

Newsletter December 2019

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A little delay to be a November Letter, but this gives an opportunity to wish you all

Merry Christmas - a little too early.

I was given the chance to step in as an assistant editor while Karol is having her good time as a mother to her new-born girl, Molly! We wish her good luck in her new role and hope she will be back later.

Now we are looking forward from Ljubljana to Fredrikstad and Norway.

We hope you will be there and take part in the network and the social events between keynote speakers and sessions of exiting thoughts and reflections. We hope the next Newsletter will bring some more information about the event.

Dag Sørmo

REPORT ON THE 29TH ENIRDELM CONFERENCE IN LJUBLJANA 2019

September is far back, but the memories and the contentment of organizing our annual meeting are still here. When I look back, I'm happy to find that the 29th ENIRDELM conference, focused on the challenging topic “What are the big questions about educational leadership”, succeeded to provide an insight into this challenging topic, raise awareness of the need for change, and all in all produce numerous discussions. Considering the demanding theme and the growing challenges connected to the change of generations within the network, we had no expectations regarding the number of participants. For this reason we were pleased to find out, that so many of you decided to come. In the end we listed 102 participants from 18 countries, that came to Ljubljana to gain new insights and share their experiences, good practice, research results and ideas. Among them, we are most pleased



to see more than 40 green smiley stickers on the name tags of the newcomers. Being aware of such a large number of participants, helped us to start the conference with a great deal of confidence. Eva and me were so happy that so many of you responded to the selected theme and we were overwhelmed with the kind comments and compliments that you paid us over the couple of days. On this occasion I would like to take this opportunity to say many thanks to all of you for making this conference a success. I also want to say many thanks to our organizational partner, the Municipality of Ljubljana, for providing a great venue for the conference opening and all the help with the organization.

The keynote speakers took us on a great path to “the big questions” and prepared us for the discussions that followed during the conference.

Slavko Gaber and Veronika Tašner addressed the issues of the societies we live in and in which we will look for answers for the next generations. The lecture highlighted the role of the education and, therefore, of the educational leaders in the task of how and what we need to prepare new generations for.

Pierre Tulowitzki shed light into the use of ICT in schools, especially on the organizational level. Among others, this keynote addressed the following questions:

- What do we know about the use of ICT in schools?

- What are benefits and dangers of ICT in schools?
- How can school leaders support an effective use of ICT in schools?

The third keynote was planned to be held by *Kris Van den Branden*, who sadly could not join us.



Therefore, this year thanks to the initiative by *Kjersti Lien Holte*, *Marija Fabčič* and *Mojca Mihelič* we risked improvising and introducing a new method in a plenary session – a discussion session on the topic: Supporting and developing an autonomous and qualitative school for children of today in Ljubljana.

All parallel sessions tackled a great variety of the big questions relating the present and the future of education from different points of view. We believe that good parallel sessions are a key factor for a successful conference, and therefore we have devoted a great deal of attention to the preparation

of all the presentations. It all paid off, when we heard many praises about well-prepared and expertly presented papers, symposiums and workshops.

ENIRDELM members could follow the conference on [Twitter](#) and [LinkedIn](#). The impressions energy, emotions, enthusiasm, are vividly captured in the photographs that are already posted on the networks [website](#). The conference ended in the City hotel with a photo booth, national songs and dance. Thank you all. I would like to wish our Norwegian partners well in their preparations and look forward to meeting you all again in Fredrikstad.



Sebastjan Čagran

Welcome to Norway – and Fredrikstad in 2020



First of all, I would like to thank Ewa and Sebastjan for arranging a wonderful conference in lovely Ljubljana city, in Slovenia in September 2019. The castle, the music, the river and the warm atmosphere in the city and at the conference, still keeps me smile and think of how privileged we are to have the ENIRDELM network. The network promotes critical and friendly professionalism to improve the quality of educational leadership & management development and research internationally. And personally I have learned so many interesting things that I bring back home for further discussions.

The first time I attended an ENIRDELM conference was in Reykjavik in 2011 when we celebrated 20th anniversary. Since then I have learned to appreciate the people and the sharing of experiences and



Kjersti Lien Holte

research from the perspectives of multiple stakeholders in educational leadership. I particularly like the idea that researchers, trainer/developers, policy-makers and school leaders can come together through mutually generated collaborative activities and share our experiences. After I was elected to the board of ENIRDELM at the conference in Krakow 2017, I feel proud to contribute to the preservation and further development of this great network and I am honored to address you now as the chair of ENIRDELM board and the leader of the next year's conference committee. We need new members in the network, so please share information about the

network and take responsibility to invite and involve new school leaders, PHD students, developers, researchers and policy makers you think will benefit from this network to join us.

The founder of ENIRDELM, Fons van Wieringen, once wrote; “Such moments are rare when one becomes aware that something fundamentally is changing. That happened in 1989. In May 1989 Hungary opened the Iron Curtain on the border with Austria. ..The end of the wall, and thus of the GDR, was unavoidable. The Berlin Wall fell on November 9th, 1989.” Now a days, we have the same kind of feeling, something fundamentally is changing. We had the finance crisis in 2008 and the immigration crisis in 2015 and that crisis is still the case if we look behind the strategies of keeping immigrants out of sight. We have false news and populist movements in Europe, including the Nordic countries. Looking across the world we see young people in riots for different reasons. Sometimes it is the climate, and sometimes social justice and sometimes nationalism.

The conference 2020 will be held in Fredrikstad, Norway from 17th to the 19th and we will address key issues about democracy and educational leadership. We would like the ENIRDELM network to explore and collaborate around questions like; How do we educate for the experience of belonging, identity, collaboration, sustainability and restorative practices? How is workplace democracy provided by educational leaders? Do we need interprofessional approaches to succeed in this? How do we understand democracy and what are the role of educators and educational leaders? Do we still have some common values, companionship of any kind, citizenship and what are they? What do we mean by citizenship locally and globally and how do we nurture that? Call for papers will be in April so please start thinking about what you would like to present on the next years conference. Looking forward to seeing you in Fredrikstad next year.

Warm welcome to Fredrikstad 17 – 19th September 2020!



Tove Sørum, Kjersti Lien Holte and Nina Karlberg wish you all welcome to Fredrikstad 2020

What's Happening in Canada

Stephen Murgatroyd murgatroydstephen@gmail.com

Neo-liberal governments are having an impact on education K-12 and post-secondary education across Canada.

A variety of Provincial governments have moved to either abolish or reduce the power of locally elected school Boards. The most recent is Quebec, who plans to abolish elected school boards. New Brunswick, Newfoundland and Labrador and Prince Edward Island have also made moves to abolish or denude the authority of school trustees. The power and authority of boards have been reduced in British Columbia, Saskatchewan and Alberta. The aim is the centralize control by government.

In Ontario - Canada's largest Province – all high school students will soon be required to take 4 (out of 30) credits through fully online learning courses, offered by a central agency using D2L's Brightspace platform. The estimate is that will directly impact 630,000 students / year and will lead to a reduction in the number of teachers in the system by up to 10,000.



In Alberta and Ontario, curriculum reforms are being challenged by government. In Alberta, a Koch funded “expert” (sic) and others (none of whom have worked in a school in the present century) are reviewing curriculum changes which have been in the making for five years and which were developed through massive public consultation and expert teacher panels. The concern is the “liberalism” of the curriculum, the way in which both sex education and climate change is taught (which is essentially about challenging LGBTQ2+ and denying the scientific consensus about climate change). Math is also a target – “return to basics” is the mantra and the Premiers of these two Provinces have railed against “discovery math”, while it is now apparent that they never did discover math themselves.

In Alberta, the government have made dramatic cuts to funding for schools. By not indexing budgets to inflation and by not funding enrolment growth (which is running at around 2.3% per annum) the cut is 18%. On top of which, the government has cut base budgets by an additional 2.8%. This was done without warning. One large board – Edmonton Public Schools needs to find \$79 million in this fiscal year (7% of its budget). In a typical neo-liberal move, the Minister says that “they should be able to find this in efficiencies”. In Calgary – another large city – teacher layoff's are now anticipated to approach 300 persons.

To distract the Alberta teacher union, the Government also decided (without any consultation) to move the management of teacher pensions from an independent agency to a government controlled agency, which is producing lower returns on investments.

Alberta is also proposing to remove a restriction on opening charter schools and has allocated \$400 million to fund existing charter schools and enable growth.

Post-Secondary Education

Two provinces – Ontario and Alberta – are making major changes to the way in which apprenticeships are delivered. In Ontario, the master:apprenticeship ratio has been changed from 2:1 to 1:1, enabling more small firms to offer apprenticeships. The College of Apprenticeship (and independent body which oversaw apprenticeship programs in Ontario) has been abolished. New models are being explored – more modular-stackable learning described in terms of “portable skills”. Alberta is undertaking a review. The Federal Government is also encouraging innovation through Future Skills grants.

Ontario is also proposing to change the funding of its colleges and universities differently, linking 60% of funds to institutional performance on KPI's by 2025. These KPI's include graduate earnings, graduation rates, graduate employment, experiential learning content of programs, funding from industry, economic impact. Alberta is exploring a related approach.

Alberta has cut university and college funding by \$600 million in the current fiscal year and by 12.5% over four years. A tuition freeze has been lifted, with institutions now able to raise student fees at 7% per year in each of the next three years. Tax credits for tuition have also been abolished and the interest rate on student loans has been increased. This further privatizes higher education – already amongst the most privatized in the OECD. One newspaper described these cuts as “the kneecapping of a generation”. This same government has cut corporate taxes by \$4.5 billion in a bid to promote jobs – they are funding this tax cut by cutting health and education.



Participants from one of the sessions in Ljubljana 2019

Stories about Leadership and Staff Collaboration in Early Years Settings (2019)

By Magritt Lundestad

This book is based on texts by bachelor students at Early Childhood Education at Oslo Metropolitan University, Norway. Students were asked to bring in written stories about their own experience with leadership and staff collaboration in early years settings in Norway (children aged 0-5). The stories were a ground for practicing counselling between students. The stories gave a close insight in challenges regarding leadership and staff collaboration for teacher leaders in the daily life of early year settings. As an associate professor listening to and reading the students stories, I found them very interesting. I asked if any of the students would like to share their stories with me as a ground for further research. This was the starting point of the book.



Magritt Lundestad

In the book 45 stories from the students are presented in their original language (some grammatical corrections), divided into different themes as: “Pedagogical leadership”, “Leadership of assistants and child- and youth workers”, “Work environment” and “Work- moral”. One chapter presents five various ways to work with the texts to create reflection amongst students and staff in early year settings. In the book there are also four chapters with theoretical analysis of the stories. Three of the chapters contain analysis of all the texts, while one chapter goes into depth analysis of one of the text. The book is written for students at Bachelor- and Master studies, and for in-service studies for Early Year Teachers.

Magritt Lundestad is an associate professor at Department of Early Childhood Education, Oslo Metropolitan University. She teaches at bachelor- and Master studies in the areas of Educational Leadership and Development. She has several previous publications: “Conflicts- only a nuisance? Conflict resolution in Early Year Settings” (2001, 2010), “The Early Year Settings as a workplace: to stay in the profession over time» (2012)» and has also published chapters in «To be a leader in Early Year Settings” (2005, 2013).



An Old(royd) Enirdelmer is now a Spaceship Earther



David Oldroyd

I am delighted to hear from old Enirdelm friends that the network is now responding more to the existential threats to our socio-ecological future than I was ever able to encourage in my contributions from the first Board meeting in 1991 in Utrecht until I finally retired from editing this newsletter after the Krakow Conference in September 2017. Since then I have focused directly on attempting to raise local awareness about the serious acceleration of damaging human impact on the natural world. The picture below shows me presenting on “Thinking Globally; Acting Locally” at an Eco-festival in Tychy, my home town in Silesia, Poland in June this year. My wife, Dorota, another former Enirdelmer, is the redhead in the back row.

As one outcome of the festival I developed a weekly newsletter – Spaceship Earth Action – Tychy (SEA-T) <https://case4all.wordpress.com/home/about/examples-of-glocal-action/> that I send to around 50 English-speaking folks both locally and abroad who share the, now world-wide, concern about human impact on our life-supporting global environment, including climate change. An extra 150 passengers are added to Spaceship Earth every minute of every day – 1 extra billion in the next 14 years – and global economic growth at 3% a year means doubling GDP every 23.3 years as we TAKE-MAKE-USE-DUMP the fruits of our labours and wealth.



In addition to the SEA-T Newsletters, I still do occasional presentations and continue to build the website that I started with Kamran Namdar within ENIRDELM. (See the link above to Community Action for Spaceship Earth website). I will be delighted to add to the mailing list for the newsletter,

anyone interested and invite you to look at the website on which I post most weeks and keep presentation slides and many hyperlinks.

ration of the unsustainable global impact of human activity is sufficient to discourage local action, but I intend to use my remaining active years to do my best for the seven grandchildren that Dorota and I now share and their generation. The last photo (left) that I put in the November 2017 ENIRDELM Newsletter is one small indicator of 'walking the talk' as the management slogan puts it, with a giant home-grown pumpkin!

Wishing all ENIRDELMers, a sustainable future, **David Oldroyd** - d.oldroyd@wp.pl



*Rikard Lindström,
Utbildningsdirektör i Borgå stad,
svenska utbildningstjänsterna*

World-Class School at ENIRDELM Conference

Our Finnish network World-Class School, consisting of 19 participants working as Swedish speaking municipal directors of education, took part in the Enirdelm conference in Ljubljana.

At the conference we worked in groups to learn as much as possible.

The groups made their own summaries of what we had heard and what it could mean for us; as directors but also for our schools and teachers. As a result from the findings in these summaries, the network is now planning for the next event that will be held on 23



From left: Anders Vikström, Ulrika Lundberg, Torbjörn Sandén, Maarit Söderlund, Liliane Kjellman, Denice Vesterback,

of January in Helsinki. The focus will now be on youths participation and commitment, mainly because we in the network find it very important to have the power of youths involved in decisions for the future, helping us save the world.

Finnish National Agency for Education will organize an interesting conference



Jukka Ahonen

Finnish National Agency for Education will organize an interesting conference: “Children first – International conference on designing sustainable early childhood education”. The conference will be held 4-7-May in Helsinki. Everyone can read more on Agency’s website: beta.oph.fi/en/children-first and also from oph.fi/en/children-first. I know that especially in Norway it is quite a lot of discussion about early childhood education. I also know that in many other countries in Europe this topic is important just now.

Have a nice Christmas time and please tell my greetings to all ENIRDELM friends in Norway and in board – especially to all concerning the next conference in Fredrikstad.

Reaching the heart of leadership

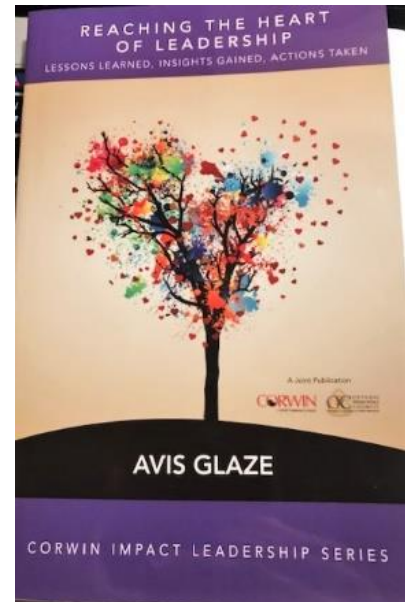
Lessons learned, insights gained, actions taken by Avis Glaze



Kjersti Lien Holte

“Avis Glaze’s views on leadership are unique and powerful for one main reason – she puts things together that people don’t usually think are compatible, thereby reaching new heights and depths of insight and efficacy. She combines empathy and determination; respect and candor; and high expectations and

persistent patience. The bottom line is as close to 100 % success as possible, with every percentage point below 100 unacceptable. Accordingly, *Reaching the Heart of Leadership* is chock full of useful insights. For each chapter there are lessons learned and action steps to be taken, but understand that none of this is about slogans, and all of it has been tested and learned through every action relationship she encounters. For Avis, every value is a competency and every competency is a value. Read this book and be inspired to be the best leader you can ever be.”





Milan Pol

CALL FOR PAPERS *Studia paedagogica* 25:4, 2020



Issue Topic: Non-Traditional Students in Tertiary Education

Editors: Petr Novotný, Milada Rabušicová, Maria Slowey

The Studia paedagogica journal is indexed in SCOPUS.

The theme of the forthcoming issue of Studia paedagogica is Non-Traditional Students in Tertiary Education¹.


The number of students not reflecting the 'standard' profile of students in tertiary education has been steadily increasing in many countries. Often referred to as 'non-traditional' students, for purposes of international comparison, Schuetze and Slowey (2002) identify three distinguishing criteria: *educational biography, mode of study and entry routes*.

However, the criteria do not have to be connected only to the educational system, but also to the life and career of an individual. Within this context, an interrupted or discontinued educational biography can be a key issue. Some people may have acquired knowledge and skills from important 'out-of-study' experiences prior to deciding to return to the tertiary educational system on a part-time or full-time basis (for example from parenthood, employment, volunteer work or travelling). Here, the notion of 'postponed studies' offers one conceptual approach to interpreting such discontinuation of the educational biography (Souto-Otero & Whitworth, 2017).

Nevertheless, the term 'non-traditional students' can have many other meanings. It can refer to groups of students who come to universities from disadvantaged social-economic conditions (lower socio-economic status, minority ethnic), who suffer from a long-term health handicap, or who are threatened by study failure for some reason (Gilardi & Guglielmetti, 2011; Read, Archer, & Leathwood, 2003; Leathwood & O'connell, 2003). In connection with non-traditional studies, women (Leathwood & O'connell, 2003) in traditionally male fields and vice versa are often mentioned as well.

Non-traditional students can also be determined by age – most often on the basis that they may be, for example, older than 25 years of age when they enter tertiary education (for example Jinkens,

¹ Tertiary Education is based on OECD definition of Tertiary-type A programmes (ISCED 5A) and Tertiary-type B programmes (ISCED 5B).



2009). Age is, of course, also connected with other socio-economic factors, such as financial independence, employment, care for dependent family members or a variety of other social roles (Daiva, 2017). Other denotations of non-traditional student include *mature students* or *life-long learners* (Schuetze, 2014).

As Schuetze (2014) further states, non-traditional students no longer represent a marginal group; on the contrary, we can speak of an ‘adultification’ of tertiary education². Within this meaning, non-traditional students become typical bringers of changes in life and educational biographies, which tend to be losing the traditional form, characterized by the linearity of transfers between the phases of education, work and family and retirement. Tertiary education institutions are challenged to become more responsive to the needs of increasingly diverse groups of learners and adult and other non-traditional students might potentially act as forces for change and reform in teaching and learning, the curriculum and research.

The uniqueness of this group of students in the tertiary education system is clear and their potential to affect this system has important implications for research, policy and practice. Their position can be viewed from the individual level of their life and educational biography, but also from the institutional and social level of tertiary education. The proposed monothematic issue of this journal shall be focused on these and related topics. For example, theoretical and empirical works can be inspired by these sets of questions:

How can non-traditional students be understood in different tertiary systems? What are their specifics in comparison to the ‘traditional students’?

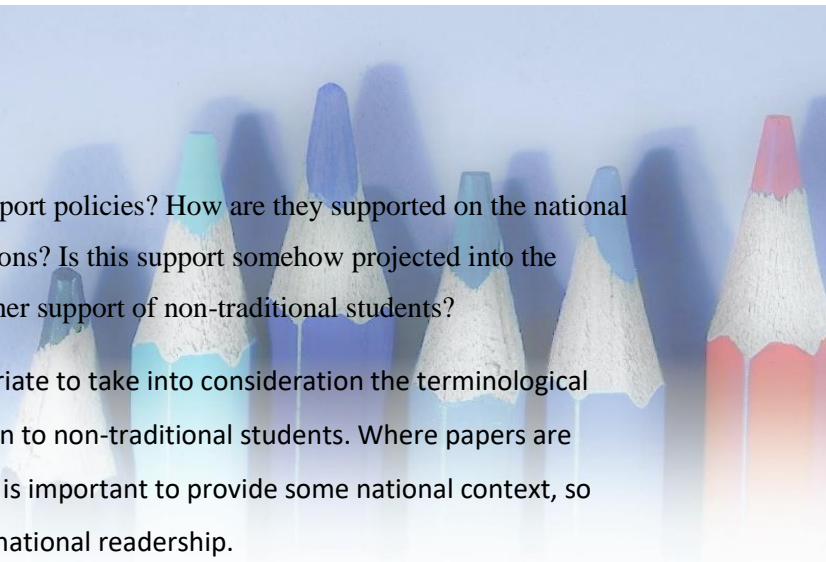
How do non-traditional students study? How do they choose their studies? With which motivations do they enter their studies and what obstacles do they have to overcome? What is their study behaviour and way of learning?

In what manner does the presence of non-traditional students in tertiary education transform/affect the institutions from the standpoint of management, forms, modes of studies and the offered programmes?

Which types of tertiary education institutions are more open to non-traditional students? Do these institutions tend to be private? Are these programme-specific institutions?

Are there some programmes which are especially attractive to non-traditional students? Could pedagogical programmes represent such cases, for example?

² The term “adultification” was used firstly by Abrahamsson (1987).



What are the existing non-traditional student support policies? How are they supported on the national level and on the level of specific tertiary institutions? Is this support somehow projected into the acceptance procedures? Into the financial and other support of non-traditional students?

In theoretical and empirical studies, it is appropriate to take into consideration the terminological variety and the diversity of discussions in relation to non-traditional students. Where papers are focused on a specific situation in one country, it is important to provide some national context, so that the discussion will be accessible to an international readership.

Important dates

This issue will be published in English in December, 2020. The deadline for **abstracts** is 29 February, 2020, and the deadline for full texts is 31 May, 2020. Both abstracts and **full texts** are to be sent to the e-mail address studiapaedagogica@phil.muni.cz. Articles should be written in English and they should meet the requirements mentioned in the instructions for authors on [the journal's website](#). The articles will be submitted to a peer-review process that will allow the editors to select articles for publication. Petr Novotný (Masaryk University), Milada Rabušicová (Masaryk University), and Maria Slowey (Dublin City University) are the editors of this issue.

You can find more information at: <http://www.studiapaedagogica.cz/>

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Ljubljana was a beautiful experience



Knut Ove Æsøy

The conference was located in the center of the town and there was always a ENIRDELM member to talk to. ENIRDELM has a great plurality of members. Different generation, countries, professions and university discipline unfolds a fruitful combination of wisdom, theory and practical workshops. Our topic on leadership is a common ground for interdisciplinary or interprofessional dialogues. This year, by several coincidence, I got to share i taxi with Kamran Namdar from Sweden. Based on some misunderstandings we had a funny conversation. I went to listen to his presentation, which really made me think. After the conference we have developed a framework for a project and invited more members from ENIRDELM and our Universities to join in. For the moment we call it: "A sustainable scientific mindset and values of human well-being"

The Project is exploring connections between human well-being and the search for a sustainable environmental development. This is two of the most accepted and challenging problems in our time. It has become core topics in the 2020 Norwegian school curriculum. We understand that there are some common reasons in the modern mindset for both problems, and this mindset in close connected to scientific logocentric thinking and the idea of a knowledge society. We believe we have to change this way of thinking, to lead the world in a more sustainable direction both for the human being and the environment. I hope to participate on a symposium on this project when we meet in Fredrikstad next September.



Norwegian participants in Ljubljana 2019: F.I. Tove Sørsum, Charlotte Giljebekk, Malin Oseland and Nina Karlberg

What's happening in UK?




Gerald Dunning
(ENIRDEL Chair 2005)

The political context . . .

The protracted ‘you say tomAto, I say tomato, let’s call the whole thing on/off’ absurdity of Brexit continues to rumble on with the March 29th and October 31st ‘deadlines’ for the UK’s withdrawal from the EU having been replaced by January 31st. Whether that proves conclusive or simply the latest in a long line of crossings out on the calendar will depend on the result of the country’s December 12th general election. The sorry Greek tragedy of Brexit has never really been about the best interests of the UK, just a playing-out of a long-running civil war within a Conservative party which its former leader, prime-minister emeritus (though not meritorious) Theresa May once described as “the nasty party”. The validity (and glorious irony) of her analysis was borne out by the party’s brutal defenestration of her in July, a move choreographed by supporters of its beneficiary, stranger-to-the-truth extraordinaire and pater prolific, Boris ‘make-it-up-as-you-go-along’ Johnson – a man is unable to remember with accuracy his own government’s policies or the number of children he has fathered.

Johnson’s Conservative party, increasingly right-wing and rabidly Euro-sceptic, is promising to take Britain out of Europe by the end of January. All other parties represented in the UK parliament at Westminster oppose that aim. Labour, the largest opposition party plans to renegotiate a deal with the EU which it will then put to the electorate in a referendum with two options – that new deal or remain. The Liberal Democrats hope for a substantial increase in MPs on the back of their promise to revoke Brexit entirely. Scottish and Welsh Nationalists and the Green Party are anti-Brexit and support an additional referendum, even agreeing to field joint candidates in 60 constituencies. The party with the largest number of MPs from Northern Ireland is pro-Brexit (but has now quarrelled bitterly with the Conservatives) although that province voted substantially to remain in 2016. While the Conservative party is ahead in the polls (as of November 21st), its lead seems to be weakening and the outcome of the election will essentially be decided by tactical voting on Brexit in a relatively small number of individual constituencies, the extent to which domestic policy issues, in particular the National Health Service, gain priority, and the impact on the poll of new voters – young people are overwhelmingly pro-remain. Support for the UK’s continued membership of the EU has growing since the referendum with recent polls recording between 56 and 58% of voters now

A decorative background featuring several sharpened colored pencils in various colors (blue, green, yellow, orange, red) arranged in a slightly overlapping, vertical fashion on the right side of the page.

in favour of remaining – a marked change from the 52:48% split in favour of leaving recorded in 2016.


One lesson which the UK and other countries would do well to learn from the Brexit saga is that political and economic education merit the kind of high profile afforded STEM subjects in the school curriculum. The outcome of the 2016 referendum was due in no small part to voters' failure to understand the complex ramifications of choices they were being offered and the ability of biased media to use mis-information to confuse understanding and fuel prejudices. Healthy democracies need voters who can evaluate political choices critically and accurately. It would be naïve to believe that is true of contemporary Britain.

... and a selection of educational news items from England and Wales

One debilitating consequence of the Brexit saga is that it has generated a kind of political paralysis where attention and energies have been sucked away from other significant political issues – among them education.

There is growing concern and anger among teachers and school leaders at what they regard as increasingly inadequate government spending on schools. While the out-going government insists that this has increased steadily in real cash terms, that claim fails to acknowledge the counter-effects of inflation and rises in a wide range of costs incurred by schools, including teachers' salaries and salary-based pension contributions, as well as educational equipment and resources and there is reputable research data indicating a significant fall in real government spending per pupil England and Wales since 2010. The impact of budget shortfalls has been evident in redundancies among teachers as well as classroom support and other ancillary staff; cuts to forms of educational provision – e.g. for special educational needs and disabilities, English language support for immigrant pupils, and services such as music tuition; larger class sizes, in particular in secondary schools; and lack of money for maintenance and refurbishment of school buildings. Some schools increasingly rely on the help of parents and teachers in funding not only expensive items of equipment, but even basic educational resources such as books and stationery supplies. While this trend is disturbing in its own right, it is all the more so given that schools in poorer communities will have limited ability to tap this source of income, thus exacerbating inequalities. The current year has even seen the emergence of a phenomenon of Friday afternoon closures where some schools have resorted to saving money by terminating the school week at midday on Friday, in effect losing 10% of the teaching week.

Perhaps unsurprisingly, there is also evidence of growing disillusionment and stress among teachers caused by pressures derived from heavy workloads and excessive accountability




systems. A survey of more than 8,500 teachers commissioned by the largest UK teachers' union recently reported that 40% of teachers and heads were planning to leave the profession within the next five years (with 20% aiming to quit within the next two) because of these factors. Retention of teachers – and a parallel problem of teacher recruitment - has been a growing problem for several years and is reflected in evidence that a majority of teachers now regard their life-work balance as unsatisfying or overly stressful. It is also contributing to difficulties recruiting sufficient numbers of specialist teachers in some subject areas, especially maths, sciences and modern languages.

Another issue of growing concern is the stressful impact of SATs (Standard Assessment Tests) on primary age pupils in England. SATs were introduced almost thirty years ago in tandem with a National Curriculum as a statutory mechanism for measuring the attainment and progress of both individual pupils and pupil cohorts (at school, local and national levels) at the ages of seven, eleven and fourteen. They contribute to school effectiveness profiles which inform judgements made in the school inspection system. An increasingly rigorous inspection criteria and a more punitive approach to dealing with inspection outcomes deemed unsatisfactory has given schools a strong incentive to secure positive SATs results leading to increased pressures on both pupils and teachers. These have now intensified to the extent that many final year primary pupils experience high levels of stress as they prepare for SATs and some primary schools have begun to copy a practice more common in the secondary sector whereby pupils attend school for part of the Easter vacation for revision sessions. The opposition Labour party has recently announced a pledge that it will abolish SATs for all primary pupils and develop alternative means of evaluating their educational development.

On a more encouraging note, the school strikes for climate change movement initiated by the Swedish teenager Greta Thunberg took off in Britain in mid-February with some 15000 pupils and students protesting in 50 localities ranging from big cities to small island communities. A second protest in March attracted greater numbers in more venues and further events are planned. As so many of our politicians seem depressingly concerned only with issues of short-term economic policy, or else obsessed with introverted nationalist agendas, it has been heartening to witness this passion being harnessed to a truly important cause by young people who appreciate, better than many of their elders, that there is much more to the purpose of education than the generation of narrow attainment data.

If the snapshots of education in England and Wales reported above present a more negative picture than usual in my contributions to the ENIRDLEM newsletter, I am not suggesting that there is not a great deal of highly impressive and successful work going on in English and Welsh

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schools. Rather, I am framing questions about how and why in a prosperous and wealthy country (the UK is the fifth or sixth largest world economy) the school system, supposedly one of the major contributors to national prosperity, can be allowed to develop such pathological dysfunctions? They are questions which have played on my mind increasingly as I've been writing a book about the problematic nature of primary headship described below. There will, of course, be a number of answers to those questions reflecting various trends in the developing political, economic, social and cultural zeitgeist. However, one explanation stands out for me: the fact that recent British governments have failed to recognise the significance of education as the crucial investment in our collective and individual wellbeing it should really be.

Book news

Gerald Dunning has now added another book to the list of publications by ENIRDELM authors. His '*Making Sense of Problems in Primary Headship*' is the result of empirical research, the later stages of which were conducted with a colleague, Tony Elliot from the University of Bangor in North Wales. The book has its roots in the 1990s ENIRDEM study – *New Heads in the New Europe* - which Gerald worked on with Ray Bolam and Peter Karstanje. One of the issues explored in that study was the nature and impact of problems faced by new headteachers and Gerald subsequently developed a set of more detailed follow-up interview studies on that issue.

The first part of the book presents empirical evidence of school leadership and management problems affecting primary headteacher during twenty years of continuous and substantial educational reform. A significant finding from comparison of the studies is that most of those issues were regarded as consistently problematic throughout the course of two decades. The second part supports problem framing and analysis by reviewing a set of theories which aid understanding of the provenance and ramifications of the problems identified in Part I. It includes chapters on headteachers' role learning and the impact of organizational micropolitics, symbolism and value systems, headteacher socialization, and strategic problem management.

Making Sense of Problems in Primary Headship by Gerald Dunning and Tony Elliott was published in hardback and on-line versions by Emerald in August with a paperback version to be released later.



INVITATION - ERASMUS

from Barneheten Sarpsborg, Norway to be our partner – in a Strategic partnerships for school education to apply for ERASMUS+ spring 2020

A good start lasts a lifetime – Playing and Learning in Early childhood Education for our Sustainable common future (PLEES) is a project we plan for and are really interested in and to apply for together, with interested,

Project coordinator and partnership

The applicant partner (Barneheten) will be project coordinator, in charge of leading the whole project as well as the own local part of the project. Partnership means to be responsible for their local project and to carry out all mutual decisions. The cooperation and communication will be carried out both digitally and by through transnational meetings.

The relationship between personal and professional views and knowledge about sustainability. In the meetings with partners, exchanges of experience, communication and interaction with others opportunities for reflective learning are offered. The individual can generate new meaning in international and global perspectives.

Goals and background

We are conscious about that, it is of outstanding importance to give the youngest in our society such a good start in life that they can use tools to understand and solve challenges about sustainability that it lasts for their lifetime. Besides to contribute to improve quality of playing and learning in early childhood education our other relevant objectives are developing concrete learning outcomes for a sustainable common future in early childhood education and strengthening teaching competence in early childhood education.

The project is based on a number documents "Our Common Future", the Brundtland Report, 1987; the UN 2030 agenda, the new global strategy for sustainable development; the EU strategy "Next steps for a sustainable European future - European action for sustainability" (2016) "and the local vision, A good start lasts a lifetime.

A report from GAIA1 emphasizes the importance of focusing on situations and environments where people actually live and make decisions, rather than trying to change people's opinions. A number of skills that are specifically suitable for children's learning are highlighted. This includes about lifestyle and lifestyle abilities (e.g. consumer awareness), problem solving skills, inventiveness and curiosity. Above all, experiences must be meaningful for the children themselves. When children become involved in experiences and issues that matter to them, knowledge is founded in their own feelings and senses. A good start is thus that children can be involved in everyday situations both at home and in preschool.

That means that educators need to constantly challenge children to take the initiative, think and reflect and put attention to various aspects of sustainability such as nature and the environment, social and cultural, as well as economic issues. This can happen in all activities, such as play-based, dining situations, experiments and everyday theme activities.

Focusing on learning for a sustainable common world challenges the subjective aspects of professional identity such as the relationship with one's profession and one's professional role, as well as the relationship between personal and professional views and knowledge about sustainability. In the meetings with partners, exchanges of experience, communication and interaction with others opportunities for reflective learning are offered. The individual can generate new meaning in international and global perspectives

Important frames of time and date.

Deadline 16.december 2019

If you are interested in participate in this project, please let us know by 16th of December. Send mail to eva@barneheten.no.

Do not hesitate to take contact before the 16th dec for any questions.

After you have confirmed your participant you will receive more details about the process which lies ahead.

With best regards

Eva Heger

Development Manager

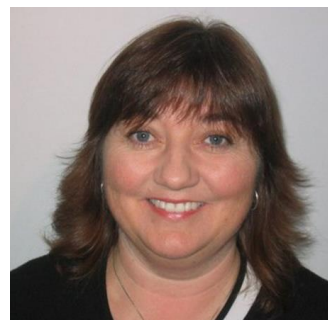
Barneheten AS

Oscar Pedersens vei 16. 1704 Sarpsborg

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Tlf: +47 995 23 593

Web: www.barneheten.no



Eva Heger

***THIS PROJECT ABOUT SUSTAINABILITY IS A FURTHER DEVELOPEMENT
OF THE TIPP PROJECT FROM ENIRDELM 2019***

A Greetings from Karol

Dear fellow Enirdelmerners,

It was with great regret that I couldn't join you all in Slovenia this year. It is such a beautiful country. I was thrilled to hear that you all had a wonderful conference. Many of you may have heard that I gave birth to a little baby girl on the 3rd of October. We called her Molly Siobhán and she is doing very well. She is my first child and is adored.

Life has changed dramatically for me. I am a deputy principal in a school of almost 800 students and I have never felt under such demand. Needless to say I am on maternity leave and will be until April. I can't imagine leaving her when she is so small but that's life.

Bringing new life into the world has altered how

I see everything. It is as if my eyes have been opened to a new reality, one that I was never aware of. They say there is no love like a mother's love and I now know that to be true. I now appreciate how much all of our mothers loved us, nurtured us, doted on us and worried about us. I am lucky enough to still have my mother and Molly's birth has opened a new dimension to our relationship, I understand her in a way I never did and we are so much closer because of it. I don't mean to exclude fathers, they are wonderful too but in these early days and months, it is mostly the wondrous women that steer the ship. In my experience, father's become very special a little later on.

Bringing what I have experienced back to leadership...I now understand the exhausted faces of teachers who are parents, I understand the toll sleep deprivation can have on your physical and mental health and I will be a little kinder to my staff when they have sick children or sleepless nights. Life constantly teaches us new things and my most recent experience has been a lesson in love, tolerance and empathy.

I wish you all a merry Christmas and a happy New Year.

PS. Many thanks to Dag who so willingly and capably took over the role as editor. You are a gentleman.

Karol Sadleir



CONSULTANCY

Supporting Head Teachers by Consultancy

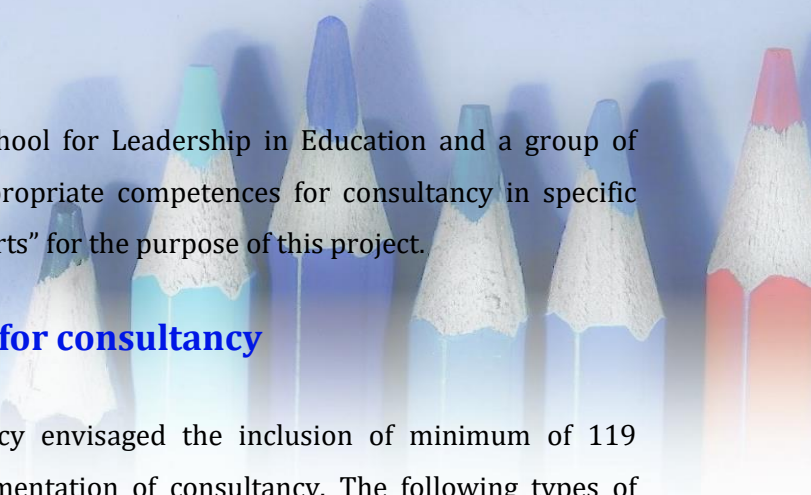
It has been widely renowned that leadership is one of the school factors that influence pupils' learning achievements. Fast changes in the society, ever faster waves of migrations, changing roles and structures of families, use of ICT and new ways of communication, etc. claim for continuous adaptations and innovative approaches to school



*Sebastjan Čagran,
NSLE, Slovenia*

leadership. Head teachers often find themselves in situations of being incapable of finding solutions for challenges they have to cope with. In spite of the fact that head teachers can attend pre-service training, they often claim that they miss further training and support, as summarised in the OECD study (Schleicher, 2012, 19-20). They show that consultancy is even more important than training as it is more focused on individual challenges. Comparative studies of life-long learning programmes for head teachers (i.e. Alsbury and Hackmann, 2006, Daresh 2001, Murphy and Vriesenga 2004, Pont, Nusche and Moorman 2007, Lumby, Crow and Pashiardis 2008) indicate that head teachers need external support, namely consultancy, in addition to training in all phases of their career. Actually, the authors even prefer counselling to training as it is more focused on individual challenges and it allows for taking into account the context in which the head teacher works. Evaluations of the programmes delivered by The National School for Leadership in Education Slovenia which have included some elements of support, point to the similar needs. We refer to evaluations of two programmes: Consultancy in managerial area (Ussai, Štritof, Kuk Žgajnar and Ledezma 2013) and Mentoring for Newly Appointed head Teachers (Erčulj and Sagadin 2012). This leads us to the conclusion that head teachers need continuous and systematic support in pedagogical leadership (i.e. observing lessons, running annual review meetings, managing conflicts, change management, planning, etc.) and management (i.e. managing the process of employment and dismissal, managing finance, preparing and managing internal files, etc.). The need for stronger support and system solutions especially in managerial issues has been expressed by head teachers themselves through their professional associations.

Introducing support at the system level is therefore reasonable only in combination with training. In such a context we can understand support as a flexible type of help that head teachers can access whenever they need it. Besides, it can much better consider the context and situation compared to training. Although the notion of support was extended to distributed leadership and managing head teacher's career within the project, it is usually related to counselling. Consultancy is a type of support where external expert helps the head teacher to analyse practice in specific situation or specific problem and improve it. Within this project, the role of external experts was



taken by the employees of The National School for Leadership in Education and a group of experienced head teachers who proved appropriate competences for consultancy in specific areas. They were called "head teachers - experts" for the purpose of this project.

Project objectives and indicators for consultancy

Indicators, planned for the field consultancy envisaged the inclusion of minimum of 119 educational institutions for the pilot implementation of consultancy. The following types of consultancy were realised:

- 21 upgraded consultancy visits at the seats of educational institutions;
- 42 consultancy visits with the help of head teachers – experts;
- 56 consultancy sessions for regional groups of head teachers.


OBJECTIVES:

The following objectives were set for the field of consultancy focused on technical, relational and content aspects of consultancy:

- To design and implement the guidelines for the process of consultancy. These guidelines refer to the technical aspect of consultancy, embracing design, implementation, and working methods.
- Establish and implement professional relationship between the consultant and consultee. Trust, trustworthiness and critical friendship should be mostly emphasised.
- To carry out consultancy focused on the content that should be topical, applicable and reliable. Beside this, we agreed within the group about the following:
 - To develop the protocol for consultancy;
 - To carry out training for head teachers – experts for the process of consultancy;
 - To carry out preparation and training for head teachers – experts for the content of consultancy.

Definition and the purpose of consultancy

Consultancy is the type of support for head teachers that is not based on giving advice; it helps them find solutions for their own problems. It is focused on current challenges and must be adaptive to everyday changes; therefore it is distinctively of contextual nature. It should be carried out in a way that provokes consultee's conscious decisions, so that the consultant does not offer concrete solutions. Kubr (2005, 3) similarly defines consultancy as any type of support or help in

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terms of the content, process or structure of tasks without any direct responsibility for their implementation from the consultant's side. The consultant helps those who are actually responsible. Forbe's study of the best consultancy firms (Forbes 2013) indicates that the most significant achievements in consultancy may be the opportunities to get an external view on the problem, without the consultant's personal involvement in organisational relations which may increase the potential of finding the appropriate solutions. Turner (1982, 2) suggests that consultancy should be considered mainly through its purpose and therefore discusses the so called "hierarchy of purposes." They are divided into traditional and additional ones. Traditional purposes include ensuring information, problem solving, diagnosing to enable re-definition of the problem, preparation of reports and help during the implementation of improvement. Consultancy, as designed in our project, imply very important "additional purposes" that include consultee's responsibility for the solution of the problem, promoting his/her learning and finally, improving organisational effectiveness.

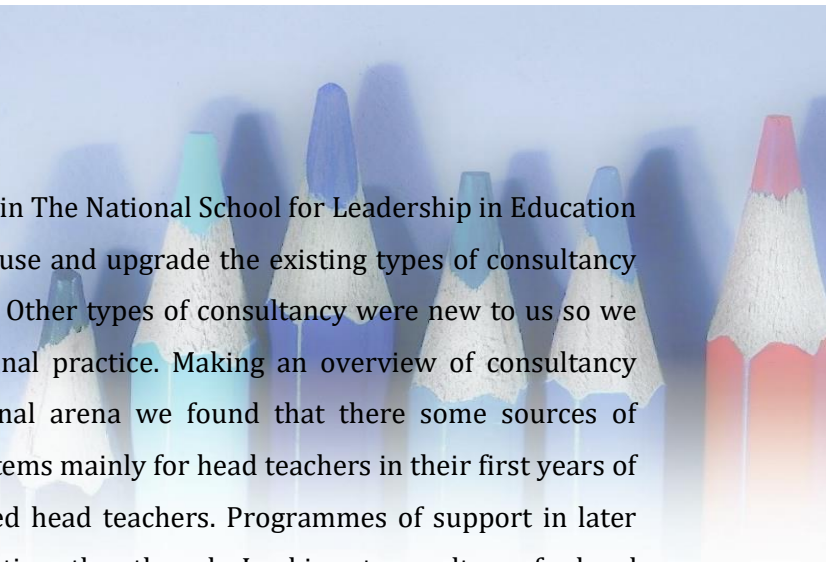
The basic aim of consultancy as developed within this project is to ensure support or help for head teachers in solving concrete challenges in leadership. Taking into account the above mentioned issues, the purpose of the consultancy should be extended, namely:

- Providing information and help to define the problem;
- Taking independent view without personal involvement;
- Support in the process of searching for the consultee's own solution;
- Raising awareness of the consultee's responsibility for solving the problem;
- Promoting the consultee's learning for improving his/her leadership practice.

Taking into account the above stated issues, we paid special attention to the so called "additional purposes" of consultancy often neglected in practice. They were built into all types of counselling to ensure that the long-term purpose, i.e. to improve school leadership practice and school effectiveness, consequently, is not neglected.

Types of consultancy

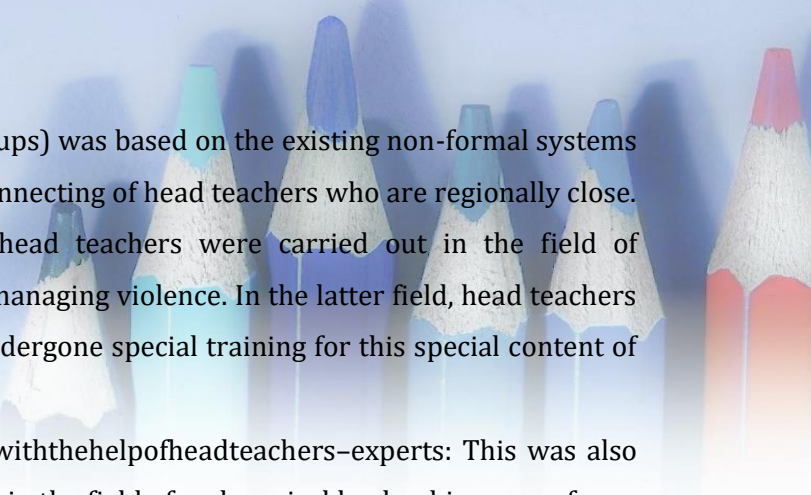
Consultancy to head teachers has not been regulated at the system level in Slovenia. State of the arts in this field (Erčulj and Goljat Prelogar, 2016) indicates strong need for counselling. The need has been expressed more explicitly in the domain of management than in the domain of pedagogical leadership. It has been established that head teachers search for their own ways of support offered by the ministry in charge, public institutes, faculties, trade unions and individuals or individual firms dealing with consultancy. Headteachers stated mainly various addresses where they can get advice or support rather than any kind of system approach to consultancy as a type of support that would provide consultancy embracing the above stated purposes. Previous



experiences with introduction of consultancy in The National School for Leadership in Education were limited to legal issues where we could use and upgrade the existing types of consultancy visits at the seats of educational institutions. Other types of consultancy were new to us so we were looking for solutions in the international practice. Making an overview of consultancy practice to head teachers in the international arena we found that there some sources of consultancy exist in different educational systems mainly for head teachers in their first years of headship or as mentoring to newly appointed head teachers. Programmes of support in later stages of head teachers' career are more exceptions than the rule. Looking at consultancy for head teachers (Erčulj and Goljat Prelogar. 2016. 7), we mainly came across mentoring and/or coaching considering that it has been a relatively new issue in leadership. It means for our case that we introduced new and innovative types of consultancy for head teachers.

The following types of consultancy were carried out:

- Consultancy visits at the seats of educational institutions: We gained certain experiences with this type of consultancy in previous projects. Evaluation of consultancy visits (Ussai, Štritof, Kuk Žgajnar and Ledezma 2013) indicates that they were useful and well accepted but they do not provide head teachers enough support in solving specific recommendations. Upgrading of consultancy visits at the seats of educational institutions firstly aimed at getting to know specific obstacles and head teachers' need in the implementation of recommendations by experts and to advise and participate in searching for solutions with participation of head teachers – experts as the next step. Consultancy visits were carried out exclusively for managerial tasks. In some pilot visits head teachers – experts participated.
- E-consultancy in the field of management: The existing forms of e-counselling were based on answers to questions by the use of information system while the new programme set up a new system of e-consultancy which allows asking additional clarifications and sub-questions. This allows the transition from simple answering the questions to e-consultancy in the field of management.
- Consultancy to regional groups of head teachers: This was a new type of consultancy within our project. Consultancy provided to regional groups means that several head teachers are reached at the same time and it allows for immediate exchange of good practice. This means that it is a combination of consultancy provided by experts from the National School for Leadership in Education and exchange of good practice among head teachers and directors, i.e. among the participants of consultancy to regional groups. As those are still relatively small groups (5 – 6 head teachers in a regional group), individual approach is still possible. It can be focused on current head teachers' problems which can ensure the contextual nature of consultancy and as such it follows the basic purpose.

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Setting up of the groups (regional groups) was based on the existing non-formal systems of connecting head teachers but on connecting of head teachers who are regionally close. Consultancy to regional groups of head teachers were carried out in the field of management, and prevention of and managing violence. In the latter field, head teachers – experts were involved. They had undergone special training for this special content of consultancy.

- Consultancy at educational institutions with the help of head teachers – experts: This was also a completely new form of consultancy in the field of pedagogical leadership as far as the content and the method of work are concerned. Consultancy was carried out with the help of qualified head teachers – experts so called exclusively in the context of this project. By introducing such a new concept of consultancy with the help of head teachers – experts we wanted to pilot consultancy in which theory and practice would be better intertwined. Consultancy in the field of leadership is often carried out by specially qualified consultants or experienced managers who have developed certain practice and possess specific knowledge that can be offered to support others. Adequacy of such approach with participation of head teachers – experts was piloted within the project. We accommodated both aspects because consultancy was carried out by the experts as well as by head teachers – experts. The latter are experienced head teachers who acquired competences needed to consult and proved them by relevant certificates (i.e. certificate of coaching, certificate of being a qualified mentor to newly appointed head teacher and/or external evaluator), by certificates of participation in projects or by professional or scientific papers.

Head teachers – experts were selected on the basis of a public tender by the following conditions and criteria:

1. Region of the seat of the institution;
2. Even representation according to the level of education (pre-school, basic school, high school);
3. Work experience in headship – preference was given to head teachers with at least 2 terms of headship;
4. Proven competences for consultancy by certificates of successfully completed programmes, such as coaching, mediation, training for external evaluator, training for mentoring newly appointed head teachers, etc.;
5. Other competences in leadership proven by certificates of participation in projects, professional papers or other evidence.

Consultancy with head teachers - experts

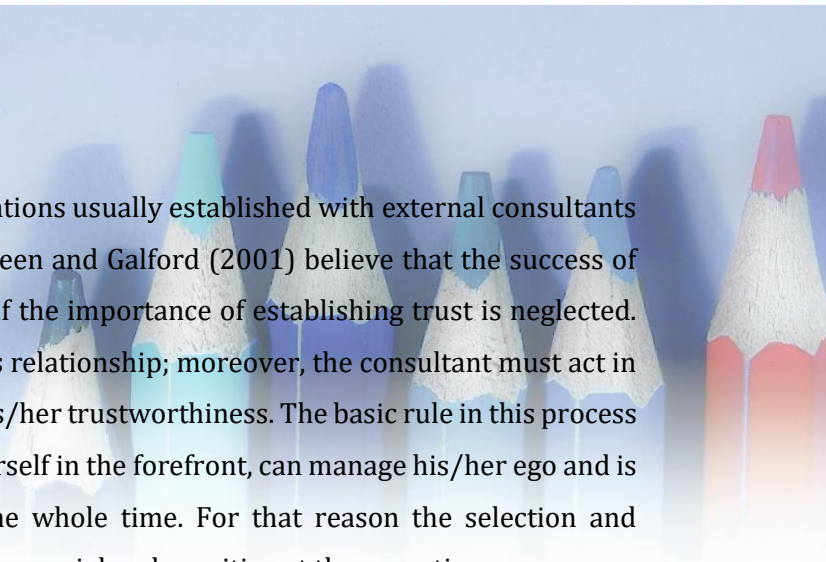
While designing consultancy, we paid special attention to consultancy in cooperation with head teachers – experts. We talk about peer consultancy with special emphasis on interactive process between two experts. The purpose of this type of consultancy is better understanding of good practice, namely leadership practice in our case (Becker 2000). These types of consultancy are carried out when we would like to (Montesol Johnson in Rigby 2012):

- Share good practice by collaboration and reflection;
- Encourage problem solving;
- Reduce isolation in the profession;
- To design the forum for solving the problems of the profession;
- To encourage and introduce new solution.

These are exactly the features of consultancy in cooperation with head teachers – experts to those head teachers who would like to improve their practice in certain area(s). Therefore it is important to emphasise equal relationship and mutual learning that contribute to the improvement of leadership in all schools. Such type of consultancy implies a component of head teachers' social responsibility for applying their knowledge to improve educational leadership as a whole rather than using their knowledge and experiences only to improve leadership in their own institution. The consultant must be aware that he/she counsels an expert so he/she should not evaluate the consultee's practice but help him/her improve it while the consultant also is learning himself/herself. Inclusion of head teachers – experts was primarily aimed for carrying out only consultancy with the help of head teachers – experts, but later on they were included also in upgraded consultancy visits at the seats of educational institutions and for pilot implementation of consultancy to regional groups.

Preparatory activities for consultancy

Implementation of consultancy visits and consultancy to regional groups did not require substantial preparatory activities as they were mostly carried out by the experts of the National School for Leadership in Education who were well knowledgeable about the contents and had some previous experience in consultancy in the field of management. However, more preparatory activities were carried out regarding consultancy with the help of head teachers – experts. It is about the introduction of a completely new approach to consultancy and so we put special emphasis on it. This type of consultancy also requires clear expectations of both participants while the relationship and trust may be even more important than in the case of consultancy of external experts. The relationship is particularly sensitive and vulnerable when it comes to peer



consultancy which exceeds the marketing relations usually established with external consultants (Sturdy, Wright and Wylie 2015). Maister, Green and Galford (2001) believe that the success of the entire process can be essentially limited if the importance of establishing trust is neglected. However, trust is not taken-for granted in this relationship; moreover, the consultant must act in a way that the consultee is convinced about his/her trustworthiness. The basic rule in this process is that the consultant does not put himself/herself in the forefront, can manage his/her ego and is ready for cooperation with the consultee the whole time. For that reason the selection and preparation of head teachers – experts were so crucial and sensitive at the same time.

The authors dealing with consultancy (Forbes 2013, Maister, Green and Galford 2001, Turner 1982, Kubr 2005, Pauwels Consulting 2014) mention several competences of effective or trustworthy consultants. During the preparation of head teachers – experts the following competences were emphasised. He/she should:

- Have a broad view and be attentive to details at the same time;
- Master communication, particularly asking questions and listening;
- Be acquainted with his/her own weaknesses and take regular training courses;
- Be ready to learn from literature and also from the consultee's experiences;
- Network and collaborate with others;
- Manage tensions and potential conflicts;
- Be capable of critical thinking;
- Be capable of taking the "helicopter view" on the consultee's problem.

7 workshops were carried out in order to prepare head teachers – experts for consultancy. All of them were designed to strengthen the consultants' competences.

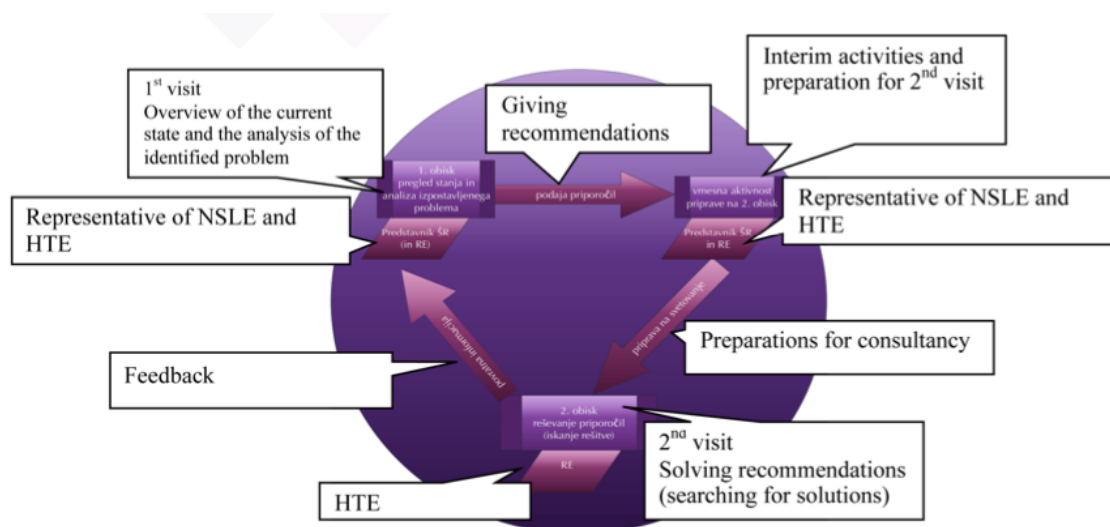
- In the Workshop 1 the concept of consultancy, professional basis and principles of peer consultancy, actions and responsibilities of the consultant, needs and expectations of the consultees were presented. The needs and expectations were recognized on the basis of the need analysis of the participating consultees. Consultants were assigned to the needs in specific areas.
- In the Workshop 2 and 3 consultants got familiar with the principles of coaching so that they could use of its some elements in the process of consultancy.
- During the whole period of preparation head teachers – experts were deepening their knowledge individually in their field of consultancy. So Workshops 4 and 5 were aimed to the content of the selected fields of consultancy. Every head teachers – expert had to prepare a professional record (paper) of good practice in his/her field of consultancy. The collection of papers was published in June 2019; it will also be available on the web page of the project.

- In the Workshop 6 the Consultancy Protocol was presented to head teachers- experts into details

The process of consultancy and the role of the consultant

In accordance with the above stressed purpose of consultancy, it is important to develop a detailed course of action. Kubr (2005) divided it into 5 phases. We used his phases mainly as a standpoint for consultancy with the help of head teachers – experts and partly for consultancy to regional groups. Taking into account such division, we developed the consultancy protocol as a tool for head teachers – experts. Consultancy in four steps is foreseen in the protocol. Apart from the introductory meeting, 2 visits were carried out with not more than 4 weeks time period. Between the two visits certain activities were carried out defined during the first visit. Introductory meeting and the first visit were carried out by the representative of the National School for Leadership in Education (NSLE) and the head teacher – expert (HTE) while the head teacher – expert alone paid the second visit.


Figure 1: Course of actions in consultancy with the help of head teachers – experts



The consultancy protocol encompasses the following steps.

a. Introductory and preliminary meetings

The introductory meeting was aimed mainly to get to know the consultees and the consultants, the course of actions in consultancy and the estimated problem. The participants agreed on the date of the first visit. After the introductory meeting the expert from NSLE and the head teacher

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– expert carried out the preliminary meeting in order to agree upon the content and the course of consultancy. They also defined activities related to the preparation of consultancy.

b. First visit

The first meeting between the consultant and the consultee is important for effective consultancy. They have to agree why the consultees would like to be consulted. The consultant must get a detailed description of the consultee's problem or needs for consultancy. This is the basis for the first analysis of the state. It is important that a cooperative relationship is established between the consultant and the consultee and that the analysis is done in a really cooperative way as much as possible. The consultant facilitates the consultee's involvement by asking questions. This is the phase when the consultant must collect as many data, evidence as possible to be able to make the detailed analysis. During the first visit the head teacher – expert was accompanied by the expert from NSLE whose task was to help prepare the analysis of the state and the definition of the problem. The definition of the problem was followed by the discussion leading to the agreement about further activities related to consultancy, and key interim activities carried out by the consultant and the consultee. The first visit lasted up to 4 hours.

c. Interim activities

The interim activities were going between the first and the second visit according to the agreement about further course of actions in consultancy. The head teacher – expert and the expert from NSLE met in order to prepare for the implementation of the second visit carried out only by the head teacher – expert. In the meantime the consultees carried out the agreed interim activities; in most cases they had to prepare certain documents or professional discussions with their staff.

d. Second visit and closing of consultancy

The crucial aim of the second visit was searching for solutions by both the consultant and the consultee together. The head teacher – expert took care that the proposed solution was specific, legal, feasible, defined in time and content. He/she also monitored that the tasks and responsibilities in the course of implementing the proposed solution were precisely defined. This phase of consultancy requires a lot of creativity and system approach in searching for solutions – especially for those that are feasible regarding the usual situation in organisation.

In the closing phase of the second visit the head teacher – expert and the consultee evaluated the effectiveness of the given solution as well as their collaboration. They also agreed about possible further collaboration.

Implementation of consultancy

300 consultees participated in different types of consultancy within the project, namely:

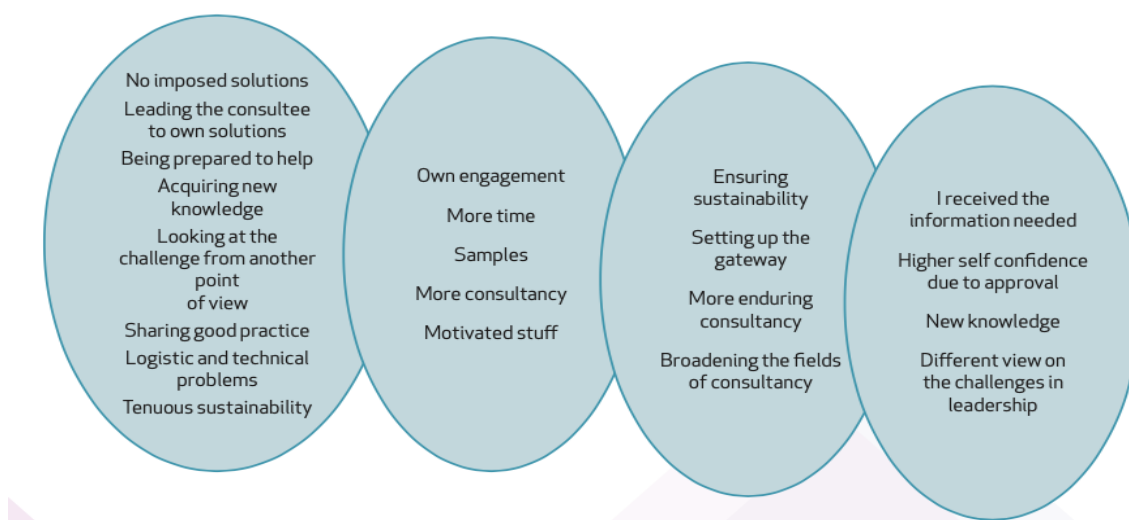
- 21 consultancy visits at the seats of educational institutions. This type of consultancy was carried out exclusively in the management field focusing on the orderliness of internal files of educational institutions. We came across some head teachers' problems in previous consultancy regarding the implementation of recommendations based on consultancy visits. For this reason we piloted the inclusion of head teachers – experts in 7 consultancy visits. Additionally, we piloted how much the consultees can realise recommendations themselves as well as the hindrances and weaknesses of this type of consultancy.
- 151 E-consultancies (as on 16th May 2019) carried out through information system of NSLE (ŠRIS). E-consultancies referred to management exclusively, questions about employment relationships prevailed.
- 86 consultancies to regional groups of head teachers, 56 of them in the field of management carried out by the experts from NSLE. Further 30 consultancies were focused on managing and prevention of violence carried out by experts from NSLE in collaboration with head teachers – experts. Initial feedback on this type of consultancy indicates that it is about a very effective combination of group and individual consultancy – the latter was possible due to a small number of participants. The involvement of the experts from NSLE was recognised as crucial contribution to quality and proficiency of consultancy while the involvement of head teachers – experts was estimated as extremely important in the view of individual approach of peer consultancy. They emphasised mainly the quality of consultancy and opportunities to network for sharing knowledge and good practice.
- 42 consultancies with the help of head teachers – experts, of which 21 in the field of management, and 21 in the field of pedagogical leadership. Consultancies with the help of head teachers – experts were carried out according to the consultancy protocol. They proved to be the most challenging type of consultancy from different points of view: organisation and coordination, preparations for the content and time spent for consultancy. However, the implementation confirmed our anticipations that this type of consultancy is the most effective in terms of the purposes of consultancy, i.e. an interactive process of collaboration between two professionals. The initial feedback given by the consultees confirmed that they had received information and support for solving the problems, that the consultants had given independent views from another points of view and that they had led the consultees to find their own solutions without imposing the consultants' quick fixes.

CONSULTANCY		
Type	Consultants	No. of consultancies
Consultancy visits at the seats of educational institutions	Experts from NSLE (in 7 cases head teachers – experts were involved)	21
Consultancies to regional groups of head teachers	Experts from NSLE (in 30 cases head teachers – experts were involved in the field of prevention of and managing violence)	86
Consultancies with the help of head teachers – experts	Head teachers – experts and experts from NSLE	42
TOTAL		149


Initial feedback on consultancies with the help of head teachers – experts was given by 36 of 42 consultees as a part of their reports. They answered 4 questions:

- What was good and what was weak?
- What else would you need to realize improvements?
- How did consultancy affect your leadership?
- What would you suggest to improve consultancy?

Figure 2: Results of the analysis of the reports on consultancies with the help of head teachers - experts



The overview of the reports pointed out that this type of consultancy was well appreciated by the consultees because the consultants did not impose the solutions – they were rather leading the consultees to find their own ones. The consultants’ other points view on the problem were also helpful in searching for solutions. Consultees received information needed, new knowledge and a different view on the challenges in leadership. They recognised consultancy as a good opportunity



for acquainting new knowledge, sharing good practice and for the improvements of their leadership practice, consequently. Only logistic problems and tenuous sustainability of such types of consultancy were mentioned as weaknesses.

It can be confirmed on the basis of initial feedback, consultants' experiences and responses to the implemented consultancies that head teachers in Slovenia miss consultancy as a system supported type of support to their leadership. Initial results of interim evaluation confirmed the appropriateness of the employed types of consultancy since they offered not only the solutions of the problems but also different views on their problems, acquiring or sharing knowledge and good practice. Last but not least it proved that the consultants are on the right was. More detailed results of evaluation presented in the chapter of evaluation activities within the project also prove our standpoint presented in the introductory section of this paper, namely that head teachers need not only training but also consultancy as support to their leadership.

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Responsible Professionalism

Herman Siebens, PhD

Appointed in 1990 as a teacher in the subject of business ethics (in a secondary technical school), I was confronted with the problem of how to tackle this. At that time there was neither a pedagogical method nor teaching material for this subject.



Herman Siebens

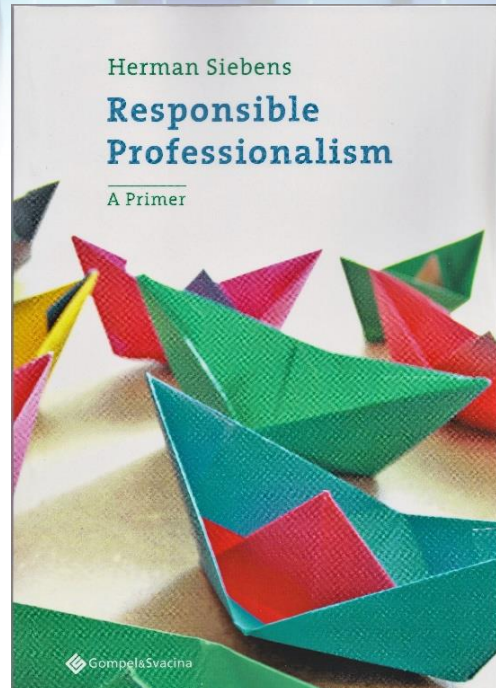
Throughout Europe I was alone. The search process led to my own approach to discuss situations (dilemmas) and this was reflected in the booklet Business Ethics (1994, Garant; Dutch). The booklet also marked the start of the Flemish Network for Business Ethics, which put corporate responsibility on the map in Flanders (Belgium) and introduced stakeholder thinking in Flanders. Perhaps due to a lack of alternatives, it was a big success: it was printed and revised several times, and translated into French.

The booklet, in turn, was the start of a project with support from the Rotary Clubs in the city of Aalst at the end of the nineties. About ten schools competed against each other. The booklet was supplemented with a handbook for the teachers and a student section. After their teachers were trained in the subject, the pupils (last year of secondary education; 17-18 years old) were taught and

given the task of analyzing a situation of their own choice. Their analyses were presented by the pupils in a creative way on a festive evening in the presence of the Flemish Minister of Education and awarded prizes.

In 2010, the booklet was thoroughly revised into Sustainable Entrepreneurship (Garant).

Now, the booklet has been thoroughly revised once more and it will be published in English and Dutch in June. At the World Conference of Rotary in Hamburg, early June, it will be presented as a worldwide offer for all Rotary Clubs to start and support school projects. After all, it is our firm belief that a better world cannot be created than by young people who see our human responsibilities more clearly than we, adults do. This can be done by supporting them in the growth of their ethical sensitivity as a future citizen and professional. This is the central objective of the new book Responsible Professionalism and the presentation of the project to the worldwide Rotary representatives in Hamburg in June.



This book should be seen as an introduction - a primer - to the subject of acting responsibly as a citizen and as a professional. It provides an overview of the different approaches to the question of responsible behavior, but also of the different aspects involved. Through concrete cases, the reader is guided through a step-by-step plan to analyze situations and to build an arguable opinion and decision. A list of cases offers the reader - especially if (s)he is a teacher - the opportunity to practice and sharpen the insights offered.

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