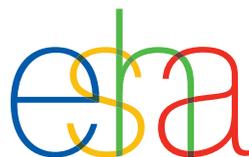




# esa magazine

MAY 2017

Mentoring,  
learning, leadership  
and role models



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

Clive Byrne (President), Greg Dempster (Board member), Jens Porsgaard Nielsen (Board member), Omar Mekki (Board member), Barbara Novinec (Board member)

## ABOUT ESHA

ESHA is an Association that consists of 43 Associations of School Heads and Educational employers in 28 countries in primary, secondary and vocational education.

## CONTACT ESHA

Visiting address: Herenstraat 35, Utrecht, The Netherlands

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

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

## THE EDITORIAL TEAM FOR THE MAGAZINE

Clive Byrne (editor), Fred Verboon and Monique Westland

## LAYOUT AND DESIGN

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

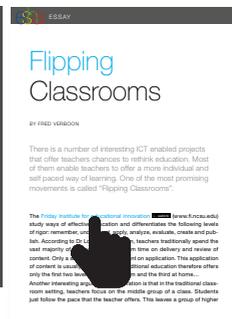
# In this issue

MAY 2017

- 4 Column – Clive Byrne
- 6 Brinkmanship risks derailing Ireland’s education system
- 7 Agenda
- 12 Role model: a project for the future of our children
- 20 Finland to Stop Teaching Individual Subjects
- 24 Learning and competence 2020
- 32 Positive Behaviours, Relationships and Emotions
- 44 Entrepreneurial education
  - Policy rhetoric or a force for change?
- 54 Mentoring
  - An investment for students, families, and teachers
- 58 The art of being human: Search for self-improvement
- 68 Indelible leadership



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.





# GA meeting in Mallorca

40 delegates from member associations gathered in Illetas Majorca for the General Assembly meeting towards the end of April. Sincere thanks to Manuel from Mallorca and Jaume from Barcelona for their help in organising the meeting and also for the detailed briefings on the education systems in Mallorca and Catalonia. It was much appreciated by colleagues. A very full agenda was covered over the Friday and Saturday and there was in-depth discussion as to the future organisation of General Assembly meetings as well as a decision to review the term of office of the Executive Board which will involve consultation with member associations and possible amendments to the Articles of Association.

On Friday there was a very good presentation and excellent follow-up discussion on a project ESHA is partnering in called Breaking the Silence which is a project on child sexual abuse. A comprehensive presentation by the Foundation Vicky Bernadett was followed by group work sharing best practice and a plenary feedback session which was informative.

Assembly members participated very full in Strategy ESHA 2020 discussions and this was followed up further with discussions over a networking dinner on Friday evening and also on the Saturday session devoted to the topic.

A number of hours were devoted to the topic of Early School Leaving on Saturday. The session began energetically by a presentation by the founders of BreakSquad, Jeroen and Redo showing how involvement in an activity that students feel passionately about will reduce early school leaving and encourage positive mental health. The presentation was inspirational but in the follow up discussions it was clear that the extent of the problem varies in member states and it was very useful to hear of strategies used in member countries to combat the problem and also to recognise systems and strategies used by members to support students at risk of leaving. The potential problems for society in years to come were highlighted as was the priority given by the European Union to develop solutions to avoid the emergence of a disaffected youth culture. The conclusions of the Breaking the Silence Project and the Early School Leaving Project will be disseminated to member associations in time. For more information visit [www.dropoutprevention.eu](http://www.dropoutprevention.eu)

Toomas Krusimagi from Estonia gave the assembly an update on the latest development in the preparation of the ESHA2018 biennial conference which will be held in Tallinn from October 17th through 19th of 2018. More information on the biennial conference will be available in the summer via the website [www.esha.org](http://www.esha.org) ■



Clive Byrne, ESHA President

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

 @NAPD\_IE

# Brinkmanship risks derailing Ireland's education system

Over Easter April 2017, secondary teachers from the two largest Irish second level teacher unions met at two separate conferences to discuss the state of Ireland's post-primary education system, and to outline their demands and vision for the immediate future.

CLIVE BYRNE, ESHA PRESIDENT IRELAND

One particular issue dominated both: guaranteed pay parity for new teachers. Because of austerity-era pay cuts, newly qualified teachers hired from 2011 are paid less than their more established counterparts. The situation was made even more complex when the Association of Secondary Teachers of Ireland (ASTI), whose members operate in academic secondary schools voted against the government sponsored Lansdowne Road deal and refused to work additional hours to help with school planning. As a result, its members are paid less. Teachers Union of Ireland (TUI) members, who accepted the deal, work the longer hours and have received additional benefits, such as payment for supervision and substitution.

There is no doubt whatsoever that the divergent stances adopted by the unions and the two-tier pay scale that has emerged as a consequence, is having catastrophic consequences not only on morale, but on the overall quality of Ireland's education system and the delivery of meaningful reform.

Last week, the Teachers Union of Ireland released results of a new poll that showed nearly a third of new post-primary education graduates think it is unlikely or very unlikely that they will still be in the job in ten years. Should even a small percentage of this group act on their sentiment, we will be left with a massive shortage of teachers in a relatively short space of time.

The National Association of Principals and Deputy Principals (NAPD) does not operate in the area of industrial relations. However, it is the job of the school principal, to lead, ensuring that the school environment is a harmonious and equitable one for both teachers and pupils. It must be said, therefore, that this continued brinkmanship on reform will severely undermine the welfare of individual schools and



teachers, and the education system as a whole. Indeed, it is already derailing one of the most important and much needed changes to the Irish education system in recent times implementing curricular reform at Junior Certificate level.

Left unresolved, the conflict will damage the quality of education provided in those schools where teachers work fewer hours, in particular dual union schools and the voluntary secondary sector. Anecdotally, parents are voting with their feet and sending their children to TUI

schools where there is no fear of industrial action; teachers, too, will seek out a more positive and fulfilling workplace.

This 'brain drain' effect will mean that in some schools, certain subjects may disappear from the curriculum as a result of teacher shortages and timetabling anomalies. Some senior cycle subjects like chemistry and physics may see the merging of 5th and 6th year classes, ultimately disadvantaging every pupil and putting further pressure on teachers.

In the long term, that will put these schools in real jeopardy of closure.

Even now, for schools with staff in both the TUI and ASTI, scheduling timetables and study periods for teachers on different hours has become a logistical nightmare. Without certainty on what hours which teachers can work, pupils returning for the 2017/18 school year could be shuffled into different classes or find their subject choices are no longer available. The longer the dispute continues, the more

A third of new post-primary education graduates think it is unlikely or very unlikely that they will still be in the job in ten years.

profound the effects will be on the quality of our children's education. Internal strife will also make meeting the Government's ambitious Action Plan for Education targets by 2026 difficult, if not impossible. While Ireland is recovering economically, there is a limit to the amount of additional funds available for education, and these must be spent in areas beyond just teachers' pay.

On a macroeconomic scale, we are living in a period of huge opportunity. The UK's protracted departure from the EU will undoubtedly see increased multinational investment in other European countries. To what extent that investment is targeted at Ireland is up to us. For big business decision-makers eyeing up new spots for offices and headquarters, a certain, long-term supply of well-rounded, educated graduates is a fundamental consideration. If it is clear to them that our schools are not adequately providing children with the right skills for work in a digital world, they will simply choose rival countries.

This is particularly true from a STEM perspective. The importance of Science, Tech, Engineering and Mathematics skills in the global economy of the twenty-first century simply cannot be overstated. To really get ahead in today's world, fluency in a programming language is just as important as fluency in French or German, if not more so. Without a uniformly agreed method of delivering a certain standard of STEM education at Junior Cert level and without an adequate number of teachers to provide it, we will be severely disadvantaged in the long term.

Our education system is therefore in a delicate position. Tensions are high. Important practicalities, such as timetabling, are proving frustratingly complex. All of this is happening at a time when equal access to education is at the forefront of the national agenda. Reform is needed, but we are seeing the emergence of a gap between teachers based on their stance towards it. Without a common position, this rift will widen, while pupils, parents and the country as a whole will suffer. ■



# Agenda 2017

## OCTOBER 2017

- 13<sup>th</sup> – 14<sup>th</sup>            ESHA General Assembly, Syracuse, Italy
  
- 20<sup>th</sup>                      NAPD annual conference, Ireland
  
- 26<sup>th</sup> – 28<sup>th</sup>            4<sup>th</sup> Regional Conference in South Eastern Europe,  
Slovenia, Croatia, Serbia, Montenegro, Bosnia

# Agenda 2018

## MARCH 2018

- 16<sup>th</sup>                      AVS annual conference, Netherlands

## JUNE 2018

- 15<sup>th</sup> – 16<sup>th</sup>            General Assembly, location tbd

## OCTOBER 2018

- 16<sup>th</sup>                      General Assembly, Talinn, Estonia
  
- 17<sup>th</sup> – 19<sup>th</sup>            ESHA2018 biennial conference, Talinn, Estonia



# Role model: a project for the future of our children

A project for European preschools, elementary schools and secondary schools promoting character building, responsibility, well-being and other values through involvement of people whom children and youths admire, identify with and aspire to be like.

MARIJAN MUSEK – SLOVENIA



## WHAT WE BELIEVE

Almost every child can be raised to become a responsible citizen, caring parent and happy adult with the ability and desire to make others happy, too. However, this can only happen in a proper environment and if the right conditions are met. A well-rounded education with equal emphasis on knowledge on one hand and soft skills on the other is the best way to accomplish this goal.

### Who Are Role Models?

Role models are individuals we admire and identify with. Their achievements and lifestyles have a positive impact on our aspirations, and we shape our values based on theirs. They contribute to character building and serve as a good influence through their examples and life stories. However, such people are rarely invited to participate in the education process, which is still largely focused on teaching raw facts and hard skills.

## WHAT IS THE PROJECT?

Role Model is a project for European schools designed to reduce the gap between declared values and actual behaviour. The project is focused on children writing about and interacting with people they admire and wish to emulate. It is based on the Slovenian educational programme 'Winning with Values', where activities related to role models were found to be excellent methods for teaching children about ethics and values and contributing to building their moral character.

Role Model is currently in its pilot phase. During this stage, the project is simple and straightforward and does not require much work on part of either teachers or their pupils. No purchase of materials is necessary, and every preschool, elementary school and high school can participate. Teachers simply ask their pupils the question “Who is your role model and why?” The pupils answer this question and add a drawing, photograph or video of their role model. The teachers then upload the pupils’ creations on the project’s website. In addition, teachers are encouraged to contact some of their school’s distinguished alumni and ask them the same question.

The answers the children and youths provide will be analysed so we get a picture of the character traits and deeds young people most appreciate and the values they recognise in the people they admire. The alumni’s answers will also be examined, and a comparison will be made of the role models and values of successful and esteemed individuals with those of today’s youth. Based on the results, the project will be further developed and expanded. Furthermore, the children’s creations will be compiled into a book that will be sent to European political leaders, thus bringing thoughts of children and youths closer to the people who shape our society. Stories and other materials can be submitted by June 16th 2017 via the website [www.rolemodel.eu/eng/](http://www.rolemodel.eu/eng/)

Additional phases of Role Model are in preparation. In the future, the project will go more in-depth, featuring live interaction with role models, as well as recommendations and instructions for specific activities. Long-term goals of the project include making role models a fixture in children’s education that contributes to their upbringing, improving children’s moral compasses and making them realise that their actions have important consequences, and raising awareness among teachers, parents and others of the importance of acting

according to one's values and setting a positive example to children and youths – being a role model.

### WHY WE NEED TO ACT

It is difficult to imagine a stable society of the future without a solid foundation rooted in sound ethics, and there can be no true personal well-being if values are ignored. Of course, it is not enough to merely have knowledge of values and ethical principles, it is important to accept them and actualise them in our lives. Therefore, providing children and youths an education emphasising 'soft skills': values, moral character and ethical principles is important for the prosperity of both individuals and the whole of society.

People often know what the right thing to do would be, but they still act differently.

over

**30%**

*of employees have abused sick leave during their careers.*

over

**40%**

*of children will be victims of bullying during the course of this school year.*

you have only a

**20%**

*chance that your lost wallet will be returned to you.*

What do these issues have in common?

**They all demonstrate the gap between people's declared values and their actual behaviour.**

Current school systems can be efficient in producing knowledge and technological skills, yet they often neglect to take into account education that emphasises soft skills. Consequently, schools produce many individuals who may be competent in their field, but often lack proper values and ethical standards. However, knowledge and technology without ethics can be counterproductive and even dangerous. In education, high standards of knowledge and working excellence must be balanced with high ethical standards, and professional competence and ethical responsibility should be equal goals of education.

Integration of values and ethics into education is not a matter of mere knowing of what is right and what is wrong. It is a matter of the development of proper behavioural intentions: not only to know what is right, but to be firmly decided to do what is right.

## **WHY ROLE MODELS**

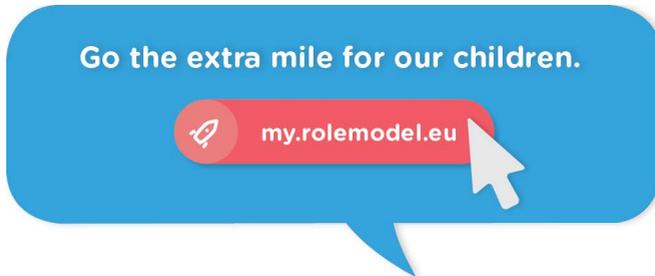
Neuroscientific research has revealed the importance of appropriate stimulation during a child's formative years for healthy brain development. Many aspects of learning have a sensitive and critical period during childhood, when brain plasticity is at its peak. In this period, basic ethical behavioural intentions – 'moral compasses' should be formed. If they are not, their formation in later years may prove essentially impossible. This is why an early ethical education is of such great importance for the creation of a wholesome, conscientious, happy personality.

Children and youths learn and incorporate the values and norms of their culture through agents of socialisation: parents and family members, teachers, peers and others – role models. Proper interactions with these four groups are necessary for a child's healthy social development and the calibration of their moral compass. However, in the last few decades, parents spend less time with their children,

the role of teachers has largely been reduced to that of conveyers of information, there is less live communication between peers due to the internet and social media, and role models are often confused and replaced with media-imposed idols. Many children are essentially left to themselves, without a moral authority figure in their lives to help with their character building, and their moral and mental health is in jeopardy.

Since it is difficult to influence the nature of children's relationships with their parents, teachers and peers, focusing on role models is the logical starting point if we want to get through to children and youths and begin to influence social change. ■

More information can be found on [www.rolemodel.eu/eng/](http://www.rolemodel.eu/eng/)



## 1. Ask Children

Who is your role model and why?

## 2. Children Create



... and tell us about their role model

## 3. Send Us Their Work

Upload on our website

[my.rolemodel.eu](http://my.rolemodel.eu)

and

Send to  
Institute for Ethics  
PO Box 21  
SI-1001 Ljubljana  
Slovenia

## Invite Role Models to Talk about Role Models

We also invite all teachers and schools to choose individuals from among their alumni who are widely recognised as true role models and who could be positive influences on younger generations.

# No More Physics and Maths Finland to Stop Teaching Individual Subjects

The future is all about learning  
by topic, not subject



Finland, one of the leading educational hotspots in the world, is embarking on one of the most radical overhauls in modern education. By 2020, the country plans to phase out teaching individual subjects such as maths, chemistry and physics, and instead teach students by ‘topics’ or broad phenomena, so that there’s no more question about “what’s the point of learning this?”

FIONA MACDONALD — SOURCE: THE INDEPENDENT

What does that mean exactly? Basically, instead of having an hour of geography followed by an hour of history, students will now spend, say, two hours learning about the European Union, which covers languages, economics, history and geography. Or students who are taking a vocational course might study ‘cafeteria services’, which would involve learning maths, languages and communication skills, as [Richard Garner reports for The Independent](#). So although students will still learn all the important scientific theories, they’ll be finding out about them in a more applied way, which actually sounds pretty awesome.

“What we need now is a different kind of education to prepare people for working life,” Pasi Silander, the Helsinki’s development manager, [told Garner](#). “Young people use quite advanced computers. In the past the banks had lots of bank clerks totting up figures but now that has totally changed. We therefore have to make the changes in education that are necessary for industry and modern society.”

The new system also encourages different types of learning, such as interactive problem solving and collaborating among smaller groups, to help develop career-ready skills. “We really need a rethinking of education and a redesigning of our system, so it prepares our children for the future with the skills that are needed for today and tomorrow,” Marjo Kyllonen, Helsinki’s education manager, who is leading the change, [told Garner](#).

“There are schools that are teaching in the old fashioned way which was of benefit in the beginnings of the 1900s – but the needs are not the same and we need something fit for the 21st century,” she added. Individual subjects started being phased out for 16-year-olds in the country’s capital of Helsinki two years ago, and 70 percent of the city’s high school teachers are now trained in the new approach. Early data shows that students are already benefitting, with [The Independent reporting](#) that measurable pupil outcomes have improved since the new system was introduced. And Kyllonen’s blueprint, which will be published later this month, will propose that the new system is rolled out across Finland by 2020.

Of course, there is some backlash from teachers who’ve spent their entire career specialising in certain subjects. But the new blueprint suggests that teachers from different backgrounds work together to come up with the new ‘topic’ curriculums, and will receive a pay incentive for doing so.

Finland already has one of the best education systems in the world, [consistently falling near the top](#) of the prestigious PISA rankings in maths, science and reading, and this change could very well help them stay there. ■



# Learning and competence 2020 Strategy of the FNBE

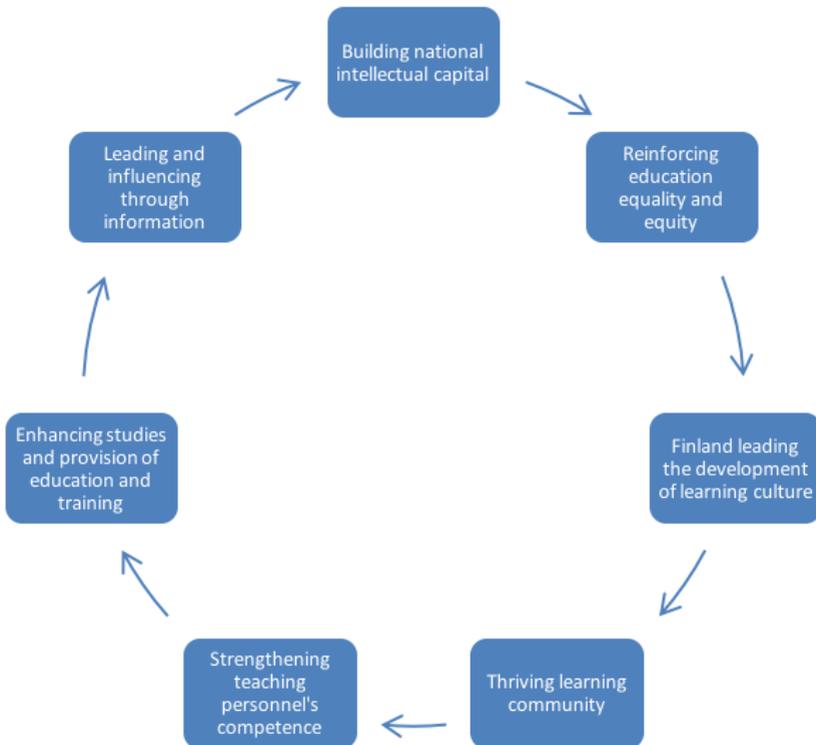


FNBE – The Finnish National Board of Education guides, monitors and develops education, training, teaching and learning in Finland.

FNBE is an organisation that operates as a partner, authority and employer. The key values of the Finnish National Board of education are equity, fairness, openness and trust. One of the key functions of the FNBE comprises efficient anticipation and identification of the needs of the world of work. Anticipation also involves identifying new occupations and taking these into account in education and training solutions. In order to promote the relevance of education and training to the world of work, the FNBE will work to intensify co-operation between the education and training sector and the world of work, increase practical approaches in instruction, encourage learning by doing and to ensure consideration for the needs of different learners and utilisation of diverse teaching methods. The FNBE will

develop feedback systems to produce information about learners' education, training and learning outcomes. The FNBE will administer and develop the work and networking of the National Education and Training Committees and the Qualification Committees that support the world of work.

To improve learning and competence they continuously work on the following areas:



# Strategic objectives for education and training 2020

- Supporting the individual continuum of competence and self-development and consolidating key citizenship skills
- Extending careers by reinforcing recognition of prior learning and flexible transition between forms and levels of education and the world of work
- Supporting informed decision-making through national and international research, statistical and assessment data
- Reinforcing openness and educational partnerships

## Life long learner

- Promoting digital learning and making efficient use of new learning environments
- Developing the competences of teaching personnel
- Reinforcing motivation and joy of learning



## SERVICES AND RESEARCH OF FNBE ARE IN THE FIELD OF:

- **Effective steering**

The steering and support provided by the Finnish National Board of Education for education providers is based on national and international benchmarking and research data. The FNBE functions as an information centre for the education and training sector, offering high-quality information and expert services. Services will be implemented in a customer-oriented and cost-efficient manner. Operations will be based on continuous assessment of services and operating models and their further development. The FNBE will develop open digital information services. It will also provide and develop new fee-based expert services to support development of the education and training sector according to demand.

- **Excellent expertise**

The expertise of Finnish National Board of Education is based on broad information-based competence, networking and social interaction. The FNBE will intensify its internal dialogue and co-operation. Expertise is also increasingly about international expertise and close interaction, mobility and sharing information. The FNBE will participate in the operations and operational development of key international educational organisations. It will continue to ensure the expertise and competence of its personnel. Where necessary, additional expertise will be sought through networks and among external experts.

- **Motivating leadership**

Equity, fairness, openness and trust form the basis of FNBE's activities. Leadership supports and motivates innovation, creativeness and competence development.

- **Building national intellectual capital**

[Development prospects for education and training.](#)

The goals and objectives of education and training highlight the skills required by citizens and the relevant knowledge base. Everyone will be guaranteed a flexible and encouraging learning pathway and opportunities for lifelong learning.

- **Reinforcing educational equality and equity**

[Development prospects for education and training.](#)

Everyone will have the opportunity to develop in line with their abilities, to build their future and succeed in their studies, work and private lives. Provision of high-quality education and training and a comprehensive network of educational institutions will guarantee nationwide equity for citizens as learners.

# Development prospects for education and training Finland will become the leading developer of learning culture in the world.

Finland leading the development of learning culture. Development prospects for education and training Finland will become the leading developer of learning culture in the world. Learning and teaching will emphasize collaborative approaches, involvement and interaction, combined with building knowledge and competence. Everyone will be guaranteed equal opportunities to process and produce information and to make efficient use of information and communications technology in support of learning.

Electronic learning materials and diverse learning environments will form a key part of learning and teaching. Determined solutions will guide development of digital infrastructures and digital skills at all levels of education.

- **Thriving learning community**

- [Development prospects for education and training.](#)

Mental, social, physical and cultural awareness and health safeguard learning. Co-operation between home and school and other parties will be intensified towards educational partnerships. Effective pupil and student welfare services require broad and permanent co-operation and development activities between different authorities.

- **Strengthening teaching personnel's competence**

[Development prospects for education and training.](#)

Increasing national intellectual capital calls for strengthening of competence among teachers and leaders in education. Co-operation and partnerships will be increased between teacher education and the rest of the scientific community. New educational technologies and learning environments will be put to active use in initial and continuing teacher education.

- **Enhancing studies and provision of education and training**

[Development prospects for education and training.](#)

Steering related to provision of education and training will be clarified, providers' operating conditions will be reinforced and completion rates of studies will be enhanced. Early childhood education and care will become part of the educational administration and its operations will be governed by an Early Childhood Education and Care Act and national quality criteria. Everyone completing basic education will be guaranteed a motivating further study pathway that encourages them to complete a qualification. The focus of vocational education and training, in particular, will be shifted to correct targeting of study places. Provision will actively meet challenges posed by the ageing population in terms of the effectiveness of the labour market. Working-life knowledge will be strengthened among both students and teachers. The role of education and training in prevention of exclusion and unemployment will be highlighted.

• **Leading and influencing through information**

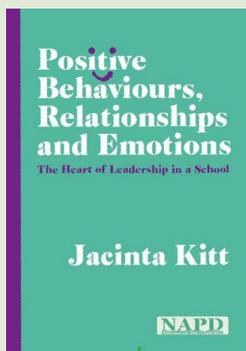
**Development prospects for education and training.**

The information-based approach will be reinforced in instruction, in the educational administration and education policy decision-making processes. National and international assessment, research, anticipation and monitoring data will be put to efficient use in development of education and training at national and local levels. ■



# Positive Behaviours, Relationships and Emotions

The Heart of Leadership  
in a School



EXTRACT FROM JACINTA KITT'S  
BOOK LEADER PUBLISHED  
BY NAPD, IRELAND

Jacinta Kitt's book, published in February by NAPD, contains a rich storehouse of observation and experience about the qualities and skills of successful – and not so successful – school leaders. In this extract, Jacinta looks at leadership styles through the lens of the Blake-Mouton grid, but applies them particularly to the context of education. She ends with a summary of key points. This is a feature throughout the book, allowing the reader to dip in and dip out, according to their interest in specific topics. She also poses four reflective questions, another regular occurrence in the text. Jacinta Kitt's book is instructive and entertaining but, above all, it is challenging. It is aimed at people who want to lead effectively in their schools. She talks the talk, with both wit and wisdom, sets out a comprehensive roadmap, but ultimately it will be up to the reader-leaders to absorb what she has to say and then to walk the walk for themselves.

## **THE ROLE OF LEADERS IN CREATING A POSITIVE/ EFFECTIVE WORK ENVIRONMENT IN SCHOOLS**

The importance of having a positive work environment in the school cannot be overstated. However, the creation of such an environment should never be at the expense of the overall effectiveness of the school. The school's primary function is the provision of a consistently high quality of educational service to all students, irrespective of their ability. Schools, like all organisations, have task and people dimensions, and it is widely acknowledged that the task dimension in schools, i.e. the teaching and learning, cannot be effectively fulfilled without the efforts of a motivated and committed staff.

Securing the sustained commitment and effort of staff members is contingent on the extent to which they are valued, respected and supported on a daily basis. How they are treated determines how well the job gets done. The general rule is that an equal emphasis should be placed on the task and people elements of the job. It goes without saying that at certain times the emphasis will shift and be

more imbalanced. When a whole-school evaluation or important exams are imminent, the focus on the task will inevitably increase. And, when the school is celebrating success or dealing with a tragedy, the focus will be balanced in favour of the people.

Successful and effective school leaders are totally aware of the need to balance the task and people elements of their role. They are also acutely aware that it can be very challenging at times.

The task element of the workplace, in other words getting the job done, was often referred to as the 'hard stuff', as opposed to the relationships in the workplace, which were referred to as the 'soft stuff'. Commensurately, there were the 'hard skills' and the 'soft skills'. I have always been deeply uncomfortable with those labels, as in some way they implied that the 'hard skills' were of superior importance to their poor relations, the 'soft skills'.

School leaders who are obsessed with having the best school with the best results, but who have little or no interest in looking after the needs and feelings of their staff, dismiss the 'soft stuff' as superfluous and optional. The negative consequences of this attitude, and approach to leadership, causes damage to both the reputation and the success of the school.

Successful and effective school leaders are totally aware of the need to balance the task and people elements of their role. They are also acutely aware that it can be very challenging at times.

## TASK AND PEOPLE LEADERSHIP

As far back as the 1950s, research on leadership has focused on the task and people elements of the role. These elements were frequently referred to as the task oriented and the relations-oriented leadership behaviours. Despite a wide array of leadership theories having emerged since, that have added significantly to the dimensions and interpretations of leadership, the task and relations-oriented behaviours still constitute essential elements of leadership. In particular, Blake and Mouton (1982), through their managerial grid model, focused on leadership styles in terms of the leader's concern for people and concern for task. The Blake-Mouton grid has stood the test of time, and is still used to assess the task and people behaviours of leaders.

The grid is divided into five possible leadership styles, all of which focus on task and people elements. The five styles are:

- Country club
- Impoverished
- Middle of the road
- Authoritarian
- Team/Collaborative

## THE COUNTRY CLUB STYLE

James is a 'country club' school leader. Above all else, he likes to be liked and get on well with everyone. He uses clichés such as, 'I aim to please', and, 'It's nice to be nice'. He is always obliging and gives staff time off when they need it, but never considers the fallout or consequences of his generosity. Decisions on issues such as class



allocation and timetabling are made through a lottery system, in order for him to appear fair, and to avoid being blamed for staff disappointment or annoyance. He regularly provides lunches and cakes for the staff, and takes them out to dinner for any occasion that he considers as warranting celebration. He continuously alludes to the fact that he allows staff to get on with their jobs, without interference from him. He also alludes to the importance of his staff being ‘happy campers’.

James is really uncomfortable with any form of discontent or disagreement. He likes to keep staff meetings short and sweet, and discounts any issues or problems that are raised with comments such as, ‘Don’t worry about it’, or, ‘I’ll get back to you on that’. However, he never does. The staff find it very difficult to get a discussion or debate going on any area in need of change and improvement. The feeling they get from him is that they are stirring things up, and upsetting the lovely cosy consensus.

The 'country club' or laissez-faire style of leadership, (high on people, low on task), is primarily concerned with creating a friendly, comfortable and easy-going work environment. Every effort is made to avoid any type of conflict or disagreement. The raising of problems or difficult issues is discouraged and disapproved of. Negative feelings and emotions are masked by bland and agreeable public faces (Jackall, 1983). Minimal attention is paid to the quality or effectiveness of the work being done. The 'country club' style suits some staff members, while most find it deeply frustrating.

## THE AUTHORITARIAN STYLE

Paul is an 'authoritarian' school principal. He runs a very tight ship. He stands at the door every morning with a stern face, berating any student who errs in relation to his/her uniform, general appearance, or behaviour. He addresses students in an aggressive manner, and always uses their surnames. He pointedly looks at his watch, and repeatedly pokes his finger at it, when staff members are even a minute late. He refuses to listen to an explanation or reason. He appears suddenly into classrooms without knocking or announcing his arrival, and instructs the teacher to continue. He comments negatively on details of the teaching content and delivery in front of the students. He is obsessed with the reputation of the school, but always relates his expectations in that regard to high grades in exams, and successes in sporting and other competitive activities. He works very hard, and is in the school from very early in the morning until late in the evening. He places a huge emphasis on the documentation surrounding policies and procedures. He demonstrates very little empathy to teachers who have problems or issues, and rarely provides praise or encouragement to staff or students. To varying degrees, both are afraid of him.

The 'authoritarian' leadership style, (high on task, low on people), is associated with formal and rigid authority. Staff are micromanaged because of a belief that, if left to their own devices, they could not be trusted to do their jobs. Results and achievement are the main focus, with control used to attain associated goals. A high priority is afforded to strict adherence to rules and regulations. Minimal concern is demonstrated for the feelings, needs, or welfare of staff or students. The 'authoritarian' leader's behaviour is generally dogmatic, cold and dispassionate.

The 'authoritarian' style causes stress and distress to staff and students alike.

### THE IMPOVERISHED STYLE

Mary is an 'impoverished' school leader. She always appears as if she is merely going through the motions in her school. There is an air of disengagement and disinterest in her demeanour. She shows little enthusiasm for her work, or the work of her staff. She makes herself unavailable if problems or issues arise, and has a habit of disappearing during the school day. She is polite and courteous to everyone, however, the staff have a sense that while she likes the position, she does not want to do the work that goes with it. The 'impoverished' style, (low on task, low on people), is associated with a lack of competence, efficiency and effectiveness. Minimal attention, effort or interest is afforded to either the task, or the people at work. The 'impoverished' style is deeply resented by staff.

### THE MIDDLE OF THE ROAD STYLE

Helen is a 'middle of the road' school leader. She is a happy-go-lucky person, and has a general rule of letting staff get on with their jobs. She likes the quiet life, and is very reluctant to get involved with conflicts between teachers, or between staff and students. She encourages staff to sort problems out themselves. She facilitates

staff who wish to engage in professional development, but does not get involved herself. She has a habit of saying, 'If it ain't broke, don't fix it' in relation to proposed changes or improvements. She certainly does not obstruct innovation or initiative, but offers no incentive or encouragement to anyone trying to introduce new ideas, or improve their practice. She gets on well with the staff, but does not see her role as one of motivating or challenging them.

The 'middle of the road' style is generally associated with maintaining the status quo. The logistics and the essentials of the task are attended to, but without a vision of the potential for increased effectiveness and innovation. There is a respect for staff and a general regard for their needs and welfare. However, their potential is neither appreciated, nor utilised. The 'middle of the road' style is usually regarded as safe, but not exciting or challenging. It suits some staff members, but adversely affects the enthusiasm and motivation of those who value, and want, change and innovation.



The examples of the four least effective leadership styles as outlined above, are included merely to provide an idea of how each of the styles manifests in the school context. It is worthy of mention also that as the leadership styles are generally considered to be gender-neutral, there is no gender significance attached to the examples, two of which allude to male leaders, and two to female leaders. Some elements of each of the four styles will be included in the leadership practices of most leaders. However the collaborative leadership style is considered to be the most effective.

### **THE COLLABORATIVE STYLE**

‘Collaborative’ school leadership is associated with maximising the quality of the teaching and learning in schools, while encouraging and supporting the staff. ‘Collaborative’ leaders place a high and equal emphasis on both the task and the people elements of their role. They know that both are inextricably linked, and that in order to have high-quality teaching and learning, they need to build and maintain high-quality relationships with the staff. They understand and accept their role and responsibility for ensuring, in as far as possible,

I define a positive/effective school environment as one that provides the highest quality of educational service to every student, in an atmosphere of respect, openness, collegiality and equality.

that each member of their staff is satisfied and fulfilled in their jobs. They also know that this can only be achieved when individual staff members feel valued and are treated well. 'Collaborative' school leaders really value their team. They share information, resources, time, knowledge, and credit with them. Thankfully, the number of 'collaborative' school leaders is on the increase. This is due to a combination of factors, including:

- higher expectations in relation to the range of competencies required by school leaders, that are reflected to a greater extent than before, in the selection and appointment process;
- greater awareness among applicants and newly appointed school leaders of what constitutes effective and collaborative school leadership;
- increased focus on, and availability of, professional development opportunities for serving school leaders;
- increasing numbers of aspiring and serving school leaders enhancing their knowledge and skills through acquiring postgraduate qualifications in leadership and management. The 'collaborative/team' style combines the task-oriented behaviours and the people-oriented behaviours. Although many leadership behaviours straddle the task and people categories, a school leader's task-oriented behaviours are generally associated with, for example; planning, organising, documenting, administrating, conducting meetings, clarifying, compiling, assigning and monitoring.

School leaders' people/relations-orientated behaviours are generally associated with, for example; respecting, trusting, valuing, facilitating, motivating, challenging and caring. In terms of the Blake-Mouton model, the 'collaborative' approach is considered to be the optimal leadership style. 'Collaborative' leadership, which places an equal emphasis on the task and people elements of a school, is the surest way to create a positive/effective environment.

Consequently, I define a positive/effective school environment as one that provides the highest quality of educational service to every student, in an atmosphere of respect, openness, collegiality and equality.

### **REFLECTIVE QUESTIONS FOR SCHOOL LEADERS:**

- How would describe your leadership style?
- What elements of your leadership style would you consider to be collaborative?
- What improvements do you need to make to become a more collaborative leader?
- How do your staff rate you leadership in terms of being collaborative?

### **KEY POINTS**

- Providing a positive/effective work environment in schools is contingent on leaders placing an equal emphasis on the task and people elements of their roles.
- In terms of the balance between the task and the people dimensions in schools, there are five styles of leadership, four of which are considered to be ineffective.
- The collaborative style of leadership in schools acknowledges that a high quality of educational service cannot be provided without gaining and maintaining the commitment of the staff. ■

## CONCLUSION

The quality of a school environment is determined by the behaviours of, and the relationships between, all those working and studying in the school. Most members of staff in schools are positive and enthusiastic, and they contribute significantly to the quality of the environment. However, even one or two negative members of staff can have a serious and adverse effect on the quality of the environment in schools. School leaders make a significant contribution to the quality of the environment in their schools. They are responsible for ensuring that their own behaviours and relationships are consistently positive. It is also important that the positive behaviours of others are acknowledged and encouraged, and that negative behaviours are consistently and appropriately addressed and challenged. The task and people elements of a school leader's role are equally important in the provision of a positive/effective school for both staff and students.

# Entrepreneurial education – Policy rhetoric or a force for change?

TONY DONOHOE (PUBLISHED IN LEADER ISSUE 3 NAP, IRELAND)

“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural or social.”



Tony Donohoe is Head of Education, Social and Innovation Policy in the Irish Business and Employers Confederation (IBEC), the umbrella body for Ireland's leading business sector groups and associations. Following a career in business journalism, he has worked with IBEC for almost 30 years in a number of roles, including Publications Editor and Head of Research and Information Services. He is a member of the National Economic and Social Council, the Expert Group on Future Skills Needs, the Labour Market Council, the Apprenticeship Council, Business Europe Social Affairs Committee and the Board of the European Centre for the Development of Vocational Training (CEDEFOP).

There is no shortage of policy rhetoric about entrepreneurial education. We are constantly reminded by successive policy documents that reinforcing entrepreneurial education in schools should have a positive impact on the dynamism of our economy and society. For example, the National Policy Statement on Entrepreneurship in Ireland<sup>1</sup> suggested that 'the first influence on the lifecycle of an entrepreneur is the attitude of society towards enterprise and the cultural values and emphasis on entrepreneurship in the education system. The National Skills Strategy 2025<sup>2</sup> committed to 'the completion of an Entrepreneurship Education Policy Statement that will inform the development of entrepreneurship education guidelines for schools'. More recently the Action Plan for Education 2016-2019 stated that there will be a stronger focus on Entrepreneurship, Creativity and Innovation' and an increase in 'the availability of quality entrepreneurship programs and modules in schools'. But does any of this commentary extend beyond policy aspirations? Over three decades ago, the US commentator Larry Cuban stated<sup>3</sup> "Education reforms

have a similar effect to that of a storm on the ocean. The surface is agitated and turbulent, while the ocean floor is calm and serene (if a bit murky). Policy churns dramatically, creating the appearance of major changes ... while deep below the surface, life goes on largely uninterrupted.” The challenge of embedding policy reform in classroom practice still exists today. Therefore, the teaching profession is the key audience that must be convinced of the value of entrepreneurial education. An honest appraisal of the challenges associated with entrepreneurial education is also required. The first challenge surrounds definition and language. This is critical for business and the education system to develop a shared understanding of what can, like ‘innovation’ and ‘creativity’, be a slippery concept. A second challenge centres on whether entrepreneurship can actually be taught and learned, or whether it is innate. This raises the question of what entrepreneurial education looks like and how can it be developed across the various levels of the education system.

## **WHAT IS ENTREPRENEURIAL EDUCATION?**

To date entrepreneurial thinking within education is primarily viewed from an economic perspective. This works well for subject-specific courses which relate to business disciplines. However, the infusion of entrepreneurial thinking into the non-business disciplines such as arts, humanities and science at all levels of the education system is also equally critical. There are many definitions of entrepreneurship, including the one provided at the start of this article. The required competences can be defined as the knowledge, skills and attitudes that affect the willingness and ability to perform the entrepreneurial task of value creation (see Table 1). This value may be derived from students going on to develop their own commercial or social ventures, or becoming innovators in the organizations in which they work.

Entrepreneurial learning requires experiential, real-world and problem-based learning to enable individuals to learn from doing and risk-taking. This needs to be incorporated into existing models of education, coupled with more innovative ways of teaching and learning. It lends itself more to a cross faculty or multi-disciplinary approach rather than traditional structures and programs of theoretical learning.

### Entrepreneurial competences

Knowledge	Skills	Attitudes
Academic knowledge of specific discipline	Marketing	Passion
Declarative knowledge of basic entrepreneurship, value creation, technology etc.	Financial literacy	Self-efficacy
Self-knowledge of personal fit with being entrepreneurial	Resource	Self-awareness/identity
operational knowledge	Opportunity skills	Pro-activeness
Cognitive knowledge	Interpersonal skills	Tolerance to deal with uncertainty/ambiguity
Design thinking	Learning skills	Innovativeness
	Strategic skills	Perseverance

(Adapted from Lackeus<sup>4</sup> 2015)

## AN ENTREPRENEURIAL EDUCATION FRAMEWORK

However, an Ibec policy document<sup>5</sup> has attempted to group them around five main themes:

### 1. Develop and implement a national entrepreneurial education policy

Government has a key role to play in facilitating a supportive policy framework conducive to entrepreneurial success. This should include an education policy that explains a clear educational concept and equips educators with the ability to prepare young people for a constantly changing world. It should give focus and direction on how to embed entrepreneurial education into the entire curriculum across the education continuum. This requires a strong political commitment to its long-term planning.

The policy should set out the aims of the lead government department and connected departments or agencies. Many developed countries tend to have a myriad of often disconnected entrepreneurial education initiatives. The policy should seek to integrate these initiatives and incorporate best international practice, without undermining the enthusiasm of the local advocates. It should also consider specific actions for key stakeholders, including the senior management of key government departments, higher education institutes, primary and secondary school bodies, and the business and civic communities. There are several international benchmarking tools to measure outcomes. For example, the Global Entrepreneurship Monitor<sup>6</sup>, which began in 1999 as a joint project between Babson College (USA) and London Business School (UK), includes entrepreneurial education ratings for over 100 countries at school and post-secondary school levels.

### 2. Promote experiential learning at all education levels

Entrepreneurial education must be considered as an integrated,

horizontal approach and cross-circular subject throughout the learning program. The required thinking and mindsets cannot be encouraged by traditional teaching and instruction alone. To provide all students with an opportunity to develop and enhance the creative skills that are closely associated with entrepreneurial thinking, experiential learning, action-orientated learning, mentoring and group projects are vital additions. New teaching methods and innovations must be given the necessary supports and space to develop and succeed. It is important to recognize that this approach will not threaten academic abilities formed by conventional teaching practices, but rather enrich the academic experience and learning outcomes for both the student and educator.

The proposed reforms to the junior cycle curriculum<sup>7</sup> set out a model for the development of key skills and statements of learning that, in many ways, define entrepreneurial education. If properly implemented, these could help to encourage the development of the skills required for positive business and social entrepreneurship, including well-being, resilience, strong interpersonal skills, effective communication, self-awareness, self-motivation and management. The challenge is to embed these skills in the learning environment, curriculum and assessment at all levels of education and training.

### **3. Provide professional development opportunities for educations to encourage entrepreneurial thinking**

Our best teachers, working in primary or secondary, keep their methods and practice under review. They adjust their practices per developments teaching pedagogy. To facilitate this, teachers and educators also need opportunities to acquire and enhance knowledge, skills and attitudes, required to include entrepreneurial education, and to enable entrepreneurial learning in their work program.

The introduction of entrepreneurial thinking into teacher training programs would enable teachers to understand the distinction between



entrepreneurship and entrepreneurial thinking and how it supports education. It would emphasize the common understanding on the need for entrepreneurial education, to dispel any myths and misunderstandings around the concept and how it can be incorporated into existing school curricula, learning outcomes and school activities. Training should focus on supporting educators to make entrepreneurial education more explicit in learning outcomes and on how current academic activity and entrepreneurial thinking correlate. Teachers should be encouraged and rewarded for engaging with and developing links outside their institutions with local business and social enterprises to enhance the experiential learning opportunities for students.

Existing in-service training provisions should also provide continuous professional development opportunities for current teachers to receive ongoing entrepreneurial education training. To support this, teachers also need to possess a range of competences related to creativity and entrepreneurship and to work in a supportive school environment where this activity is encouraged and mistakes can be viewed as a learning opportunity.

While there are several positive initiatives underway, the aim and content of each initiative and their learning outcomes is not captured and shared in any central location. The development of an entrepreneurial education network supported by an online resource, would ensure continuous quality and enable teachers and educators to exchange experiences. The online resource, acting as a central hub that gathers and disseminates information and supporting materials, could be an excellent resource for teachers, including useful teaching materials such as case studies, videos etc. that are available to teachers to develop and adapt for their own needs.

#### **4. Inspire the student**

The individual student should be front and centre of any initiative to encourage entrepreneurial thinking. Value and accreditation should be given to the development of entrepreneurial thinking and experiences, such as the involvement in clubs and societies and civic society projects. In addition, this is an excellent opportunity to foster a greater understanding of social entrepreneurship and the social economy.

Education of our wider society to appreciate the importance of entrepreneurship is crucial if we are to create the jobs that are needed into the future. It is essential to foster a culture that supports a level of risk taking, curiosity and learning from mistakes or failures rather than focuses on punishment for failure. Failure and dealing with failure needs to be addressed within education to counteract the perceived risk aversion, more generally fostered within the curriculum.

## 5. Engage business and civic society

Engagement by education with wider society takes many forms. It includes engagement with business, with the civic life of the community, with public policy and practice, with artistic, cultural and sporting life, and with other education providers. The benefits of greater engagement with the wider community are significant, not least in the establishment of a platform for the advancement of social, cultural and economic entrepreneurship. Therefore, teachers should be encouraged and rewarded for engaging with and developing links outside their institutions.

In many countries, business already contributes a great deal to existing enterprise experiences in schools and higher education institutions. However, the development of national strategies could formally recognize and promote good examples of collaboration. There are limits to the absorptive capacity of business and education for this type of activity and tighter programming of activity could improve the overall experience.

## CONCLUSIONS

Fostering a national entrepreneurial culture requires a clear strategy for entrepreneurial education across the full spectrum of our systems. Building creativity, innovation, problem solving and risk taking including entrepreneurship, at all levels of education is necessary for our economic future. Whether internal or external entrepreneurs, the development of entrepreneurial thinking will ensure individuals are adaptable and capable of dealing with the challenges of the dynamic environment of a global economy.

These recommendations are interrelated and have an important place in what should be an overarching government policy on entrepreneurial education. The result should be to develop students as they move through the education system and take their place in society with the ability to communicate, participate, initiate, innovate contribute and adapt to change. Our entrepreneurial talent must match academic ability if we are to harness young people's potential to create value for our societies and economies. ■

ESHA recently started a new project OSOS Open School for Open Societies. More information will become available via [www.openschools.eu](http://www.openschools.eu)

## Notes

1. <https://www.djei.ie/en/Publications/National-Policy-Statement-on-Entrepreneurship-in-Ireland-2014.html>
2. [http://www.education.ie/en/Publications/Policy-reports/pub\\_national\\_skills\\_strategy\\_2025.pdf](http://www.education.ie/en/Publications/Policy-reports/pub_national_skills_strategy_2025.pdf)
3. How Teachers Taught: Constancy and Change in American Classrooms, 1890-1980. Research on Teaching Monograph Series. L Cuban – 1984 – ERIC
4. [http://www.schooleducationgateway.eu/downloads/entrepreneurship/40.1%20OECD%20\(2014\)\\_BGP\\_Entrepreneurship%20in%20Education.pdf](http://www.schooleducationgateway.eu/downloads/entrepreneurship/40.1%20OECD%20(2014)_BGP_Entrepreneurship%20in%20Education.pdf)
5. [http://www.ibec.ie/0/entrepreneurship\\_education](http://www.ibec.ie/0/entrepreneurship_education)
6. <http://www.gemconsortium.org/>
7. <http://www.juniorcycle.ie/>

# Mentoring

– an investment for students, families, and teachers



Mentoring can make an essential contribution to the personal and social growth and development of both students and teachers. Below, you will read about projects that make a positive contribution to students as well as parents from different cultural and/or disadvantaged backgrounds, and also projects that support teachers and their developmental needs.

EDUCATIONAL GATEWAY

### **NIGHTINGALE MENTORING NETWORK – CHILDREN SING WHEN THEY FEEL SAFE**

The Nightingale mentoring programme was established in the University of Malmö in Sweden in 1997, and in 2006 it was implemented in seven European countries.

During the programme the trainee teacher is paired with a mentee, usually aged between 8 and 12, with whom s/he spends two to three hours week over a ten month period (usually October to May). Usually, this child is from a different social or cultural background.

This exchange benefits both child and teacher, since it offers an excellent opportunity for cross-cultural understanding and intercultural learning. The mentor will function as a positive role model for the child, who with the mentor's help will develop a more confident attitude towards society. The trainee teacher will bridge the gap between practice and theory, and simultaneously will develop empathy and a deeper understanding for people who experience the same life but through a different cultural prism.

Continuing its successful action, the Nightingale mentoring programme expanded nationally and internationally to more than 20 sites, becoming a Network in 2010. The network counts seven members in Europe, and its main goals are to exchange experience, to improve the general quality of mentoring, and to provide and offer collaboration between universities in Europe.

There is a rich collection of research articles on mentoring on their website.

### **THE LEARNING TRAIN – PARENTS ALSO NEED MENTORS**

It is often said that parents should get involved with the learning of their children and support them in their school activities. However, what happens when parents do not feel capable of such a role?

De Schoolbrug ('the Schoolbridge'), a Belgian NGO in Antwerp, offers trainee teachers the opportunity to participate in the Learning Train initiative. Through this initiative, trainee students learn the importance of the involvement of the parents in the children's learning process. Parents can serve as valuable resources for schools and to this end they could be invited to share their skills and expertise.

The project is implemented in five schools in Antwerp and it brings trainee teachers into contact once a week for 60-90 minutes with parents of migrant and/or disadvantaged background. The teachers have the opportunity to respond to the needs of the parents and concentrate on how they can reinforce their involvement and contact with the schools. During this process, the trainee teachers are coached by an expert on educational welfare to whom they have to report weekly and after each visit to the family.

The results of the project so far have shown that parental support for school at home steadily improves. However, vigilant follow-up is necessary as the families participating in the programme are very vulnerable and any change in their environment can have serious repercussions.

Find [here some pictures and quotes](#) offered by the project. Please note that the quotations are in Flemish and English. For more information, see the [detailed description](#).

## THE MENTOR PROJECT – MENTORING BETWEEN TEACHERS

Mentoring is of vital importance for beginning teachers in the profession. However, not all teachers know how to become constructive mentors. Based on this, [the MENTOR Project](#) aims to prepare experienced teachers in their profession to become mentors for novice teachers.

This three-year Erasmus+ funded project runs in Poland, Greece, Portugal, Romania and Turkey, which are countries where the teachers' development issues are similar. The project aims to investigate the existing mentoring methods in the partner countries; to design and develop training modules for secondary and high school teacher mentors; to organize training for teacher mentors; and to facilitate sustainable access to the mentoring approach for schools as well as the exchange of scientific information.

The project has already published a [needs analysis report](#) detailing teachers' level of experience and knowledge of mentoring in the partner countries of the project, and a [handbook for educators](#), which presents a practical guide for the development of mentoring programmes between experienced teachers, head teachers and beginners in the teaching profession.

The project's [research database](#) makes available documents, press articles, academic research, and good practices on mentoring from Europe and beyond. ■

# search for self- improvement



KHAIRULINA, VASYLYNA M.  
 HEADMISTRESS, UKRAINIAN COLLEGE  
 NAMED AFTER V.O. SUKHOMLYNSKYI,  
 CORRESPONDING MEMBER OF THE NATIONAL  
 ACADEMY OF PEDAGOGICAL SCIENCES (NAPS)  
 OF UKRAINE, PHD (KYIV, UKRAINE)

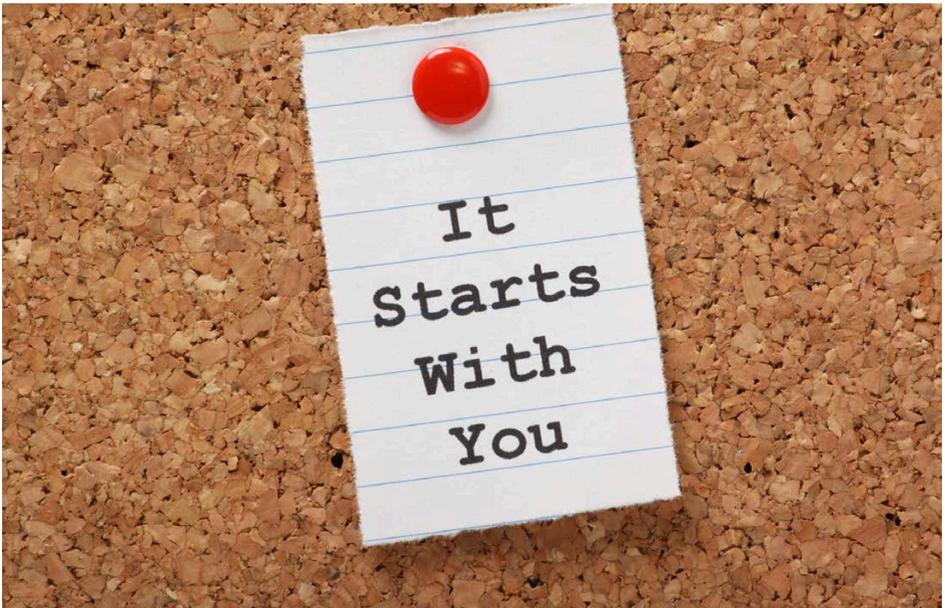
Education is foremost permanent spiritual communication of a teacher and a child. Without permanent spiritual communication of a teacher and a child, without mutual penetration in the world of ideas, emotions, feelings of each other an emotional culture as flesh and blood of culture pedagogical is unthinkable. A major source of training a teacher's feeling is multi-sided emotional relationships with children in a single, friendly collective, where a teacher is not only a tutor but also a friend, a comrade. The faith of a little schoolboy in his teacher, a mutual trust between an educator and a pupil, an ideal of humanity, that a child sees in the educator – these are elementary and at the same time the most difficult, the wisest rules of education, grasping which a teacher becomes an authentic spiritual tutor.

**Authentic love can be born only in the heart, outliving caring about others' fate.**

V.O.Sukhomlynskyi affirmed that sensitiveness to gladness and sorrow is brought up only in the childhood, when the heart is especially sensible to the human suffering, trouble, melancholy and loneliness. "A child has to feel the heart of the other man – in this an important educator task that I put before myself can be set. I aimed to sharpen the sensitiveness of the heart for the pupils, so that they could see emotions, feelings, gladness and sorrow in the eyes of the people who they adjoin not only everyday but also "by chance".

To teach to feel is the most difficult task that exists in education. A child feels the subtlest experiences of other man only when he does anything for the happiness, gladness, peace of mind of other people. The young child's love to his mother, father, grandmother, grandfather, if it is not inspired by the creation of good, grows into egoistical sense: a child loves his mother because she is the source of his gladness. And it is necessary to bring up a real human love in a child's heart – anxiety, worries, concerns, feelings for the fate of the other man. It is important for children to have a friend who it is necessary to take care about! It is easier to love humanity, than to help a neighbour.

The source of children's conscience, of their willingness to do good for the others is the empathy of the feelings of those people who have grief or adversities in their hearts. A child that did not get to know all parts of human life – happiness as well as sorrow – will never become sensitive and responsive.



### **Concern about the rise of a child's human dignity.**

Little by little pedagogical idea that has become persuasion of our pedagogical collective was born: children's collective becomes an educative force only when it elevates everybody, asserts self-dignity and self-respect in everybody. A multi-sided nature of the children's collective began to appear to me not only as a concord of the like-minded persons, united by the same aims, common work, but also as a mutual sensitiveness to each other, heartfelt ability to cognize the other's gladness and sorrows by mind and soul as well. The nobleness of aspiration to be good consists of this heartiness, heart-feltness of collective which are not on a display, not to be praised, but because of the organic necessity to feel the nobleness.

### **All educational work is on the whole of a child's, a teenager's, a youth's, a girl's human dignity.**

There is a difficult-to-locate thing in life of a school collective that can be named a psychical equilibrium. We inlay such maintenance in this concept: the feeling by the children of the plenitude of life, clearness of thought, confidence in the forces, faith in the possibility of overcoming the difficulties. A psychical equilibrium is characterized by the atmosphere of goodwill, mutual aid, harmony of mental abilities of every student and quiet situation of purposeful labour, even friendly mutual relations, absence of irritability. Which way is to create and, that is especially important, to support a psychical equilibrium? The experience of the best teachers convinced me, that the most important in this very subtle sphere of education is permanent cogitative activity without overstrain, without jerks, haste and tearing of spiritual forces.

A conscience is unthinkable without a permanent accumulation in the sub-consciousness of information that contains a noble behaviour of a man: love to people, striving to the mutual help, disgust and irreconcilability to the violence over a man, debt before a collective and society, intolerance to idleness, laziness, to the sponger, deep respect to the old and weak, and sympathy. A conscience submits to consciousness – “reign in a head” as folk wisdom says of. But the reign is useless, if he does not have any to dominate over, if his memory is not enriched by the facts of noble human behaviour.

**For a person that we bring up, there must be sacred truths and sacred names, sacred principles and sacred, unquestionable, solid rules of behaviour. How to obtain them?**

The focus of morality is a duty. The duty of a person before another person, the society, before the homeland. The duty of a father and a mother before their children, the duty of children before their parents. The duty of a person before a collective, the duty before higher moral principles. A call of a duty is not bonds that tie a person. It is authentic human freedom. Loyalty elevates a person.

**The duty begins from the ability to feel other people, understand their interests, aspirations, co-ordinate the acts with their human dignity.**

Nobody teaches a little man to be indifferent to people, to break trees, to trample beauty, to put the personal higher than common. Everything is in very important conformity to law of moral education. If a man is taught kindness – taught skilfully, wisely, insistently, demandingly, there will be kindness as a result. If a man’s taught evil (very rarely, but it happens), as a result there will be an evil. If neither

good nor evil is taught – there will be nevertheless. A man is a son of nature. He acquires human passions and exactly in that human beauty consists of, that he ennobles himself consciously, strives to the grandeur and moral perfection.

An important educational task is to let teenagers understand the unity of the independence and the duty before other people correctly. Without an adult-friend a teenager cannot understand that independence of adolescence has the reasonable borders, and freedom is unthinkable without a duty and responsibility. Without condescension and lispings, I talked to the teenagers as with equals about the complications and contradictions of life. These conversations, essentially, were my tales of human fates, of the subtle and contradictory relationships of adults with adults and adults with children. I am firmly convinced that everybody in this stormy and heavy age feels a requirement in those human conversations.





Orienting in the difficult system – I want, it is impossible, possible, needed – it requires from the child of large cardiac sensitiveness to the spiritual world of other people, to the harmony of the coordinated life. A child must be the creator of this harmony in some way. The harmony of the coordinated life sounds for a man as a beauty of melodies due to the fact that people, as working bees, which carry good in the general beehive of difficult human mutual relations. In fact, the drop of that good, that a working bee-man brings to the general pantry of spiritual wealth and values, a human moral, norms of human dormitory stick to. It is very important to adhere to conformity to law: a child must not take good more than he brings from the general beehive of blessing.

**A teacher not only opens the world before a student but also asserts a child in the surrounding world.**

...Children come to school open-hearted, with a sincere desire to do well. Desire to do well is a beautiful human desire – it appears to me as a bright light, enlightening up all sense of a child’s life, the world of child’s gladness. A child carries this light weak and defenceless, a teacher, with a boundless trustfulness; it is easily snuffed out with a careless touch to the child’s heart – by a sharp word, causing offense, or by indifference. Life-giving air for the weak light of thirst for knowledge is only a child’s success in studies, only proud realizing and feeling of the idea, that I do a step forward, I rise up the steep path of cognition.

**Studies are a not mechanical transmission of knowledge from a teacher to a child, but human relations first of all. The attitude of a child toward knowledge, to the studies greatly depends on his attitude to the teacher.**

Our children have already got used to the fact that unsatisfactory work is not estimated. In their consciousness they gradually become convinced that the executed task is not the passed stage, coming to an end with the final “sentence” of the teacher. A road to success is not closed before a child: what he was not able to do, he will do in the future, maybe, even today or tomorrow. Doing good for others was doing good inside their selves, building themselves; this exposure of desire to be good was enormous spiritual labour, enormous expense of spiritual forces.

**Here we come up to the holy of holies of education: for every pupil there must be the personal rise on the top of moral valour, flight, incandescence, the moment of burning Danko’s heart.**



Meeting children, I looked into their faces every day. Sad eyes of a child – what can be more unbearable in the difficult process of education. If there is grief in a child's heart, he's only present at the lesson. He is as taut string: touch incautiously – and you will cause some pain. Every child experiences grief in his own way: caress one – and he will become easier for the other – an endearing word can cause some new pain.

### **A teacher prepares to the good lesson all his life.**

It is spiritual and philosophical basis of our profession and technology of our labour: to open the spark of knowledge to students, a teacher has to absorb the sea of light, without leaving the rays of the always shining sun of knowledge, human wisdom. There is the most interesting conformity to law of pedagogical labour: the transmission of knowledge does not take place rectilinear – if a teacher finds something out today he passes to his students. A knowledgeable, thoughtful teacher does not sit too long, preparing to the tomorrow's lesson. His spiritual life is permanent enriching of intellect.

A teacher becomes moral guiding light not when he utters truths at every step, but when his attitude toward a man – a little schoolboy – is a standard, top of morality. The deepest track in the soul of the student abandons those, who made a little man be thoughtful about, what he lives in the world for. Youths, and especially teenagers, trust and believe a teacher who, figuratively speaking, is always afoot, in a tendency forward on the way of intellectual and moral height, perfection: today he is not who he was yesterday, tomorrow he – his students know and wait for – will become not the same as they see him today. ■

# Indelible leadership

Michael Fullan is one of the world’s most renowned education researchers who has written more than 30 books – either on his own or in collaboration with co-writers. Last year, he published *Indelible Leadership*. In this book, Fullan expands on what he believes it takes for leaders to contribute to deep and lasting changes in their organisations.

INTERVIEW BY TORMOD SMEDSTAD, NORWAY



Omar Mekki and Tone Guldahl of the IMTEC Foundation have translated the book into Norwegian. The book explores what leaders can do to create a school in which the students retain their engagement and passion for learning to the benefit of their environment and humanity. Fullan asks important questions, and he gives his readers concrete advice on how to deal with the challenges they're faced with, Mekki explains.

As researcher, Fullan feels most at home when he's in close proximity to the practical field; he researches practice, writes a book – continues researching to gain new knowledge and experience – and writes another book based on these experiences. In turn, they make up the foundation for the next book he'll write. In this way, Fullan perpetually accumulates knowledge on leadership and change, both research- and practice-based.

### **IS FULLAN STILL RELEVANT?**

We'll always find clear traces of his previous books in the new ones he writes. In our opinion, this is one of the reasons Fullan's practical-theoretical approach to school development continues to be relevant. In this publication, he builds, among other things, on a large research and development project entitled «New Pedagogies For Deeper Learning» (NPDL), which involves more than 700 schools in eight different countries, Mekki and Guldahl say.

### **CAN YOU ELABORATE A BIT ON THE BOOK'S CONTENT?**

The book is structured around six tension fields Fullan believes leaders must manage. The first tension concerns how leaders can combine moral imperative on the one side and uplifting leadership on the other. The second is about the tension between content and process, while the third references how leaders must find a balance between their own learning and the leadership of others. Seeing

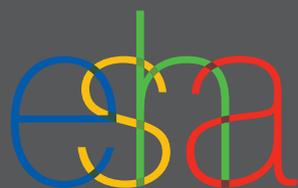
students as change agents rather than passive consumers of knowledge is described in the fourth tension field. The fifth concerns the tension between feeding and being fed by the system. Lastly, Fullan explores the tension in which leaders on the one hand need to be essential in driving development within their own school, and on the other must build competence and capacity so that they eventually become superfluous in the continued management and development of their school.

### **WHAT DOES 'STUDENTS AS CHANGE AGENTS' MEAN?**

In our opinion, his focus on students as change agents is particularly interesting, and a topic that should receive more attention in Norway as well. Fullan argues that there is a large and unrealised potential in including students more actively in real discussions concerning what will be a good and relevant education to them. He points to trends we see in the Norwegian school system as well, in which student motivation declines and boredom increases as they move higher up in the grades. It's exciting and interesting to see how we here in Norway can use that in the student body as an agent of change more productively than we do. Furthermore, we believe we have a good starting point for succeeding with this, as student participation is already well-established in our schools.

Fullan also describes the good leader as a wise artist of balance who's more concerned with asking questions than giving answers, dares to initiate and drive work both by letting go and taking control, and sure he must deliver something into the system in order to get something back; the one who can walk out the door and leave a work place in continued growth and development behind. If you can accomplish that, you've done a good job as a leader, Fullan writes.

Mekki and Guldahl also say they're excited about the way Fullan connects development in the school to development for the individual, the community and humanity as a whole. – We work in a sector with a potentially high impact on the future; let's use this power for the greater good. ■



European School  
Heads Association