Government, municipalities, school boards, social services, health care, etc.
5. **Learning Expedition** – using the above to create a six-lesson MOOC available to anyone for free through an educational partner. All materials produced would be available as open education resources under appropriate Commons Licenses. The software used would be donated by the Collaborative Media Group.

**Stephen Murgatroyd**

## **ENIRDELM MEMBERS' PUBLICATIONS**

### **Case4all school heads in Poland**

Having been inspired by the **CASE – Community Action for Spaceship** Earth ([case4all.info](http://case4all.info)) initiative which had evolved within ENIRDELM, the editorial board of the Polish "**School Director**" professional journal has dedicated a special section in its November 2015 issue to problems concerning a sustainable global future. One can find there three articles. The introductory one is entitled "Think and act as the friend of Earth". It is an interview with Dr Paweł Kojas, Director of the Silesia Botanical Garden in Mikołów and a supporter of the CASE initiative. He draws attention school heads to consumerism, demographic, geological and ecological problems as well as to some global threats which should be included in the school curriculum to make pupils aware of them and inspire them to act. The second article presents examples of good practice from Polish schools which already did so and describes their projects. The last article is addressed to teachers. It comprises examples of possible initiatives which might be undertaken by pupils of all educational stages, in their homes, schools and local communities. All the problems presented are very new for the Polish heads, teachers and pupils therefore the "**School Director**" editorial board is waiting with great attention for feedback from readers.

**Danuta Elsner, "School Director" editorial board**



We are opening the next English-language issue of *Studia paedagogica* to contributions dealing with childhood. Childhood long ago stopped being perceived as a marginalized social phenomenon in a world focused on adults and has become a significant domain worthy of social science inquiry. Nevertheless, we believe that if we enlarged the scale of the map of childhood, we would see many blank spaces. Therefore, we would like to devote the next monothematic issue of *Studia paedagogica* to mapping these still-unexplored areas using an ethnographic micro-perspective.

The issue is open to contributors engaged within the fields of education, psychology, sociology, and anthropology who would focus on childhood in the European region. Childhood as a social category and an area of educational policy and practice may be examined from many different perspectives, using various theoretical frames focusing on diverse aspects. However, we would like to concentrate in particular on the following four areas.

**1) *Metamorphoses of childhood***

The conceptualization of childhood is considerably influenced by the contemporary globalizing world and the technological and economic changes taking place in it. Childhood is such an integral part of society that it is literally connected with the complex nature of the world. Globalization makes it possible to spread universal concepts and helps to create new constructs of childhood. Within these constructs, children are seen as subjects actively participating in the social world, though childhood has also been treated as preparation for life, especially in the Western world. Technological and economic accents blur the boundary between childhood and adulthood; therefore, we often hear of the disappearance of childhood (Postman), the prolongation of childhood (Prout), the enterprising subject (Rose), and the child as a customer (Castenada). Despite this, we are interested in, for example, whether the idea of an innocent childhood, where a child has to be protected from the adult world, still reflects the original concept or whether it has new content.

In connection with the changes that the concept of childhood is undergoing, the nature of parenthood, which is strongly influenced by the media discourse, is also changing. Before we can say how parenting is changing, we should first know how the everyday life of a child looks. There is a lot of room for the application of ethnographic research methods because our goal is to get a true and vivid picture of a child's ordinary day. What role do parents, schools, and peers play in it? How do today's parents raise their children? What are the roles and functions of childcare institutions? Do these institutions contribute to the debate about carer gender and, in more general terms, to the role of fathers in relation to childhood? As some authors write about super-children (Eisenberg), can we analogously speak about super-parents? Do any of Qvortrup's (1995) nine paradoxes, for example postulating that parents think that it is good to be with their children, but spend more and more time each day without their children, still hold?

## 2) *Socialization*

The society shapes the child, and the child, in turn, naturally shapes the society through the formation of interpersonal relationships. The human body is at birth neither biologically nor socially completed (Shilling). The individual is thus integrated in a society that they are actively forming themselves, especially in the family environment (Corsaro). The maintenance of relationships in the family, where the child is familiarized with the patterns of social relationships, is traditionally viewed as the basis of successful socialization. We are interested in how a child perceives the relationship level of its primary social environment. How does it represent these relationships? What language does it use to speak about them? Parents and significant others mediate the social world to the child (Berger, Luckmann). By internalization, the child receives social reality, or a version of reality mediated by adults, as part of the primary socialization. Therefore, parents serve as mediators between the society and the child; we are interested in how this learning takes place. The child is able to follow normal interpersonal interactions and communication patterns within its environment. How do children learn values, relationships, and the world? Are we really obsessed with the problems of children (Ariés)?

## 3) *The body and disciplining practices*

The institution of family is based on a number of particular communication practices which are seen as normal and natural in the school environment. These communication practices take place both verbally, on the level of discourse, i.e. in language, and non-verbally, on the level of the body. The body is viewed as a source and product of social and cultural processes, but above all, we are interested in how the body is experienced, interpreted, and completed during childhood. The culture of adults and their own body experiences certainly strongly affects how the body is represented, and lived, for the child.

One of the central questions is how the body is formed through disciplining techniques. How does education on the one hand, along with nutrition, hygiene, and exercise, co-create for the child the sense of its own body? How do children in today's society, influenced by media discourses, perceive their own bodies? How does the school oversee corporeality through regulatory practices? How do, on the other hand, children learn to use their bodies to resist the disciplining practices of the adult world?

We wonder how it is possible to approach the materiality of the body. What discourses affect our cognition of the body, and in what ways, if we maintain Foucault's assumption that social phenomena are constructed from within discourses?

## 4) *Methodological issues of childhood research*

Current research of childhood is often poetically referred to as a step away from modernity (Prout), since there has been a change in the conceptual understanding and interpretation of childhood. The biologizing view (Darwin) of childhood, emphasizing nature, was replaced by the social constructivist view (Vygotsky), giving way to the attempts of many authors to synthesize the separating dualistic view (Prout). Is it possible to overcome the separating dualism? Which new methodological questions emerge in the research of children? What new challenges do researchers face in dealing with childhood? Will the new experimental paradigms in the humanities help better respond to the old research questions? What new ethical consequences does research on childhood inevitably bring?

These questions cannot cover the whole scope of the field. Still, we hope they will help to inspire authors to submit their original empirical and/or theoretical papers for publication. The deadline for full texts is **30 June 2016**. All contributions will be peer reviewed before being accepted for publication. The issue of the journal will be published in English in **December 2016**. The editors of the *Childhood* issue are Francesca Gobbo and Roman Švaříček. You can find more information as well as more detailed author guidelines at:

[www.studiapaedagogica.cz](http://www.studiapaedagogica.cz)

### **School Development THROUGH Collegial Learning of Teachers**

Lundgren, M., von Schantz Lundgren I & Kihlstrand, A-M. (2015) Learning Study: Rozvoj Školy Skrze Kolegiální Učení Učitelů. (Learning Study: School Development THROUGH Collegial Learning of Teachers) *Studia paedagogica*. Vol 20, No 2 (2015) Theme: Dealing with changes, actions, interventions and reforms of education from a variety of perspectives.

### **INTERESTING WEB-SITES & LINKS**

<https://www.youtube.com/watch?v=wX78iKhInsc> – one of Sir Ken Robinson’s incredibly popular TED Talks – “How to escape education’s Death Valley” that argues that schooling ignores the diversity of learners and stifles curiosity and creativity due to the command and control notion of educational leadership. He argues the case for individualising learning, granting high status and scope for being creative to teachers and devolving responsibility to schools for meeting pupils’ needs.

<https://www.youtube.com/watch?v=aljvAuXqhds> – Jerome Bruner is 100 years old on 01.10.2015 and here talks about the influence of teaching upon learning. Bruner’s studies helped to introduce Piaget’s concept of developmental stages of cognition into the classroom. His much-translated book *The Process of Education* (1960) was a powerful stimulus to the curriculum-reform movement of the period. In it he argued that any subject can be taught to any child at any stage of development, if it is presented in the proper manner. According to Bruner, all children have natural curiosity and a desire to become competent at various learning tasks; when a task as presented to them is too difficult, however, they become bored. A teacher must, therefore, present schoolwork at a level so as to challenge the child’s current developmental stage. Bruner also studied perception in children, concluding that children’s individual values significantly affect their perceptions.

[http://www.theguardian.com/education/2015/jun/17/highly-trained-respected-and-free-why-finlands-teachers-are-different?CMP=share\\_btn\\_tw](http://www.theguardian.com/education/2015/jun/17/highly-trained-respected-and-free-why-finlands-teachers-are-different?CMP=share_btn_tw) – Guardian article on Finnish education with a link to Pasi Sahlberg’s previous article in the Guardian “What makes Finnish teachers so special? It not brains” that featured in our last newsletter:

<http://www.theguardian.com/education/2015/mar/31/finnish-teachers-special-train-teach>

<http://www.bbc.com/news/business-34174796> - Computers do not improve pupils’ results, says OECD - Note toward the end of this piece the response of one UK head teacher to the findings - a good example of techno-blindness! Of course this won't halt the rush to technology: governments want it, business wants it, parents (mostly) want it.

<http://www.cmrubinworld.com/the-global-search-for-education-just-imagine-tony-wagner-and-ted-dintersmith> - The Global Search for Education focuses on how to better prepare



students for the 21st century. Tony Wagner and Ted Dintersmith imagine the school of the future. (See review on page 22.)

## ***FEATURE ARTICLES***

### **An Educational Consultant's Perspective on Turkey and the EU**

*David Hardy\**

Turkey is complex place! As I expected (although many did not), the AKP won the election. And as I expected President Erdogan is playing hardball (and rightly so) with the EC/EU about the migrant problem. And again as expected the EC/EU is confused about how to react.

Without going into too much detail, Turkey is like its national pastime - soccer - a country of two halves. In a nutshell there is the conservative, traditional, Muslim east, the land of the Anatolian farmers and Anatolian tigers (entrepreneurial businessmen and women). Then there is the more secular, European leaning, industrialised west.

It goes further. There is a government sector whose power base is essentially Anatolia and which is conservative. Its civil servants are myriad, its ministries have large numbers of employees but relatively few conversant with modern policy making. Most school and university leavers aspire to be civil servants for the secure job and pension. Then there is the private sector and in particular the world class conglomerates like Sabanci Holding and Koc Holding. Koc includes the Beko brand of white goods and has a joint venture with Fiat producing cars in a state-of-the-art factory in Bursa. In 2013 Koc had a warship contract cancelled by the government. Some suggested that it was because a hotel, which was part of Koc Holding, in Istanbul opened its doors to the Gezi protestors. There seems to be an unwritten pact between the government and much of the business sector. Both need each other, but the relationships can be strained. This applies too to the business representative groups such as TUSIAD which has altercations with the government right now. There is also a Muslim-based business group - MUSIAD. Although relatively recently set up MUSIAD seems to me to be very much an Ottoman period construct with TUSIAD being of the Ataturk secular westernising era when even the fez was banned.

When I was in Azerbaijan (Turks see Azerbaijanis as their cousins) many official speeches seemed to start with 'In the Soviet era.....'. In Turkey I heard quite a few which began 'In the Ottoman period.....'. The way in which the Turkish civil service operates is familiar to those who have worked in Russia or the Central Asian republics. People tend to do as they are told. Laws set out precisely what will be done and the system is very centralised. The education system is the most centralised of any OECD member country. Staff follow the laws to the letter. There is little room for innovation. However in the east the clan system is strong. And strong governors can and in many instances do encourage innovation. There are some very bright people indeed in some of the 81 provincial governments as well as in central government.

Then there is the Kurdish situation. I worked closely with them and was privileged to work with government and local people in the Kurdish heartlands of Diyarbakir, Hakkari and so on. People there often saw the problem as analogous to the Northern Ireland 'troubles'. My own view is that the British / French carve-up of the Ottoman Empire after the Great War

has played a major part in creating the problem - the Sykes-Picot Agreement set out the borders with Syria / Iran / Iraq and so on. Islamic State have said that they wish to 'tear up the Sykes-Picot Agreement'. Whilst I can't go along with Islamic State, at some stage I do think that there needs to be some fresh thinking on the Kurdish situation based on rigorous understanding of history and culture. Whilst I was in the south east the PKK (the Kurdistan Workers Party regarded by many as a terrorist group) were taking their heavy weapons (many apparently originating in NATO member countries) across the Turkish border into Northern Iraq. The then Prime Minister Erdogan reached a peace accord with the PKK in 2013. But recent events suggest moves against the PKK and this seems to have had an impact on the election result. Very sensitive, very complex. And the Syrian mess adds to this.

Al Jazeera has broadcast three programmes on 'World War One Through Arab Eyes'. The final one covers Sykes-Picot. You can find it all at <http://www.aljazeera.com/programmes/specialseries/2014/11/world-war-one-through-arab-eyes-20141114133936678600.html>

Two final points for the educationalists. In those south-east provinces it's difficult to find a job. Improving the relevance and quality of, in particular, the vocational education system results in the best graduates moving from the east to the west, to Istanbul for work. And that makes the east even poorer. Secondly every province now has a university. Parents want their children to gain entrance to a university, the vocational route being seen by many as inferior. This leads to large numbers of university graduates without the knowledge and skills business needs, and hence much graduate unemployment.

\* David Hardy was formerly President of the European Association of Distance Teaching Universities and has, for over a decade been an international policy-level consultant working in many countries but in Turkey, in particular.

### **Children in England are among the unhappiest in the world**

**The Children's Society report**, which looked at 15 diverse countries, ranked England 14th for life satisfaction of its young people, ahead of South Korea. More than a third of English children said they had been bullied in school, and half had felt excluded, it found. The Children's Society called for a new law to provide counselling in schools. Ministers said schools were encouraged to have counsellors available and all schools must have measures in place to tackle bullying.

The University of York carried out the research in England, which was then drawn together for the **Children's Worlds project** and compared with data from 14 other countries. Researchers surveyed more than 53,000 children in total, aged between eight and 12, from diverse cultures and places, from remote villages to large cities. Levels of unhappiness at schools in England grew as children got older - 61% of 10-year-olds said they enjoyed school but the figure fell to 43% by the age of 12.

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#### ***12-year-olds satisfaction with "life as a whole" by country***

(Percentage with low satisfaction)

Romania - 1.1%

Colombia - 2%

Spain - 2.4%  
 Israel - 3.2%  
 Estonia - 3.4%  
 Norway - 3.5%  
 Ethiopia - 3.6%  
 Algeria - 4.4%  
 Germany - 5%  
 Turkey - 6.1%  
 Nepal - 6.1%  
 Poland - 6.2%  
 South Africa - 7%  
 UK - 7.1%  
 South Korea - 9.8%  
 Source: Children's World Report 2015

Children in the UK were the most likely of all the countries surveyed to say that they had been left out by other children in their class at least once in the last month, the survey found. More than a third (38%) aged between 10 and 12 reported being physically bullied in the previous month. English girls ranked second lowest for happiness with their body confidence, self-confidence and appearance, rating their satisfaction as 7.3 out of 10 on average. This places them just above South Korea, with a mean score of 7.1. Colombian girls topped the table for body confidence, with an average rating of 9.6, followed by Romania with 9.4.

Whilst the findings do not indicate why children in England feel more unhappy than others, Kevin Courtney, deputy general secretary of the National Union of Teachers blamed poor mental health on the "narrow curriculum" and "exam factories" culture in schools. He said children were too often branded "failures" when barely into primary education, and tests at all stages of school life could lead to "serious stress-related anxiety." Children's Society chief executive Matthew Reed said it was important for schools in England to make counselling available for all children. "It's already available in Wales, it's already in Northern Ireland - a legal responsibility for schools so all children do get the support they need," he added. The charity also called for an increase in funding on children's mental health. A Department for Education spokeswoman said the government was working hard to tackle the issue of mental health, and was providing more than £7m to help schools tackle bullying. "We are also promoting greater use of counselling in schools, improving teaching about mental health, and supporting joint working between mental health services and schools," she said.

<http://www.bbc.com/news/education-33984082>

## **BOOK AND ON-LINE PUBLICATION REVIEWS**

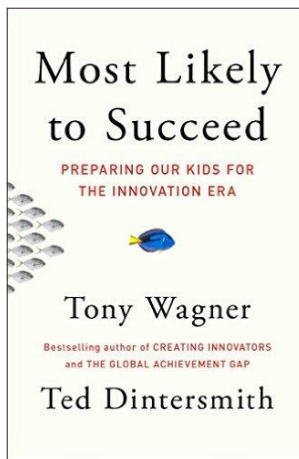
**Compass (2015) *Big Education: Learning for the 21<sup>st</sup> Century***

<http://www.compassonline.org.uk/wp-content/uploads/2015/03/Compass-BIG-Education-DIGITAL-Final.pdf> (full report)

<http://www.compassonline.org.uk/wp-content/uploads/2015/03/Big-Education-Appendices-Final-with-cover.pdf> (Appendices to each chapter)

This publication is free to download. From a UK-based movement to find an alternative vision of the ‘good society’, it presents a vision for a more localised governance system of education that will appeal to many ENIRDELM members who are unsympathetic to the micromanagement by central governments of our education systems. The two documents for downloading consist of links to seven chapters and to the policy appendices of that include: Democratising the governance of education: the democratic school; democratic professionalism and lifelong learning. The Compass movement is politically pluralistic and advocates a radical change from our current obsession with economic growth as the means to create a better society. It’s vision places equality, sustainability and democracy ahead of the unquestioned pursuit of material wealth.

**Wagner, T and Dintersmith, T (2015) *Most Likely to Succeed***



This is yet another basic critique of American schooling from two leading experts Wagner an educator, Dintersmith an entrepreneur and venture capitalist. It is an urgent call for the radical re-imagining of American education to equip students for the realities of the twenty-first century economy. From my point of view it fails to take sufficiently into account the need to prepare students for the imminent environmental challenges that arise from the exponential growth of economic impact on the natural world. But it has many strong criticisms of schooling that will resonate with ENIRDELM participants. They argue that while students may graduate with credentials, by and large they lack the competencies needed to be thoughtful, engaged citizens and to get good jobs in our rapidly evolving economy. Our school system was engineered

a century ago to produce a work force for a world that no longer exists. Alarming, our methods of schooling crush the creativity and initiative young people need to thrive in the twenty-first century. *Most Likely to Succeed* presents a new vision of American education, one that puts wonder, creativity, and initiative at the very heart of the learning process and prepares students for today’s economy. Despite its neglect of the global crises arising from economic overshoot of the earth’s carrying capacity, an omission that should surely be central to any ‘re-imagining of education, this book claims to offer parents and educators a crucial guide to getting the best for their children and a roadmap for policymakers and opinion leaders.

*David Oldroyd*

**Ebers, J. and Kneyber, R [editors] (2015) [\*Flip the System: Changing Education from the Ground Up\*](#). London: Routledge.**

This book is causing a bit of stir. It looks at the research on development in education and the use of technology to enable engaged learning and then explores practice around the world, including Sweden, Korea, Australia, Singapore and others. It is an edited collection and contains some good critical material, including a chapter by Andy Hargreaves on two ideas “gone bad” – autonomy and transparency and one by Gert Biesta (probably the leading philosopher of education at this time) on the need to reclaim the profession of teaching. While the focus is on schools (K-12), the ideas and analysis are relevant to all levels of education. The book is thoughtful, challenging, inspiring and informative.

**Ryan Craig (2015) *College Disrupted: The Great Unbundling of Higher Education*. New York: Palgrave Macmillan.**

Talk of unbundling – separating who designs and develops courses from who teaches them and separating assessment and credit recognition from teaching – has been with us for some time. There are signs of the beginnings of unbundling everywhere, but few institutions or jurisdictions have fully embraced unbundling as a strategy. This book explores what unbundling could be and why it could be a significant development in higher education. In reading this, several issues for leaders are addressed which are relevant to those engaged in teacher education.

**Rajika Bhandar, and Alessia Lefébure [Editors] (2015) *Asia: The Next Higher Education Superpower?* Sewickley, PA: IIE Books.**

As Asian higher educational institutions quickly move up the global rankings and Asian school systems show remarkable success, what is the future of higher education in the region? Here a collection of eminent scholars, institutional leaders and analysts look at what is happening in the region (and why) and provide some startling views of the possible futures for higher education in the region.

*Stephen Murgatroyd*

## ***INSTITUTIONAL PROFILES***

### ***European Doctorate in Teacher Education (EDiTE)***

**Research positions at 5 universities - Application Deadline 4 Dec. 2015**

**<http://www.edite.eu/>**

The EDiTE project offers **15 full-time researcher positions** in the field of Teacher Education at five universities (host universities) for well motivated and excellent **early stage researchers** from Europe and other countries. The positions are financed from the European Union's Horizon 2020 research and innovation programme under the Marie-Sklodowska-Curie grant agreement number 676452.

Early Stage Researchers (ESRs) are invited to apply to pursue individual research projects at one of the five partner universities (Eötvös Loránd University, Budapest, Hungary; University of Innsbruck, Austria; University of Lisbon, Portugal; University of Lower Silesia, Wrocław, Poland and Masaryk University, Brno, Czech Republic) in the framework of the joint EDiTE research program as employed researchers. They will also be enrolled in the EDiTE PhD programme at host universities.

The overall term of employment is 36 months, which should be concluded by a successful research project with the awarding of the PhD title by the host institution and a joint EDiTE diploma by the EDiTE university consortium.

***Milan Pol***



## UPCOMING CONFERENCES

**Human Factors in Management and Leadership (HFML) 28-31 July 2016, Florida, USA** (Visit <http://www.ahfe2016.org/files/CFP2016.pdf> for the call for papers)

*Tibor Barath* writes: *This year I was asked – together with my colleague from Norway – to establish a new track: International Conference on Human Factors in Management and Leadership. Below is a short content description of the conference that you also can find on the website. I think it does not clash with ENIRDELM and might provide new possibilities for developing new relations and to introduce educational leadership knowledge and experiences into other fields and get information and knowledge from different fields in return.*

The AHFE International Conference on Human Factors in Management and Leadership is concerned with creating people-centred systems, effective practice and useful insights into the latest leadership and management research and the development of human performance. Understanding how workplaces can be designed with people in mind should be of great interest to organizations. HFML focuses on those leadership roles which support organizational learning, knowledge management, overall safety, and innovation.

The conference seeks to share and transfer leadership and management science that is of practical value; values that can help leaders ensure their organizations stay ahead of the competition through continued innovation, strong competitive advantage, and inspired leadership across sectors. We would like to inspire discussion about general issues which influence the effectiveness and competitiveness of organizations (firms and institutions).

- 1. *The role of learning in organizational development and leadership in supporting learning in organizations.*** - the intelligent organization and the learning organization.
- 2. *Complexity.*** Our world and organizations show increasing complexity and rapid change. What competences lead to success in this context? How can leaders govern complex systems?
- 3. *Trust and control in different organizations.*** What is the role of trust and control in leading successful organizations? How much does the thinking of leaders depend on organizational or social culture, or the characteristics of different sectors?
- 4. *Knowledge management.*** What are the features of knowledge production, knowledge sharing, and utilization of knowledge? What kind of leadership is needed by knowledge workers?
- 5. *Safety leadership.*** The new paradigm of safety, based on systems thinking, requires safety leadership, its development and assessment. What are the limitations of existing safety leadership theories? What leadership behaviours are needed in order to achieve the new view of safety? How to assess safety leadership's contribution in socio-technical systems?

Areas of interest include, but are not limited to those listed here:

High performing working place; Design thinking in leadership; Transformational leadership; Social-organizational work environment; Creative Methods and Tools; Management and governance issues; Human performance research; Socio-technical approach to management and governance; Coordination, communication and collaboration issues; Management

Strategies; Performance management; Human resource management; Safety Leadership;  
Risk management

*Tibor Barath*

**AND FINALLY...**

It's Independence Day.  
Remember, No Talking,  
No Running and Walk in Straight Lines!

