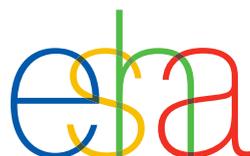




# esa magazine

OCTOBER 2018

Connecting schools,  
school leaders,  
teachers, students  
and society



European School  
Heads Association

# COLOPHON

ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published nine times per school year. You are welcome to use articles from the magazine but we would appreciate it if you contacted the editor first.

## SUBSCRIPTION

The ESHA e-magazine is free of charge. You can register through the internet at [www.eshamagazine.com](http://www.eshamagazine.com)

## THE ESHA BOARD

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## ABOUT ESHA

ESHA is an Association that consists of 35 Associations of School Heads and Educational employers in 21 countries in primary, secondary and vocational education.

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Clive Byrne (editor), Fred Verboon and Monique Westland

## LAYOUT AND DESIGN

Coers & Roest ontwerpers bno | drukkers, Arnhem (NL)

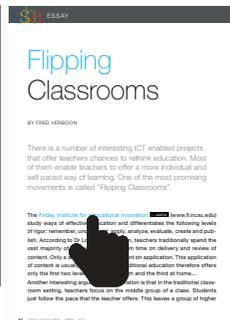
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Some articles in this issue contain direct links to websites. **Simply click on the coloured text and you'll be automatically linked to a specific website or videopresentation.** Try it yourself and enjoy.





# What should a well-educated 18 year old look like?

This was a question posed at a recent NAPD symposium as we continue a national debate about how well our education system caters for our students. Although the context is Irish, the question has a wider European relevance. Ireland is changing. According to recent statistics from the most recent census, 12% of our population comes from a non-Irish background. Our system educates pupils from 200 countries with multiple languages. 13% of the pupils have some form of disability and 20% experience deprivation.

In a European context what should our education system seek to do – provide happy, fulfilled and challenged students who can think for themselves? There should be equality of opportunity and also equity in the system whatever country we are in. As educators we must strive to develop students with a love of learning but also to recognise the realities that our young people will face when they leave the “shelter” of our schools.

In our schools students view good teaching as being able to give a clear explanation and they certainly prefer active learning methodologies. A classroom culture which allows students to express opinions in an interactive environment where they are treated with respect is highly prized. For many students the reality is that in their final years in school they get lots of homework, the teacher does most of the talking, lots of notes are copied from the board and there is little group work and little opportunity for independent learning.

As part of the symposium the National Parents' Council (primary) undertook a questionnaire which was completed by over 3,000 parents. The thrust of the questionnaire related to the aspirations the parent had for their children into the future. Over 66% of parents remarked that they would like to see changes to the type of senior cycle on offer in our Irish schools. They wanted their children to get good results but most of all they wanted their children to be happy, to develop good social skills and also to know about the world they live in.

When asked they believed that the qualities needed to be a well-educated 18 year old included independence, confidence, creativity, ambition, leadership, curiosity and courage. It was reassuring to note that parents believed that their children should be imbued with the following values – compassion, honesty, justice, empathy, tolerance, respect for themselves and respect for others. The survey highlighted the skills needed to succeed in the modern world. Among them were strong computer and digital skills, a high level of literacy and numeracy, to be a critical and creative thinker, to have practical skills, to have good knowledge about their personal wellbeing and to have good social skills.

So the information gleaned from the parents' questionnaire posed a number of education challenges. We need to change what goes on in the classroom. We need to change the public perception that teaching is an easy job. We need as a society to ask are we in favour of a broad liberal education model as opposed to a vocational and training approach. What vision do we have for our education system and what values do we wish to promote?

For educational leaders the challenge for us is to lead strategically, to lead the teaching and learning that transacts in our schools, to lead the people in our schools as well as the organisation that is our schools and also to undertake an important leadership role in our wider community as we try to shape hearts and minds for the better. Building a positive school community is at the heart of a successful operation. It's important that our teachers find their work meaningful and that the goals for teachers are clear and shared. Collaboration among teachers is encouraged in a collegial atmosphere and the teachers will have high expectations of their students. Leaders must strive to promote a positive interaction between student and teacher because a negative climate is a significant predictor of early school leaving. Poor relationships with teachers results in students not taking part in education or further training when they leave school. This is in the context of us promoting a culture of life-long learning in our schools for both teachers and students.

Education in Europe is country and context specific. Consultation between the education partners where each perspective is taken on board is the key to developing an idea of what we want a well-educated 18 years old to look like. There will not be a one size fits all solution but ESHA is well placed to influence the key players in developing the educational vision we have for society and the values we wish to promote.

I hope as many readers as possible take the opportunity to attend the ESHA Conference hosted by our Estonian colleagues in Tallinn in October. It promises to be an excellent event with high-powered keynote addresses, relevant workshops and an opportunity to mingle with other education leaders from Europe and beyond which shouldn't be missed. Travel safely and enjoy the conference. ■



Clive Byrne, ESHA President

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 @NAPD\_IE

# Agenda 2018/2019

## SEPTEMBER 2018

21st                      Experimenting Educational Structure, Paris, France

## OCTOBER 2018

16th                      ESHA General Assembly, Tallinn, Estonia

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

18th – 19th              NAPD, annual conference, Ireland

## MARCH 2019

15th – 16th              General Assembly ESHA and international annual  
AVS conference



# ESHA 2018

## update

Estonian School Heads Association is honoured to host the ESHA Biennial Conference in Tallinn, Estonia on October 17 – 19, 2018.

Over 600 people have subscribed to the ESHA2018 conference. It is expected that the conference will host at least 800 school leaders in Tallin.



The full PROGRAM of the biennial conference 2018 is now available:

## **WEDNESDAY OCTOBER 17<sup>TH</sup> 2018**

- 11:00 Departure to School and Site Visits Around Estonia
- 18:00 Returning to Tallinn

## **THURSDAY OCTOBER 18<sup>TH</sup> 2018**

- 09:00 Registration and Morning Coffee
- 10:00 Conference Opening by Moderator Toomas Kruusimägi, Chairman of Estonian School Heads Association
- 10:05 Welcoming Video Greeting Clive Byrne, ESHA president
- 10:10 Welcome Speech Kersti Kaljulaid, President of Estonia
- 10:30 Reinventing Learning for the Always-On Generation: New Connections & Strategies That Work Ian Jukes, Co-founder and Director of InfoSavvy21 and SpringBoard21
- 11:15 The European Way Forward for Technology and Education Linnar Viik, Member of Supervisory Board of EIT Digital and a Technology Entrepreneur
- 12:00 Lunch
- 13:00 9 Best Practices of Schools (3 Sessions in 3 Parallel Tracks)
- 14:30 Break
- 15:00 Learning Through Hacking Ralph Echemendia, the Ethical Hacker and Founder of Seguru
- 15:45 Programming and Code in Teaching and Learning Linda Liukas, Author of Hello Ruby
- 16:30 End of Day 1
- 19:00 – 23:00 Gala Dinner at the Seaplane Harbour

## FRIDAY OCTOBER 19<sup>TH</sup> 2018

- 09:30 Morning Coffee
- 10:00 Conference Day 2 Opening by Moderator Toomas Kruusimägi, Chairman of Estonian School Heads Association
- 10:10 Transforming Education and Leadership in an Age of Exponential Technologies Vishen Lakhiani, Founder of Mindvalley
- 10:55 Flexible Minds: The Key Technology for Education Sits Inside Our Skull Jaan Aru, Marie Skłodowska-Curie Research Fellow, Humboldt University of Berlin
- 11:45 Break
- 12:15 Agile Leadership: Making Great Ideas Happen in School Ewan McIntosh, Author and Founder of NoTosh
- 13:00 Estonian E-governance Experience in Education Representative of Estonian Ministry of Science and Education
- 13:45 Lunch
- 14:45 Turning Students into a Problem Solvers Charles Leadbeater, British Author and Former Advisor to Tony Blair
- 15:30 Summary of the Conference and Setting the Scene for the Future Barbara Novinec, ESHA Incoming President
- 16:00 End of the Conference

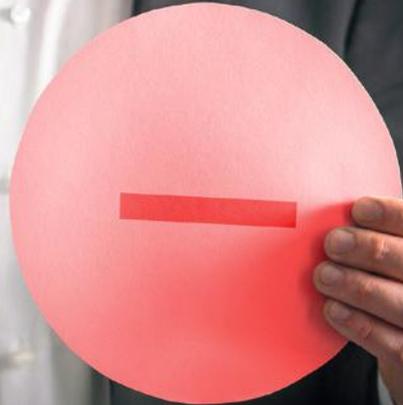
Please find the participation information and registration form together with the structure of the conference over [HERE](#).

Add the date directly to your Outlook, Windows 10 Calendar or Apple Mac Calendar as event or to Google Calendar.

We look forward meeting you at the Conference! ■

Toomas Kruusimägi, EKAJU ESHA-Estonia  
President of the Estonian School Heads Association

# Quality Assurance Strategies



The full report can be found via <https://publications.europa.eu/en/publication-detail/-/publication/1361c84b-80c8-11e8-ac6a-01aa75ed71a1/language-en/format-PDF/source-72794224>

In June 2018 the European Commission has published a report on developing coherent quality assurance strategies for school education. Please find below the conclusions and recommendations of this report.

## **CONCLUSIONS AND RECOMMENDATIONS**

Quality assurance has a key role in helping ensure that the vision of a European Education Area becomes a reality. Developing strong quality assurance systems is crucial to ensuring all students in schools throughout Europe receive a high-quality education. It is also a crucial step in the process of increasing transparency and trust between EU Member States. Strong quality assurance systems are vital to creating the conditions for an increase in student mobility across Europe, in particular through facilitating mutual recognition of diplomas and learning periods abroad.

This report has analyzed a range of policy and implementation challenges related to different aspects of quality assurance in school education. It provided commentary on how countries can address them in ways which are consistent with a shared European vision on the purpose of education and how system-level improvement can most effectively be achieved in the light of such a vision.

Key aspects of this shared vision on quality education for all students include:

- A commitment to establishing a climate of quality enhancement and trust as the foundation for the effective development of school quality.

- A commitment to a balanced understanding of learner development which encompasses a future-oriented view of the competences which young people need for their personal fulfilment and development, for employment and social inclusion, and to play their roles as active citizens in society.

The report has concluded that strong interdependencies exist between each of the six strands of policy and practice. It therefore makes sense for each of the strands of policy and practice to be woven together quite explicitly within an integrated and coherent quality assurance strategy. Such a comprehensive framework can set out how evidence from each of these strands of quality assurance activity is brought together to form a clear and well-balanced overview of quality and development at system and at school-level.

### **RECOMMENDATION 1:**

**It is recommended that Member States have coherent quality assurance strategies in place, compatible with the shared European vision.**

In addressing this recommendation, Member States should consider their current and planned future policy in relation to each of the six strands.

With regard to school self-evaluation there is need to ensure a judicious balance of central guidance and support. Whilst self-evaluation can and should incorporate attention to some shared national/regional priorities, it is clear that schools need to 'own' the process, which should allow them plenty of flexibility to determine their own agenda. Priority should be placed on building the capacity of schools to undertake self-evaluation and improvement activities effectively.

With regard to external review, achieving the right balance with school self-evaluation is a key issue. If designed appropriately, external evaluation can play a powerful role in promoting the growth of capacity for self-evaluation and improvement in schools, whilst also strengthening public assurance and providing valuable evidence and feedback for policy makers.

Policy and practice relating to the evaluation and appraisal of teachers and school leaders is also vitally important. Ensuring that both teachers and school leaders are engaged positively in a process of regular self-reflection and development is crucial to the overall quality assurance strategy. Member States should seek to ensure that all teachers embrace a professional responsibility for their own continuous professional development which should span over all phases of their career.



Policy and practice on the use of national qualifications and examinations in upper secondary education should be designed to strike a careful balance, with a strong focus on analyzing and presenting data back to schools in ‘intelligent’ ways which support teachers and their school communities in their self-evaluation and improvement processes, whilst also minimizing the risk of crude analyses of results feeding the development of a culture of ‘high stakes accountability’.

Policy and practice with regard to the generation and use of data from the assessment of student progress at earlier stages also requires careful consideration to avoid creating perverse incentives whilst still providing sufficient information about how students are progressing through the system. A strong emphasis should be placed on strengthening the quality and consistency of teachers’ professional judgements supported by judicious use of standardized assessment instruments.

Finally, policy and practice relating to stakeholder engagement in the quality assurance process should be considered to ensure that the ‘stakeholder voice’ is built into both internal and external quality assurance processes. Systems should be looking beyond simply collecting feedback from stakeholders, to developing ways of engaging them more actively in the improvement agenda and ensuring stakeholders see the impact of their input on the decisions being taken and the changes made.

Most Member States either have an established pattern of policy and practice in place for each of these six areas or are currently in the process of reviewing or reforming their position in some or even all of these areas to some extent. The challenge is to ensure that, as they go forward, the ways in which they develop policy in each of the six areas are coherent and mutually supportive, exploiting to the

maximum the positive synergies that should exist between them. To support Member States in developing their quality assurance strategies for school education, it is recommended that the European Commission takes the following actions:

- Improve the range and quality of information available to Member States about each other's quality assurance systems;
- Develop a proposal for a European Framework for school system quality assurance; and
- Strengthen mutual learning activities amongst Member States focused on school system quality assurance strategies.

## **RECOMMENDATION 2:**

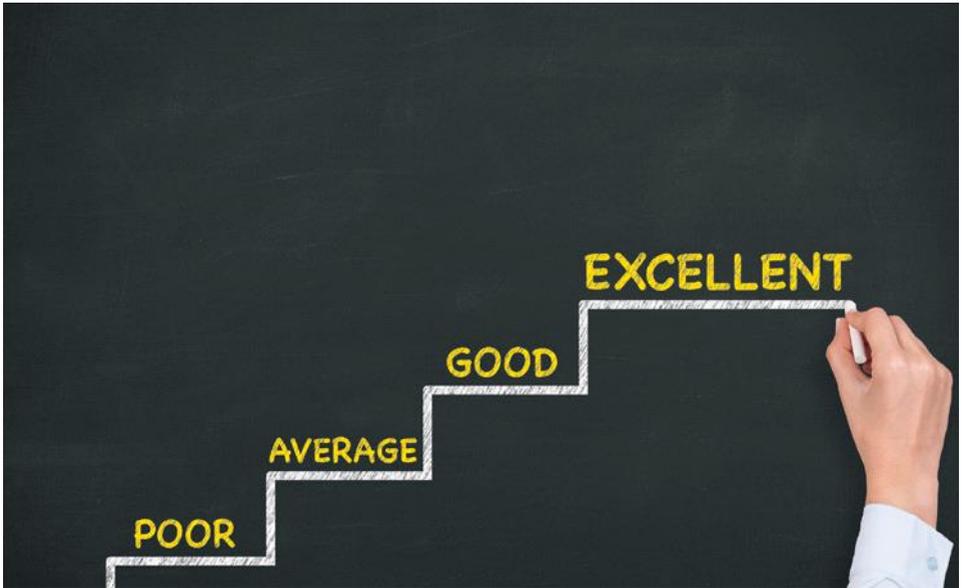
### **Improving the range and quality of information available to Member States about each other's quality assurance systems.**

It is recommended that action is taken to enhance information of two main types:

- a. Information about the strategies, policies and processes which each Member State has adopted in relation to quality assurance and improvement of its school education system.

School education systems in Europe have developed their policy and practice on different policy strands at different times, in response to varying pressures and circumstances, and they may not always have an easily accessible, up-to-date articulation of the policy in every area as it now stands. Eurydice provides one collated source of information on the quality assurance arrangements in each Member State.

It is recommended that consideration is given to enhancing this information to provide a fuller account of each Member State's strategy, including summary descriptions of policy and practice in each of the six policy and practice areas described in this report and the



synergies that exist between them. This could be done by enhancing the ‘National Education Systems’ section in the Eurydice website. Developing a digital interactive web resource could be considered. Such a web resource could allow users to click on any Member State and then, via a simple graphic interface setting out the six strands of policy and practice, click through to find more detailed information about that system’s approach in any particular aspect of school system quality assurance.

- b. Information about the current quality of outcomes being achieved by each Member State’s school education system.

In addition to improving mutual understanding about the design of the strategies, policies and practices which each Member State has in place to drive quality assurance and improvement in their school systems, it will also help build mutual trust across systems if steps

can be taken to increase transparency about the quality of outcomes being achieved by each school system.

Just as there are dangers in evaluating the quality of an individual school on a narrow basis restricted primarily to a few areas of academic attainment where statistics are readily available, so the same applies to making comparisons between Member States. To appreciate how well Member States are succeeding in promoting a balanced view of learner development, the EU should promote consideration of a broader package of evidence on the progress and outcomes students are achieving in any school system. Currently this is difficult to access for Member States in any consistent way.

One source of comparative information that is available for many Member States is the data that results from international studies. To varying extents, most Member States buy in to OECD studies such as PISA and TALIS, and IEA studies such as PIRLS and TIMSS. These surveys provide valuable sources of evidence at system-level, particularly if they are contextualized alongside a broader range of evidence generated by a coherent and well-balanced quality assurance strategy. As the organizations that run these studies would themselves advise, however, there are dangers if education systems allow headline results from them to be presented in isolation as the sole indicators of a system's success. It therefore follows that international survey results should only form part of the suite of evidence that feeds into a broader and more balanced account of how well the school system is developing its aims and objectives.

To provide a broader and more comprehensive perspective, summary information from each Member State could be provided on the quality of outcomes their school system is achieving, including trends, patterns and performance, and which encourages each Member State to

present a balanced overview for their system which brings together a summary of key indicators of the system's quality and development across different aspects. Such an approach could incorporate strategically selected data from analyses of national assessments and qualifications and complement it with evidence drawn from external review programmes and key data on stakeholders' views on the quality of provision they are receiving. It could be developed to incorporate evidence relating to aspects such as student wellbeing, inclusion and the development of young people's attitudes and values.

Member States will, at least initially, be in very different places with regard to their ability to provide the breadth of evidence intended. Consideration could be given to building, in the medium term, a Europe-wide web portal with such summary information. Over time, the process of engaging collectively in the development of this Europe-wide resource on school system outcomes could act as a catalyst for systems to innovate and learn from each other as they find new ways of gathering and presenting evidence that gives a more balanced and progressive view of school system outcomes.

### **RECOMMENDATION 3:**

#### **Developing a proposal for a European Framework for school system quality assurance.**

A proposal for a European Framework for the review and development of school system quality assurance and improvement strategies could be developed. Such a framework should be made available for use on an optional basis. It should be designed to be a helpful tool to support Member States as they go about reviewing and further developing some or all aspects of their school system quality assurance policies and processes, with a focus on ensuring they complement each other to form a coherent overall quality assurance strategy. It may also be

helpful if some Member States opted in to help pilot the framework in its developmental phase, either individually or through peer learning.

The first component of such a Framework should be a concise account of the shared vision, aims and objectives which EU Member States have adopted with regard to the core purpose of school education systems. This could reflect and build on the future-oriented set of Key Competences recently adopted by EU Education Ministers<sup>1</sup> and emphasize the importance of student wellbeing, values and inclusion as well as more conventional knowledge and skills.

1 Council Recommendation on Key Competences for Lifelong Learning, 22 May 2018, [https://eurlex.europa.eu/legalcontent/EN/TXT/?uri=uriserv:OJ.C\\_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC](https://eurlex.europa.eu/legalcontent/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC)



Such a Framework could also incorporate a set of core quality standards which illustrate what key features of high quality school provision look like in practice. A number of Member States have already developed quality standards or quality indicator frameworks of this sort. Consideration could be given to developing a common core for Europe as a whole, drawing on these developments and on research evidence. They could relate to aspects such as leadership, learning and teaching and support for students with additional needs.

The proposed Framework should consider the six key policies and processes of quality assurance analyzed in this report. The structure should enable Member States to reflect systematically on their current position with regard to each of the policy and practice areas. It should assist them in considering how well their policy and practices work together to create a coherent overall strategy which promotes a culture of quality enhancement and trust in their system. It should provide principles and advice on the implications and challenges of particular policy choices and arrangements in each aspect and look at the system from multiple perspectives, from school level to national/regional level. It could also contain illustrations from different systems highlighting different approaches to tackling policy challenges and drawing out what was learnt as result. The Framework should avoid undue complexity and it should promote quality assurance policies and practice which encourage a balanced view of learner development, as highlighted in this report.

The Framework should also encourage systems to give due consideration to the impact of their strategies, including how effective they are in securing continuous improvement at school level, how well they contribute to policy development at national level and how successfully they provide assurance about the quality of the school system to the public and users of services.

## **RECOMMENDATION 4:**

### **Strengthening mutual learning activities amongst Member States focused on school system quality assurance strategies.**

Furthermore, it is recommended that action is taken to strengthen collaborative activities between Member States to promote mutual learning and the spread of effective quality assurance policies and practice across Europe.

The moves to improve information available to Member States proposed in Recommendation 2, and the development of a proposal for a European Framework for school system quality assurance suggested in Recommendation 3, would both provide valuable support for strengthened mutual learning across Europe. Member States could use the proposed framework in mutual learning activities as soon as it is available, perhaps helping to develop and refine it through piloting it in its developmental stages. Strengthened mutual learning could take place through peer learning activities<sup>2</sup>, peer counselling<sup>3</sup> and expert seminars and conferences. ■

2 Peer learning activities are organized on specific topics in the form of participatory workshops. They are hosted by a participating country and attended by a number of interested countries.

3 Peer counselling brings together experienced peers from a small number of national administrations to provide advice to a Member State in designing or implementing a policy. It provides a forum for collectively brainstorming solutions to specific national challenges in a participatory workshop format.

## FURTHER INFORMATION

European Commission's Communication on school development and excellent teaching of May 2017:

<http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496304694958&uri=COM:2017:248:FIN>

And the related Staff Working Document: <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496303586570&uri=SWD:2017:165:FIN>

Eurydice information on description of quality assurance in school education in European countries (Eurydice webpages):

[https://eacea.ec.europa.eu/national-policies/eurydice/national-description\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en)

Education and Training 2020 Working Group Schools interim output on Quality assurance for school development of April 2017:

[https://ec.europa.eu/education/sites/education/files/2017-school-development-qualityassurance\\_en](https://ec.europa.eu/education/sites/education/files/2017-school-development-qualityassurance_en)

Education and Training 2020 Working Group Schools main report 'European ideas for better learning: the governance of school education systems' of April 2018:

[https://ec.europa.eu/education/sites/education/files/2018-wgs1-governance-school\\_en.pdf](https://ec.europa.eu/education/sites/education/files/2018-wgs1-governance-school_en.pdf)

Study on Governance and Management Policies in School Education systems of November 2017:

<https://publications.europa.eu/en/publication-detail/-/publication/a8e8bec8-c84a-11e7-9b01-01aa75ed71a1/language-en/format-PDF/source-48302686>

Comparative Study on Quality Assurance in EU School Education Systems – Policies, Procedures and Practices of June 2015:

<https://publications.europa.eu/en/publication-detail/-/publication/1428f97f-b048-4465-8f5b-36e920875ce4>

Eurydice Report on Assuring Quality in Educations of June 2015:

[http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/178en.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/178en.pdf)

For more information on European Commission's activities in relation to quality assurance in school education, please direct inquiries to the Directorate-General for Education, Youth, Sport and Culture:

Dita Kudelová, Schools and Multilingualism Unit

[dita.kudelova@ec.europa.eu](mailto:dita.kudelova@ec.europa.eu)

# Intercultural Learning for pupils and teachers

FRED VERBOON, DIRECTOR ESHA



## THE AIMS OF OUR PROJECT

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

## THE TOOLBOX

The Toolbox is a valuable collection of classroom activities designed to provide students with relevant intercultural learning skills. In the last 9 months our training for teachers and Toolbox ICL@School has been used and tested by 180 teachers and 4300 pupils. The toolbox is available for free [here](#) in English, French, Italian and German.

Interested how students perceive our toolbox?

[Youtube: https://www.youtube.com/watch?v=6r878pnGei0&feature=youtu.be](https://www.youtube.com/watch?v=6r878pnGei0&feature=youtu.be)



## HOW INTERNATIONAL IS YOUR SCHOOL?

The school year just has ended and it is time for planning the next one... Check now how 'international' your school is and take the [AFS Global Competence Readiness Index](#): find out your school profile and use the Toolbox ICL@School to draft lesson plans to develop intercultural competence according to the detected needs of your school!

## CONTRIBUTING TO AN INTERCULTURALLY AWARE EUROPE

In the last 9 months our training for teachers and Toolbox ICL@School has been used and tested by 180 teachers and 4300 pupils in Italy, France, Germany, Belgium-French speaking community, and the Netherlands. Furthermore, 400 people registered to the newsletter and our website is visited by 7.000 visitors on average per month... reaching 11.000 in June 2018!

## INFORMING POLICY MAKERS

And now... We are informing policy makers!

## POLICY RECOMMENDATIONS

Based on the feedback from the piloting of the teacher training course, and research related to the current legislation and practice in the five European countries involved, the project team is drafting policy recommendations to ensure the inclusion of intercultural learning in the education of teachers and the curricula of upper secondary schools. The recommendations are:

- Promote mobility programmes as part of teacher initial education to enhance the intercultural competence of teachers;
- Link intercultural learning with the learning outcomes foreseen for each school subject;

- Ensure intercultural learning is promoted through a whole school approach and included in the school mission, and not an isolated activity of some teachers: offering a training on intercultural learning to the whole group of teachers of a school, aiming at planning intercultural learning activities together and across the curriculum, would support this approach;
- Ensure teachers are prepared to use non formal education methods and experiential learning and build on the reactions of students to these approaches which unleash creativity, participation and critical thinking;
- Promote pupil mobility, by facilitating recognition of the learning period abroad, shifting from a “traditional” content-based curriculum to a competence-based approach, which recognises “real-world learning” through non formal and informal learning, and promotes the development of attitudes and skills, in addition to subject knowledge.



## MEETING POLICY MAKERS

During the past few months, the consortium members of the Intercultural Learning for pupils and teachers project have engaged the following organisations:

### At European level

- the European Commission – Directorate Education and Culture, School Unit. With [the results of the study on recognition of study periods abroad](#) conducted within the project, we have supported the drafting of the proposal for a Council [recommendation on Automatic recognition of learning periods abroad](#).
- MEP Krystina Lybachka, with the results of the project we have supported the drafting of the Report '[Modernising education](#)' (art 88,92, 140,168).
- the Association for Teacher Education in Europe, [Spring conference in Bialystok, Poland](#).

### At national level in Germany, Italy, France, Belgium:

- Humboldt University of Berlin
- School administration of the city of Berlin
- French Ministry of Education, CSPE department in charge of drafting the school curriculum
- Belgian Ministry of Higher Education in the French community – responsible for the Initial Training of Teachers
- ESPE Orleans – initial teacher training university
- ESPE Nancy – initial teacher training university
- Italian Ministry of Education, department responsible for Languages, CLIL and international projects
- National association of principals in Italy

## UPDATED EU LEGISLATION

The efforts of the project partners have resulted in the following updated EU legislation:

- [the revised key competences framework](#)
- the [Recommendation on promoting common values, inclusive education and European dimension in teaching](#).

## THE FINAL EVENT

The policy recommendations and the studies on ICL in teacher education and school curricula will be presented at the final conference of the project on 24-26 October in Brussels at the European Economic and Social Committee. The conference is already full and will gather 70 people among academia, policy makers and practitioners in the field, from Europe and beyond. The consortium is currently looking into possibilities to broadcast parts of the final event. ■

### WHO WE ARE

Read more about the organizations taking part in this project [here](#). Please visit our website [intercultural-learning.eu](http://intercultural-learning.eu) and [subscribe to our newsletter](#) to receive more information on the training courses offered and the project development!



Erasmus+



This project has received funding from the European Union's Horizon 2020 Framework Programme under grant agreement No. 741572

# The Open School for Open Societies project



**Open  
Schools for  
Open  
Societies**

The three-year Open Schools for Open Societies project (OSOS-project) aims to implement an open school approach at more than 1000 European schools to

enrich the learning experiences of students. An open school is a more engaging environment for students and will increase their motivation: student projects are connected to real needs from the community and can draw upon local expertise and experience. In addition, an open school will be inspired by its community and they can use these new insights to innovate their education.

FRED VERBOON, DIRECTOR ESHA

**The OSOS-project will enable schools to:**

- reach out to members of their community and build lasting relations;
- offer students the unique possibility to learn from real life projects;
- develop students' competences such as team work, problem solving, presentation and entrepreneurial skills;
- improve students' motivation and self-esteem;
- build a network of stakeholders and benefit from their knowledge and resources.

**Schools can count on:**

- support around curriculum, pedagogy and assessment;
- guidelines and advices on different issues such as staff development, redesigning time and partnerships with the community;
- a range of possible implementation models;
- and a database full of successful 'open school' projects.



Different European organisations, such as universities, schools, policy making organisations, science centres and organisations representing school heads and physics, are participating in this European education project.

## REACHED GOALS OF THE OSOS-PROJECT

The Open Schools for Open Societies project aims to support 1.000 schools in 12 countries to become Open Schools. What has the consortium achieved until June 2018?

More than 400 teachers from 132 different European primary and secondary schools have joined the adventure since the start of the OSOS-project. The first schools are supported by the Open School Development Plan, the implementation of at least one open school project and the collaboration within their hub. Such a hub, a network of schools with the same mission, will support the development of open school activities and the implementation of the open school approach. New schools can join one of the 50 existing hubs. Finally, 49 inspiring OSOS-projects have been collected and many of them have been tested and improved by the first group of schools. This means that new schools can choose from many excellent inspiring projects.

## NATIONAL OSOS EVENT AT CITÉ DE L'ESPACE, FRANCE

The French National Coordinator Cité de l'espace organised an event for students of seven OSOS schools in order to present and share their open school projects. This event was streamed online, so that interested people such as parents of the students and teachers from other countries could also [watch it](#).



The experience of a student with an open school project and the event at Cité de l'espace:

*"We enjoyed working together with the association ANA (Association des Naturalistes de l'Ariège). We went to the field and the educator showed us how to spot the great-spotted woodpeckers. In addition, we received further information during biology class. Then we continued our project inside and outside the classroom. We enjoyed spotting the great-spotted woodpeckers daily from home and we also enjoyed our involvement in a large scale research on biodiversity in the Pyrenees. We have learned to examine in which health status great-spotted woodpeckers are. Now we are looking forward to seeing the results of our observations and conclusions from real scientists.*

*About the event on Tuesday 5th of June, we enjoyed learning from other students. It was very interesting to hear what they have done and which approach they have used to reach the project goals. We were very proud to present our project, but also that we had the strength to speak in English!"*

The experience of a teacher with open school projects and the event at Cité de l'espace:

*"I experienced that a student project with the involvement of external partners fosters autonomy, curiosity and initiative. Participating students of the 'open school' project found out new ways of how to deal with knowledge and skills acquired thanks to involvement of different stakeholders. Furthermore, students discovered practical applications to a science issue that affects them all: the preservation of the Pyrenees, their home.*

*The event on Tuesday 5th of June was instructive, many projects were presented by students and we could see that they triggered the students' interest, which ensured that students were really motivated."*

## **INSPIRING OPEN SCHOOL PROJECTS**

The OSOS-project already includes inspiring open school projects and these projects will contribute to the transformation towards an open school. Schools from the first phase have tested and improved the open school projects. This has resulted in excellent open school projects. Short descriptions of the projects can be found on the [OSOS website](#) and the complete projects can be read on the [OSOS portal](#).

A teacher experience with one of the open school projects:

*"The project we have carried out has as its objective: studying the approach to green spaces as a learning and environmental awareness laboratory. We thought it was important to address the issue of environmental awareness. Environmental awareness has reached our students through knowledge of the environment from different perspectives. Many stakeholders were involved in the OSOS-project,*

*such as artists, former teachers, associations and professionals. The students have transferred their experiences to their families, something we had previously discussed with them.”*



Name of the OSOS-project: GREEN SPACES AS A LEARNING AND ENVIRONMENTAL AWARENESS LAB. School: IES Las Salinas (Laguna de Duero, Valladolid, Spain) More information at: <https://reveropenschool.wixsite.com/misitio>

## **DO YOU WANT TO BE THE NEXT PARTICIPATING SCHOOL OF THE OSOS-PROJECT?**

Every primary and secondary school can join the OSOS-project and thus join a network of schools that all want to open up to their community. Our national coordinators can help you to come in contact with these existing networks of schools. They can also help you to become an open school. If you are interested in OSOS, you can attend one of our events which will be organized in all participating countries. These events provide information about the project: what does it deliver to a school, what does it require from teachers and students and what are the steps that each school takes? Are you interested in joining the events? Please contact your national coordinator. ■



## CONTACT

Do you want to know more about the OSOS-project? Read more on our [website](#) or contact your [national coordinator](#). If you want to be inspired regularly by experiences and good examples from our OSOS-project, you can follow us on Twitter and Facebook.

Interested? If your child's school is not yet taking part, please contact [our national coordinators](#). They can help you to bring that school into contact with the OSOS-project.

# Are you lagging behind on the core subjects?



Guttas Campus is a 14-day intensive learning camp. The target group consists of boys who just have finished the 9<sup>th</sup> grade and who struggle at school, but who are willing to spend two weeks of the summer holidays to significantly improve themselves: academically, socially and personally.

TORMOD SMEDSTAD, NORWAY

It is difficult to catch up if you lag behind with the “core subjects” at school. It turns out that it is particularly challenging for boys – they are overrepresented among children and young people referred to kindergarten and school help services. On average, boys score 4.5 points lower than girls in total grade points in schools, and more boys than girls drop out from high school.

In Denmark, they have been doing something called “Dreng Akademit”, or “The Academy for Boys” in English, for several years. Omar Mekki, principal and educator, psychologist Magne Raundalen and Per Tronsmo, former Chief Executive Officer in the Education Directorate and an important person in Norwegian education policy, believed that something similar should be started in Norway. Tronsmo discussed the idea with financier Eivind Astrup and his Allmenntyttige stiftelse (charitable foundation), which aims to support projects and initiatives for young people who are at risk of “getting derailed”. Therefore, Guttas Campus a/s, a non-profit limited company, was established.



## **GREATER MOTIVATION FOR SCHOOL**

Participation in the Guttas Campus is voluntary, and 26 boys from 16 of Oslo's schools completed this year's Campus. Schools can encourage students to apply, but it is a prerequisite that they apply themselves – in consultation with their parents. They are all given an introduction together to inform them about what they are going to do. The main purpose of the Guttas Campus is to help more boys complete high school by improving their skills in reading, writing and arithmetic, and by improving their motivation for continuing to learn, develop themselves and advance their studies. It seems to have been a successful project: The evaluation shows that both boys and parents were satisfied – and that there was good progress in the measured learning outcomes.

When one of the boys was asked what he liked best at the camp, he said: "Everything. Everything was really good!"

## **STRICT, BUT FAIR**

The Campus was held at Hadeland Folkehøgskole. A highly competent group of teachers and coaches attended the camp: There was a camp manager, an educational leader, a project coordinator, four teachers, two team leaders, two supervisors and a youth psychologist.

The daily programme was tight. The day started with waking up at 07:25, breakfast at 08:15 and bedtime at 23:00. That was not quite what these guys were accustomed to, but it worked.

One hour was allocated for leisure and mobile phone time in the middle of the day, and they were free to spend their time on what they wished from 21:30 to 22:30 in the evening. Otherwise, the day went according to the scheduled programme, consisting of teamwork time, educational time and physical activity. In other words, a tight



schedule. One would have thought that the boys would immerse themselves in their mobile phones during the “mobile phone time”, but it seemed that some preferred the company of others and were in no hurry to get out their mobile phones!

A strict regime with “tough rules”: Be on time when the activities begin, follow the instructions given by the adults – treat your peers and adults with respect, stay in the school grounds, go to bed at 23:00.

“A prerequisite for learning is that you’ve had enough sleep, eaten a good breakfast and get exercise,” says Per Tronsmo. He says that they emphasized having a healthy diet.

“The boys did in fact keep to the rules,” said Omar Mekki, project manager and general manager of Guttas Campus. Tronsmo and

Mekki emphasize that the tight structure was combined with a lot of care and companionship. The boys were seen. “We have rarely seen as many hugs and as much physical contact as we did here!”

They also emphasized the important role of psychologist Magne Raundalen in the camp. He was easy to approach in the setting, and many of them had rewarding talks with him during their time there. Also, he started every morning with his “Word of the Day” and *Magne’s joke* – which became a popular feature. Marco Elsafadi also had a leading role. He had the title of “Relationship Head”, he was a member of the project team and was one of the team leaders in the camp.

In the evaluation, several of the boys said they experienced the camp as strict, but fair.

## CHARACTER TRAITS

Also – and in connection with the academic work – there was systematic work with character traits. “Character traits can be learned,” Mekki points out. The team leaders had a particularly important role in the work with character traits.

“Here we have high aspirations and expectations for everyone. We expect the best each time”, said Mekki. “We put emphasis on effort more than the result.” At the camp, they are committed to giving the boys the freedom to learn at their own pace and on their own conditions, but the boys must make their own choice about commitment. Each day, the focus was on a certain character trait – for example, *commitment*. All those who came into contact with the boys were then intent on consolidating and reinforcing the effect of exercising this trait. Character traits were also a useful tool in the professional work, and the other character traits that were given special attention were *social skills, self-control, willpower, gratitude, curiosity and optimism*.

“They are the character traits that have a strong effect on the ability to learn. The boys get continuous feedback on how they relate to these character traits and discuss what is most important to them and how they can improve. During the camp, the team leaders have four individual discussions with each boy about the development of their character traits. In addition, the teachers have individual discussions about how things are going with the academic subjects”, Mekki explained.

### STUDIES AND BEHAVIOUR

As mentioned above, the camp was characterized by there being clear expectations, rules and agreements present. All learning activities have a clear structure and clear goals and are tailored to the individual. Here there were “learning steps,” visible targets and personal feedback.



Many of the students at the camp had significant challenges at school and in their lives. There were demanding situations both in relation to academic work and in terms of behaviour. During the academic hours, a high adult ratio was required – with two teachers for 16 students. There was a group of students who needed a lot of individual attention and professional help. The ability to build relationships, being assertive and dealing with unmotivated students was a necessary competence of the teachers.

Then it turned out that in the course of 14 days it was possible to achieve significant academic progress! A survey of before and after skills in writing, reading and mathematics, showed an improvement of 22% in writing, 26% in reading and 19% in mathematics. Awesome!

### **“MAN OF THE DAY”**

As regards behaviour, there were clear rules and they were consistently enforced. This was a strength, and there were few conflicts between students. A sense of community and friendship began to grow and most of them said they would miss that after the end of the camp. There was no doubt that there was a need for intensive work by the staff to get things done.

They established a daily tradition of awarding the “man of the day”, which was linked to the day’s character traits. This became popular – and everyone applauded the person who won and supported the scheme. It was a little atypical in a Norwegian context, but it worked well!

### **MENTOR SCHEME**

It is necessary to keep staying in touch with the boys after the camp finishes. Continued support is vital to maintain the good habits and motivation for learning. It is here that the mentor scheme comes into play.

“We have now recruited mentors for all the boys. There are 26 enthusiastic, competent mentors of an average age of just over 30. We believe that the mentors can be of great importance for the long-term impact of Guttas Campus, and we have therefore emphasized this,” explained Tronsmo and Mekki.

Tronsmo and Raundalen will follow up with the mentors and provide guidance along the way. They will receive training, and they will be part of an academic community. The mentors will follow the boys for 1½ years and be a special support in the difficult transition from middle school to high school. They can also remind the boys that they can find tools by accessing the Guttas Campus website.

### **NEXT YEAR?**

Eivind Astrup’s charitable foundation has decided to continue with the project. Efforts are now being made to seek funds from the City of Oslo, other foundations and businesses. Tronsmo points out that this is a good example of public, business and voluntary cooperation. The experience from this year’s camp is good. The intake can be increased, if desired. Tronsmo and Mekki have no doubt about this: we will continue! ■

# Sharing knowledge and experience

Last year ESHA introduced the job shadowing program for its members. These school leaders wrote down their experiences for us in a report that ESHA would like to share with you. Over the months May and June of 2018 two school leaders planned their exchange between schools from Norway and Slovenia. Both school leaders are very enthusiastic over their visits and about being able to take a look in each other's schools and learn from the culture.

LIDIJA GRMEK ZUPANC, PRINCIPAL SLOVENIA  
AND KARI DANIELSEN FROM NORWAY



The persons and schools involved are:

Name school: AArstad Videregaende skole

Secondary: General studies/Vocational studies (combined)

Principal: Rolf Arve Haugstvedt

Country: Norway

Name organisation/school: Šolski center Kranj, Višja strokovna šola (School Centre Kranj, Vocational College) Tertiary short cycle education

Director: Jože Drenovec

Principal: Lidija Grmek Zupanc

Country: Slovenia

### **DATE AND LOCATION OF EXCHANGE:**

Kranj, Slovenia, 9. – 15. may 2018

Bergen, Norway, 30. may – 4. june 2018

The main difference between the school system is that the elementary school in Slovenia lasts for nine years and in Norway for ten years. Numerical grading in Norway starts as late as in year eight. Norway attaches great importance to e-materials, which also holds for the library, which is managed by teachers. Students are entitled to free breakfast, which is not the case in Slovenia. In addition, Norway has an excellent system for work with immigrants and children with special needs. Of course there are several other differences between the two education systems, but our discussions showed that we as head teachers both focus on staff management. While we were both in Slovenia, she was introduced to the process of appointing a head teacher. There are no appointment procedures in Norway.

## INFORMATION ABOUT THE DIFFERENT COUNTRIES

	 Slovenia	 Norway
Map		
Situated in	Southern central Europe	North western Europe
Capital	Ljubljana	Oslo
Population	2 063 077 (2015)	5 265 158
Area	20.273 km <sup>2</sup>	385.180 km <sup>2</sup>
Currency	Euro	Norwegian kroner
GDP	30.508,00 \$	77.681.00 \$
Economic growth	2,3 %	1,8 %
Average net salary:	Euro 1,004.14	Euro 4,431.00
Unemployment rate:	8,1 %	3,9 %

## **STUDENTS IN THE SCHOOL**

The students age is almost the same in Slovenia (15 – 19) and Norway (15 – 19). At AArstad 35 % of the students are immigrants to Norway. That is a quite high percentage compared to other schools in the Bergen area. The students speak about 40 different mother tongues. The technical programs recruit mostly boys, which is similar in Slovenia. The health and design programs recruit mostly girls. The students choose their education in a traditional way which is similar in both countries. Slovenia and Norway would like to encourage more girls to opt for technical education.

## **CURRICULUM**

In Slovenia all students have English but it is connected to what they study (technical). The curriculum for all students attending vocational colleges includes business communication and enterprise economics. All students have business communication, economy and management

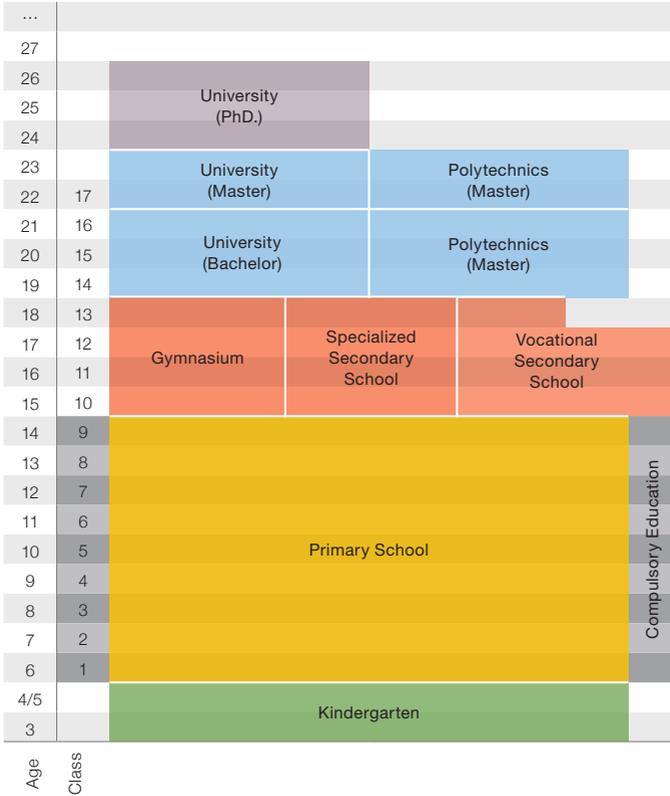
In Norway, vocational education and training (VET): Most of the VET programmes consist of two years of school-based education and training, followed by two years of apprenticeship in a training enterprise. The National Curricula lays the foundation for VET in school and in the training enterprise. To complete a VET qualification one must pass a practical and theoretical trade- or journeyman's exam.

After the two years of school-based education and training, the students have the possibility to choose supplementary studies qualifying for higher education. They can do this after two years of school or after four years of school and practical training.

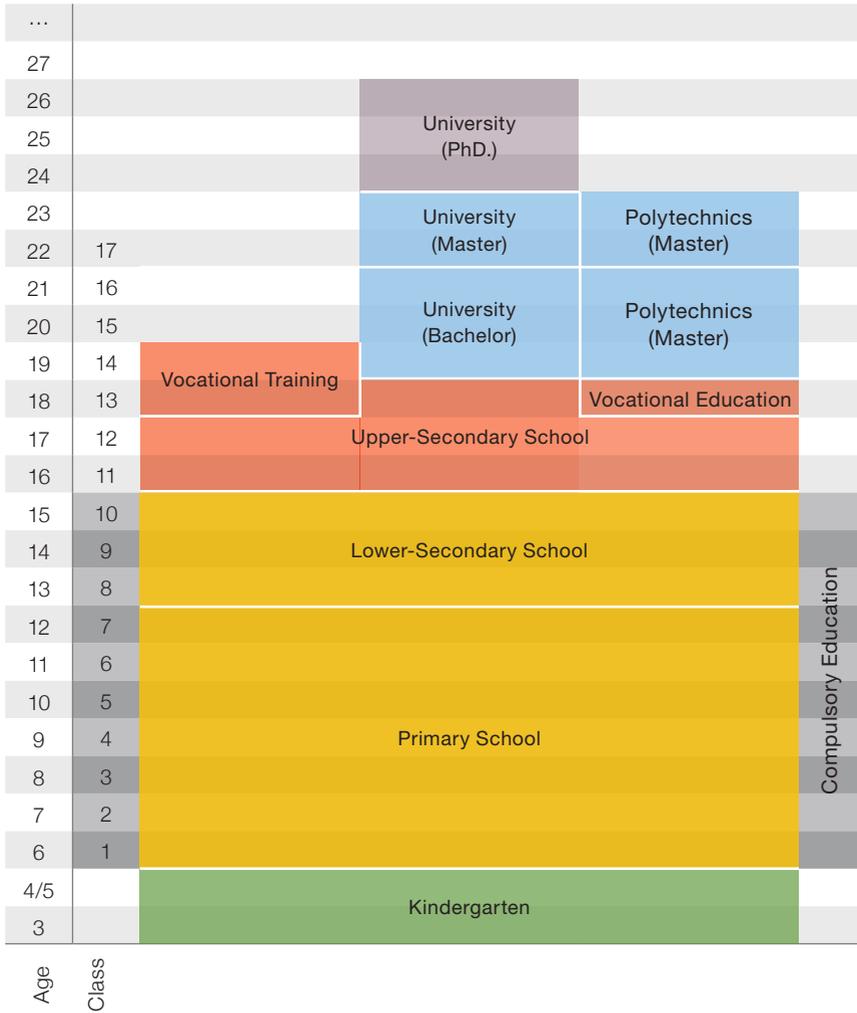
In addition to vocational subjects the students, in both countries, study English, native language, math, science and social science.

## SCHOOL SYSTEM IN SLOVENIA

### Slovenia



## SCHOOL SYSTEM IN NORWAY



## **FOCUS AREAS AND DEVELOPING AREAS IN SLOVENIA**

The main issue of vocational education in Slovenia is how to develop the key competencies of students in practice. To this end, our vocational colleges tend to establish links with companies to jointly organise practical education in the companies and enable knowledge transfer between companies and our programmes. Our vocational college employs more external lecturers than internal lecturers for specialised subjects. This means that experts work in their companies in the morning and occasionally provide lectures to our students in the afternoon. Upper secondary schools do not offer this option, but there are certain projects through which Slovenian teachers can spend 2–4 months in a company and then return to the school. During that time the position is filled either by someone from the company or an unemployed expert registered at the Employment Service of Slovenia.

## **FOCUS AND DEVELOPING AREAS AT AARSTAD IN NORWAY**

Norwegian curriculums consist of attainment targets. Attainment targets are expressed differently for different subjects. Some targets describe how to apply subject knowledge and are expressed using verbs such as create, use and explain. Other attainment targets concern how to develop an insight into the concepts and principles of a subject and are expressed using verbs such as reflect on and understand.

The attainment targets give schools the freedom to choose the content of the tuition, organise the tuition and choose their own working methods. The targets do not impose instructions with regard to methodology, except in curricula where methodology forms part of the attainment targets for the subject.

It must be possible to adapt the tuition to each pupil's personal circumstances, to groups of pupils, and to the local context. The attainment targets should therefore be designed in a way that provides room for practical and relevant learning and gives schools the freedom to decide how to organise the tuition in order to reach the targets. The combined attainment targets are formulated to ensure that all pupils meet the targets, but with varying levels of attainment.

The basis for assessment in a subject is the combined attainment targets in the subject curriculum. The attainment targets are formulated to encourage co-operation and dialogue between all parties involved in the pupils' learning.

Aarstad is in a process of developing our skills in forward assessment. We want to improve the way we work with the students learning process including defining learning criteria for the attainment targets, for how students participate in their learning and how teachers and students collaborate.

Aarstad also focus on innovation in education. We want to teach in new ways and we also want to prepare the students for their future work life. Part of innovation is using entrepreneurship as a way of learning. Working with innovation and entrepreneurship gives different programs and subjects the opportunity to collaborate and learn from each other (learning organizations).

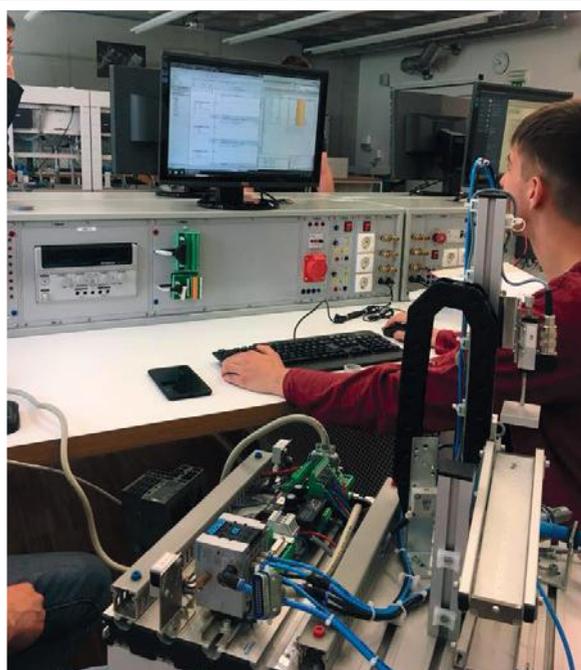
## THE PERSONAL EXPERIENCE OF LIDIJA



It is important to recognise the good practices on how to work with immigrants, refugees and students with special needs.

In Slovenia we have quite a bit of experience with the inclusion of students who mostly come from former Yugoslav countries and Albania. Norway has even more cases – AArstad videregaaende skole has 3 introductory grades. This means that students spend one year preparing for their education by learning Norwegian, exploring the Norwegian culture and integrating into the society. One employee at the school deals with minority groups – she is a professor of history and Arabic language who had spent a year and a half studying in Damascus. She can approach students more easily, talk to them about new friends, how they integrate etc. She said that girls experience much more issues than boys, which is interesting. On the first day of the exchange the teachers had a training course in the afternoon and so their workday was longer than usual. Their lecturer was Patrick O’Loughlin, a psychologist. He talked about how traumatic childhood experiences leave serious consequences affecting students’ life and education. Even though the lecture was held in Norwegian, I decided to attend. I found it interesting to see a short film by Bosnian author Ahmet Imamović. I could understand the language because Bosnian was one of the languages in former Yugoslavia. The topic of the film proved that O’Loughlin chose this film on purpose. He wanted to raise awareness of the fact that traumatic events leave a mark on every child and that they carry it throughout their lives.

Kari, my kind host, took me around the school, which provided numerous opportunities to talk to other teachers. They showed me how they



work in class in all of the programmes. The school I work in offers technical courses, which is why I was intrigued by their approach that is based on practical work and products.

## THE PERSONAL EXPERIENCE OF KARI



I experienced that Šolski center Kranj and Aarstad vgs have quite a few similarities when we compare the schools. If we compare the programs we have in common the students are similar, the subjects are similar and the hours teachers work are similar. In Šolski center Kranj more of the teachers in vocational classes work part time in a company doing professional work and are part time as teachers in the school. That gives a stronger connection to the local companies than we have in our area.

I also recognized that Šolski center Kranj on a regular base collaborates with regional/local companies and offer training for workers.

Aarstad want the students to focus on and learn about sustainability through their education. It was interesting to see that Šolski center Kranj have a herb garden on the roof of one of their buildings. We are going to adopt that idea. Aarstad has a project where students are designing and building a mini-home. Šolski center Kranj has a building and has plans about a similar project.

## HERB GARDEN

Both school leaders decided to invite their guest into their homes instead of staying at a hotel and were able to also make time for visiting the countryside.

Lidija Grmek Zupanc: We knew from the very start that we would stay with a host family rather than in a hotel. I'm very grateful to Kari to have kindly invited me into her home. Their living room offers a magnificent view of a fjord, which was very special. Kari also introduced me to the Norwegian way of life and their cuisine. After spending the week in and around Bergen, we visited some more distant places during the weekend where they go skiing during the winter. We stayed in their cabin. The nature was beautiful and this was also the first time I heard of cloudberry and saw this tiny white flower that later becomes a berry.

Kari Danielsen: An important part of learning is understanding or trying to understand the culture in a country. That includes talking with people, eating together, see how they live, try to understand what they think and why they think the way they do, tasting local food, talks about the past and the future, sharing excitements and concerns for our children, traveling, recognising how we recycle garbage in our countries, get introduced to the history and several more issues.

Lidija opened her home in a way that made me feel as part of her family for a week. Darko, her husband, works for the Ministry of Education in Slovenia, and in the evenings we had long and interesting talks about national education systems and history from our countries.

During the weekend we travelled in Slovenia and I was introduced to Ljubljana, Bled, the mountain area up north and the coast in the south. The coast is not long, but very beautiful. Both Slovenia and Norway have beautiful nature and I think the nature forms it's citizens.

Living with Lidija for a week taught me about everyday life in Slovenia. It made me able to connect my cultural competence to my experiences in a way that I wouldn't have been able to if I chose to stay in a hotel.

Lidja and I are living in different countries, we are speaking different languages, we have different childhood and education, but we are both school leaders, we have similar jobs, we face many of the same problems, we are wives and mothers and we both have the same opinion about the President of the USA. We think we can learn from exchanges and adopt ideas from each other, and we have made a friendship that will last longer than a week and it might also lead to collaboration between our schools. Time will tell.

### **FUTURE COLLABORATION**

In the future both school leaders will keep in touch and collaborate where possible. They intend to focus on bridging through projects involving mutual programmes in future collaboration. Both have a similar perspective on school governance, which is why they hope that they will be able to continue their cooperation also in terms of school development. ■

Sources:

<https://www.udir.no/in-english/a-guide-to-curriculum-development/>

# An aligned model for continuous development of teachers and school leaders



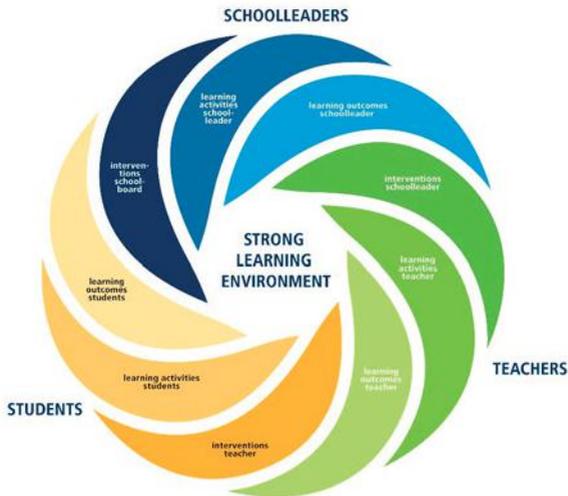
LOES VAN WESSUM, ASSOCIATE PROFESSOR  
LEADERSHIP IN EDUCATION, WINDESHEIM,  
UNIVERSITY OF APPLIED SCIENCES, ALMERE,  
THE NETHERLANDS

Three schoolboards of primary education in a new town in the Netherlands were confronted with disappointing student results over a longer period of time. They joined forces and asked the local government and an associative professor at a university of applied sciences (the author of this article) for help. These five parties came to the understanding that in order to enhance student results they needed to empower schools. They wished to focus on the continuous professional development of both teachers and school leaders. They were seeking a coherent or aligned way to activate this.

How could they work on developing the correct efforts on each organizational level (the classroom, the school and the organization as a whole)? By what means could they enhance capacity development on all levels and allow these levels to interact and contribute to mutual development? The answers to these questions resulted in a model, which was named The Learning Turbine.

In this article the author presents The Learning Turbine and some of the lessons learned whilst working with The Learning Turbine in nine schools.

## THE LEARNING TURBINE



**Figure 1. The Learning Turbine<sup>1</sup>.**

Everything teachers do should contribute to the learning processes of every student. Teachers can have an enormous impact on the education of their students<sup>2</sup>. They can enhance their impact by taking a closer look at student learning processes and their own pedagogical didactical interventions (the orange slice in The Learning Turbine) using different forms of data (for example observations, talking with students, asking students for feedback and test results<sup>3</sup>). Which learning activities (the middle yellow slice in The Learning Turbine)

1 Translated from Van Wessum, L., & Verheggen, I. (2018). *Leidinggeven aan een lerende school. Welke vragen heb je vandaag gesteld?* Van Gompel & Svacina. We are planning on making an English version of this book (*Learning to lead an learning school. Which questions did you ask today?* Van Gompel & Svacina

2 Hattie, J. (2003). *Teachers make a difference: what is the research evidence?* Australian Council for Educational Research (pp. 1-17). Auckland: University of Auckland

3 Wiliam, D. (2011). *Embedded Formative Assessment*. Solution Tree Press



can students undertake in order to achieve the learning outcomes (the brightest yellow slice)? Teachers need to work with a mindset on assessment for learning instead of learning for assessment. *Teachers can learn from studying their students learner processes.* This mindset of seeing students learning outcomes as feedback for teachers is one of the elements of the innovative approach of our project.

It is important that teachers feel that they can make a difference and formulate what goals or learning outcomes they would like to accomplish with their students. What kind of learning outcomes (for example: (meta-)cognitively, emotionally and socially) do they feel are necessary for their students to accomplish (the brightest yellow slice in The Learning Turbine)? What sort of learning environment can help achieve this (the heart of The Learning Turbine)? In which way can they collaboratively work on achieving this?

Being a teacher requires continuous professional development in order to respond accordingly to their students' learning needs. They are able to learn much from studying their student learning processes in and with collaboration with their colleagues<sup>4</sup>. School leaders are the second most important factor contributing to students' outcomes<sup>5</sup>. As The Learning Turbine demonstrates, their impact on students' outcomes is indirect, via the learning of teachers. The school leader has a significant role in facilitating and stimulating teachers' continuous professional development. School leaders can regard themselves as teachers for teachers. In The Learning Turbine this is reflected by using the same slices for teachers' learning as for students' learning. *School leaders can learn from studying their teachers' learner processes.* This mindset of seeing teachers' learning outcomes as feedback for school leaders is another element of the innovative approach of our project.

Teachers can learn by undertaking diverse forms of learning activities, contributing to their learning outcomes (the middle green slice in The Learning Turbine), like their pedagogical repertoire (the brightest green slice) and their professional identity. Professional development is complex, it is not only about changing behavior, it also concerns changing attitudes, norms, values and beliefs and practical wisdom or personal knowledge and the interaction between all these facets.

4 Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017) Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education* 61, 47-59.

5 Leithwood, K., Harris, A., Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management* 28(1) 27-42.

School leaders can offer teachers the opportunity to participate in different learning activities<sup>6</sup>, such as:

- Keeping up to date: Browsing Internet and social media, reading the professional literature of visiting conferences
- Learning by doing, through experience
- Experimenting
- Reflection
- Collaboration with colleagues

School leaders can undertake different forms of leadership practices (the darkest green slice) enhancing teachers' learning processes. These can be instructional (for example observe classroom instruction and provide constructive feedback to teachers; collaborate with staff

6 Kyndt, E., Gijbels, D., Grosemans, I., & Donche, V. (2016). Teachers' Everyday Professional Development: Mapping Informal Learning Activities, Antecedents, and Learning Outcomes. *Review of Educational Research* December 2016, 86(4), 1111–1150.



during the process of data interpretation) or transformative leadership practices (for example, developing a shared vision, and distribute leadership on selected tasks). They can develop a rich learning environment for teachers (for example, provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work) <sup>7</sup>.

We do not know much about the contribution of schoolboards to student's learning<sup>8</sup>. Following my path of reasoning I assume schoolboards to have a more indirect impact on students' learning, via the learning of school leaders and working on the development of a powerful learning environment for all. The impact of schoolboards on students' learning resembles the impact of school leaders. Board members can walk the same path as school leaders do regarding teachers professional development by facilitating and stimulating the learning of school leaders. *Board members can learn from studying their school leaders' learning processes.* This mindset of seeing school leaders learning outcomes as feedback for board members is another element of the innovative approach of our project. The project aims to contribute developing different mindsets of professionals in all levels of the school. This is an innovative way of looking at professional development programs, especially because its focused on working on different mindsets and enhancing skills and knowledge from an aligned perspective. The professional development program approach is also innovative because it is focused on working on real live problems in authentic contexts for both school leaders and board-members.

7 Leithwood, K. (2012). *The Ontario Leadership Framework 2012. With a Discussion of the Research Foundations*. Ontario: Institute for Education Leadership.

8 Honingh, M., Ruiters, M. & Van Thiel, S. (2018): Are school boards and educational quality related? Results of an international literature review, *Educational Review*



- School leaders and internal advisors were confronted with the fact that they were not aware of teachers' professional development needs
- School leaders and internal advisors developed educational leadership practices such as visiting classrooms and giving constructive and appreciative feedback to the teachers
- School leaders and internal advisors concluded that they had to develop their subject knowledge in order to give appropriate feedback to teachers
- Board members concluded that they lacked having insights in schools' development as powerful learning environments for teachers
- Board members concluded that they could focus more on facilitating and stimulating school leaders' professional development and being more aware of school leaders' professional development needs.
- All members concluded that they need to align their activities and begin to collaborate more closely in order to learn from and with each other and get the job done together.

### **CONCLUSIVE REMARK**

If all professionals in schools learn and contribute to their mutual continuous professional development and the organizational development focusing on the impact on student learning, no learner will be left behind.

# The challenges and changes in the system of secondary education in Bulgaria

A new Pre-school and School Education Law was passed in 2016 in Bulgaria and this act made the year sign in Bulgarian education. The idea was to introduce a new philosophy, new curriculum and plans, a whole new logic of teacher inspection and qualification.

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The positive changes are related to the concept in the new curriculum, namely, to a greater degree pupils to acquire key competencies. For example, with literary curriculum students acquire, in addition besides language also other competences – especially social and civic, namely to develop critical and alternative thinking, problem solving skills, to be able to make personal interpretations and analyses of the texts, to be creative. The number of authors is preserved, but additional exercises, analyses, interpretations of texts are given. Teachers have the freedom to choose additional texts and works, which is in line with the philosophy of greater autonomy of schools and the development of students' thinking skills. High school students will continue to learn about the principles of separation of powers, the rule of law, and should be able to give examples of their follow-up and disruption. The new here is that the topics of authoritarianism, corruption, discrimination and inequality are added.

### **OTHER HIGHLIGHTS INCLUDE:**

- establishment of an early vocational guidance system;
- modernizing vocational education – to a greater extent linked to the real economic needs of the country. Dual education is introduced;
- reducing dropout.

### **FUNDING FOR SCHOOLS HAS BEEN CHANGED BY 2018**

So far, funds have been provided through municipalities based on the number of pupils. The basic formula now changes – it no longer depends on the number of students, but also on the type of the institution and the number of classes. This approach takes greater account of the specificities of schools with a small number of pupils. Additional funds are provided to schools and kindergartens in small and remote locations and to those with a concentration of children from vulnerable social groups. An increase in teacher salaries is also planned by about 20% since the beginning of 2019.

## During the Bulgarian EU Presidency, the content of the key competences is updated this year by adopting the so-called revised Recommendation

A lot more professions tomorrow will require more and more in-depth digital skills. It will be mandatory to combine basic knowledge and skills with digital skills, creativity, initiative, entrepreneurial skills and civic competences. Today's education systems need to prepare children not only for users of digital devices but also to be digital creators. In this connection, this year the Ministry of Education and Science introduces a special subject "Computer Modelling" in the 3<sup>rd</sup> grade, as well as electronically readable variants of textbooks from the 1<sup>st</sup> to the 7<sup>th</sup> grade. Students will be able to use them online and offline from a personal mobile device, most of them will be available in PDF format. Also, schools can now abandon paper diaries and notebooks, and mark evaluations, absences and notes only in an electronic system. Digital media literacy is planned to be included in all subjects. These are defined skills and competences that develop critical thinking, ability to evaluate information due to booming false news and social skills.

### **WHAT ARE THE DIFFICULTIES?**

In the short period since the adoption of the new pre-school and school education law in 2016, so far we have also seen difficulties in the reform. The 14 educational standards created for a short period of time are constantly subject to new legislative changes. Teachers and



headteachers have many newly introduced administrative duties that do not directly correlate with the quality of the educational service and the volume of documentation increases. This school year 2018/2019 will meet with amendments to at least four standards. Among them is the status and professional development of pedagogical specialists. It is expected that there will be texts regulating the order of control by the Ministry of Education and Science over the qualification forms of the teachers. Standards for inspection and quality assessment of the educational establishment are still being developed.

The focus of our education system is on issues such as the high dropout rate, the need to improve functional literacy, feminisation and aging teachers. According to an international TALIS survey by the Organization for Economic Cooperation and Development, Bulgaria ranks fourth with 81.2% female teachers / the highest percentage of female teachers in Latvia (88.7%), Estonia (84.5%), Slovakia / 81, 9%) and the average age of teachers in Bulgaria is increasing, in the last survey it is 47 years with an average of 43 years for the countries participating in TALIS.



## THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS

In order for the reforms to succeed, parallel to administrative approaches, effective teacher training and exchange of good practices should be carried out. There are numerous initiatives by non-governmental organizations in this direction.

The [World Educational Forum Bulgaria](#) / WEFBG/, a member of ESHA, has contributed to the processes of change. One of these successfully implemented initiatives is a three-year project launched in 2015. Educational innovations will develop a new educational approach that will strengthen the capacity of teachers and headteachers, skills of children from all backgrounds. The Innovative Schools project is in partnership with the Plovdiv Municipality and the Paisii Hilendarski University. The target group of participants are headteachers and teachers from 14 schools.

**The main activities of the Innovative Schools Project are:**

- Building a professional community and partnership,
- Interactive teacher training and mentoring,
- Sharing innovations into the classroom as good practices.

ESHA-promoted best practices in the area of basic skills, quality of education and early school leaving, global citizenship, quality management and social behaviour were used to develop learning themes.

**We also included the following topics in different training modules:**

- Reflective practices and coaching,
- Leadership and Management of the 21st Century Classroom,
- Building an effective partnership with parents,
- Analysis of professional situations,
- Planning a media campaign.

Within the Project, we also encourage the creation of a new organization of the learning environment, which includes updating the hardware base by replacing the desks with tables that are grouped, purchasing computers, tablets, interactive boards, access to the Internet, open classrooms, creative areas, new space arrangements in the classroom and in the school.



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As a summary of the results of the three-year activities of the World Educational Forum Foundation, Bulgaria has developed and appraised the concept of change through educational innovation, which includes three main elements:

- changing the organization of the learning environment,
- changing the teaching methods within the class
- active implementation of modern information technologies.

Being a member of ESHA headteachers from WEFBG provides support for the development of an organisational change model. Our goal is to continue working for new opportunities, as well as cultural and social development. ■



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