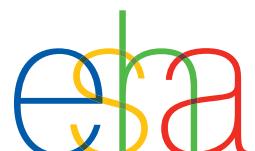




esa magazine

JULY 2016

Leadership at all levels



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

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 42 Associations of School Heads and Educational employers in 26 countries in primary, secondary and vocational education.

CONTACT ESHA Visiting address: Herenstraat 35, Utrecht,
The Netherlands. Postal address: Postbox 1003, 3500 BA Utrecht,
The Netherlands. e-mail: 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

The ESHA magazine is a platform for sharing vision, knowledge and experiences of school leaders to their European members. ESHA's goal is to inform, share and promote best practice but cannot be associated with a specific political viewpoint. The author of an article is responsible for the content unless otherwise stated.

In this issue

JULY 2016

- 4 Leadership on all levels in education is needed
- 15 Agenda 2016/2017
- 18 The UK in Europe (1)
- 20 The UK in Europe (2)
- 22 EC4SLT – Romania
- 36 EC4SLT – This Finnish approach
- 46 EC4SLT – Conference
- 54 EC4SLT – Reflection on the final conference
- 58 Hypatia-project; collaboration and cocreation to make a more gender inclusive STEM-world



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.

ESSAY

Flipping Classrooms

BY PÄRD VÄISTÖNEN

The Flipped Classroom ([flippedclassroom.org](#)) is an increasingly widely used way of affecting education and differentiates the following levels of rigor: remember, understand, apply, analyze, evaluate, create and publish. According to Dr. Scott McLeod, teachers traditionally spend most time teaching students how to learn rather than what to learn and of what content. Only a small portion of the time is spent on application. This application of knowledge is often left to the students themselves. The Flipped Classroom offers only the first two levels of rigor to the student and the rest at home.

Another interesting implication of this is that in the traditional classroom setting the teacher's focus is on the individual student, while students just follow the pace that the teacher offers. This leaves a group of higher

40 ESHA MAGAZINE JULY 2016



Helping the school leader to be responsible for the educational outcomes of the students

I was delighted to be invited to speak at the Leadership and Management Conference of our Italian colleagues, ANP, in Rome towards the end of May. The recent reforms introduced in Italy were theme of the conference which was held in the beautiful surroundings. It was a pleasure to share a platform with ANP President, Giorgio Rembado and to meet Elena Ugolini, advisor to Education Minister Stefania Giannini, Senator Francesca Puglisi, a prominent advocate for reform and with Silvia Costa MEP, Chair of the Education and Culture Committee of the European Parliament. It was refreshing to share views and perspectives on innovative education & school leadership which is a key priority for the European School Heads Association.

Education is a national and not a European competence. There are key differences in each member state but ESHA always strives to advance and promote school leadership. Influencing policy in the European Institutions, promoting international exchange and cooperation, supporting organisations at national level are key to enabling ESHA promote and improve the working conditions of school leaders throughout Europe.

Many countries are complacent about education – often change is talked about and after some modest attempts at reform the status quo ante frequently applies. The recent innovations in Italy, designed to improve the status of the Italian headmaster, accountability, middle-leadership, to recognise quality teaching are welcome. Many find change difficult and are often reluctant to embrace it because it is seen as controversial but with goodwill, dialogue and a vision as to the best way forward progress is possible.

During my presentation to delegates I referred extensively to:

- ▶ School Leadership
- ▶ School Planning
- ▶ Innovative Learning Environments
- ▶ School Climate & Culture
- ▶ Educational Change
- ▶ Invigorating the role of leader

What follows is a synopsis of some of the points raised during the address. When Tony Blair was asked what his three greatest priorities would be following his election as British Prime Minister he memorably said education, education and education. His key education advisor was Professor David Hopkins and key to his reform programme was System's Leadership.

“System leaders care about and work for the success of other schools as well as their own. They measure their success in terms of improving student learning and increasing achievement, and strive to both raise the bar and narrow the gaps. Crucially, they are willing to shoulder system leadership roles in the belief that in order to change the larger system, you have to engage with it in a meaningful way” — Prof David Hopkins

To be a successful system leader he identified striking characteristics which System Leaders share:

- ▶ They measure their success in terms of improving student learning and strive to both raise the bar and narrow the gaps.
- ▶ They are fundamentally committed to the improvement of teaching and learning.
- ▶ They develop their schools as personal and professional learning communities.
- ▶ They strive for equity and inclusion through acting on context and culture.
- ▶ They understand that in order to change the larger system you have to engage with it in a meaningful way.
- ▶ They believe every school can improve.
- ▶ They believe improvement is assessed in terms of enhanced pupil outcomes.
- ▶ They believe every individual in the school has a contribution to make.
- ▶ They start from where the school is but set high goals.
- ▶ They model good practice.
- ▶ They raise expectations of what is possible.

Many of the ideas listed above are at the heart of the reform process under way in Italy at the moment.

In Finland a mixture of local taxation through the municipality supplemented by central government is the norm. Finland is a case in point where significant reform has taken place over the last two decades and at the heart of the reform is the professionalism of the head teachers and the professionalism of the teachers. In Finland, the teachers are trusted and respected so much so that the formal inspection system was abolished. Because local funding is so important, parents take a great interest in their children's education. Curricula meet local needs and for the most part the educational outcomes for students are similar because equity is at the heart of the vision the Finns have for their education system. Children go to the local school and there are no magnet or target schools as happens in many other systems because the education outcomes for the children are similar.

I believe that the essence of leadership is being willing to listen to and take advice. Steve Mumby, the former Director of the College of Leadership in England put it well.

“Good leadership is about having confidence in your aims, but also being comfortable and receptive to the input of others. It’s about positively encouraging constructive and considered challenge from within and without your own school or organisation. Having critical friends doesn’t diminish our strength as leaders. It enhances it.” — Mumby
’09

It is clear though that some headmasters emphasise the operational aspect of their role preferring to deal with bureaucratic aspects of their job rather than leading learning which ESHA believes should be to the forefront of every principal’s mind. Price Waterhouse Coopers were asked to conduct research into how school leaders perceived their role in the school. They found “Some school leaders are more comfortable with their operational rather than their strategic role ...

Instructional leadership was the most neglected aspect of the principal's work. Pressure of time with the urgent taking precedence over the important and insufficient administrative supports are the main reasons for this neglect.” — PWC 2007

For those that are in the role of school leader a number of traits characterise effective leaders:

- ▶ Emotional Intelligence
- ▶ Self-awareness
- ▶ Social awareness
- ▶ Self-management
- ▶ Relationship management

“Emotional Intelligence is a major determinant of leadership style and leadership style determines 50-70% of organisational performance” (Gaffney 2010) Professor Gaffney is clear in her view that “Leaders must be consummate relationship builders with diverse people and groups- especially with people who are different to themselves.

I believe that there is probably no single right leadership style – the style very much depends on the context of the school and the expectations of the community. The best leaders completely understand that the ability to lead others is underpinned by a thorough and honest understanding of their own strengths and limitations as part of a life-long journey based around creativity and innovation.

At the back of our minds we must always ask what vision do we have for our education system and what values do we want to promote in our school? The answers to these questions which are fairly fundamental to the enterprise of education are rarely simple and frequently contested. It definitely creates challenges for the school leader who is required to work within the system to minimise the number of educational and societal losers by:

- ▶ Leading strategically
- ▶ Leading teaching and learning
- ▶ Leading the organisation
- ▶ Leading people
- ▶ Leading in the community
- ▶ Creating a positive and effective school environment

Teachers play such an important role in the creation of the school climate and the effectiveness of the school that we must remember that the teachers' working conditions can affect the school climate for good or ill. The teachers' working conditions are students' learning conditions and effective teaching can be enabled or constrained by the school workplace. Teachers' perceptions of their schools are their reality and how they articulate those perceptions in the community can cause the school's reputation to rise or fall.

“Conditions that are created by the leadership style and characteristics of the principal matter. The head’s role in building a positive climate is central. The school head sets the tone for the school. The goals for teachers’ work are clear, explicit, agreed and shared. Each teacher is heading in the same direction. From the teachers point of view it’s important that they find their work meaningful and there is little conflict in their minds about what they are expected to do because collaboration among teachers is encouraged, there are high expectations of students and a collegial atmosphere.” — Leithwood. K. 2006

The OECD Research Activity – “Improving School Leadership” emphasised that the challenges and pressures facing school leaders in all OECD countries is enormous. Chief among the challenges is the fact that school leaders are expected to be organisational managers as well leaders of learning responsible for educational outcomes. The conditions that are created by the leadership of the headmaster matter.

How does the head set direction for the school? Is the headmaster considerate, consultative, and supportive in developing people, instituting change, managing the instructional programme and in day to day interactions?

The range of knowledge and skills needed by a school leader today is daunting and I believe that the cumulative demands on school leaders will undermine the capacity of schools to meet society's expectations of them. ESHA has tried to agree priority issues for school leaders and to seek to advance them in interactions with the European institutions:

- ▶ Principals as Leaders of Learning
- ▶ Trust and Autonomy
- ▶ Appointment procedures to recruit the best principals
- ▶ Distributing Leadership by sharing the load
- ▶ Continuous Professional Development for those in situ
- ▶ Continuous Professional Dialogue with colleagues
- ▶ Having appraisal and feedback - How do I know I'm doing a good job?
- ▶ Developing the leaders when appointed with effective mentoring
- ▶ Sustaining the leader with necessary supports and coaching
- ▶ Governance
- ▶ The role of Professional Bodies like ANP and ESHA in supporting School Leaders

The OECD states: "There is increasing evidence that within each individual school, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur. A large body of research on school effectiveness and improvement from a wide range of countries and contexts has consistently highlighted the pivotal role of school leadership in making schools more effective." — Pont 2008

Pont believes that the principal is responsible for Teaching and Learning. These responsibilities are affected through School Planning where the Principal is the key figure in leading the school community through a continuing process of planning, implementation and review. The quality of the Principal as Leader of Learning will be central in determining the effectiveness of the school plan:

- ▶ Note the context of the school
- ▶ Set goals for the development of the students
- ▶ Incorporate a wide range of policies
- ▶ Promotes school improvement
- ▶ Facilitates staff development
- ▶ Deploys available resources
- ▶ Effective planning delivers the aims and priorities

David Istance from the Centre for Education Research and Innovation delivered an important paper in Nice in 2014. He believes that to create “Innovative Learning Environments” we must:

- ▶ Make learning central, encourage engagement and be where learners come to understand themselves as learners.
- ▶ Ensure that learning is social and often collaborative.
- ▶ Be attuned to learners’ motivations and the importance of emotions.
- ▶ Be sensitive to individual differences including prior knowledge.
- ▶ Be demanding for each learner but without excessive overload.
- ▶ Use assessments consistent with the aims with a strong emphasis on formative feedback.
- ▶ Promote horizontal connectedness across activities and subjects in and out of school.

I am convinced that if we have the correct vision and we are anxious to ensure that the school head carries responsibility for the educational outcomes of the students then there are a number of strategies we

can employ to ensure success. Let's emphasise the professionalism of the teacher in the first instance. We need to pose the question; is there a vision guiding learning change and innovation in our school? If there is that vision, is the vision shared among all those involved in the school and how is this done? How far is the vision translated into strategies for change, do we take the big idea and make it concrete with definite actions? Depending on the school context we may need to ask whether the existing vision is adequate or is more needed?

When putting the strategies into practice there are a number of questions the school headmaster must ask:

- ▶ Can your school be described as a learning community?
- ▶ Is collegial dialogue and enquiry the norm in your school?
- ▶ What more could you do to encourage teachers?
- ▶ What changes to the organisational routines have taken place to put the visions and strategies in place?
- ▶ Is your school organised to suit the teachers or the students?
- ▶ What evidence have you that learning is taking place?
- ▶ How do you gather that evidence?
- ▶ Is it robust or just a hunch?
- ▶ What do you do with the evidence when you have it?
- ▶ How accessible is the information and data regarding learning to the school leadership and the teaching staff?
- ▶ Is the evidence shared with the wider school community to improve teaching and learning?

The headmaster sets the tone for the school and the climate and culture in the school is key to a successful school. The following questions from an Irish colleague in relation to the teachers on the staff are a good indicator of the climate in a school and the disposition of the staff to embrace change:

- ▶ Do I know what is expected of me in work?
- ▶ Will I have the equipment and materials I need to do my work right?
- ▶ At work, will I have the opportunity to do what I do best every day?
- ▶ Will someone at work seem to care about me as a person?
- ▶ Will there be someone at work who will encourage my development?
- ▶ Will my opinions count at work?
- ▶ Will the mission of the organisation make me feel my work is important?
- ▶ Will my co-workers be equally committed to producing quality work?

“School Cultures that enable and school cultures that inhibit staff development.” — Diggens 2002

In the 1980s, Michael Fullan, who will speak at our ESHA Biennial Conference in Maastricht in October, spoke of the experience of educational change in his book “Change Processes”. He is clear that:

- ▶ Change takes place over time.
- ▶ Change initially involves anxiety and uncertainty.
- ▶ Technical and psychological support is necessary.
- ▶ The learning of new skills is incremental and developmental.
- ▶ Successful change involves pressure and support within a collaborative setting.
- ▶ Organisational conditions within and in relation to the school make it more or less likely that school improvement will occur.

I hope as many of you as possible will join me in Maastricht to hear Prof Fullan. I believe reforms to advance leadership will improve the educational outcomes of the students. ESHA favours reform which grants greater autonomy to school leaders. With this autonomy comes

increased accountability but to be honest, that's where we as school leaders want to be. Valued, respected and trusted by the education system and wider community in our own countries that recognises the central role to be played by school leaders in delivering education reform. Mind yourselves over the summer. Use the break to renew and invigorate and return refreshed for the new term. ■



Clive Byrne
ESHA President
clivebyrne@napd.ie
 @NAPD_IE

Agenda 2016/2017

OCTOBER 2016

- 4th – 5th International School leadership training in Oslo, Norway
 Module 4 and 5
- 18th ESHA GA meeting, Maastricht, The Netherlands
- 19th – 21st ESHA biennial Conference Maastricht, The Netherlands
-

- SPRING 2017** GA meeting TBD

OCTOBER 2017

- 26th – 28th 4th Regional Conference in South Eastern Europe,
 Slovenia, Croatia, Serbia, Montenegro, Bosnia



ESHA 2016 Biennial Conference

'International inspiration in education: leadership matters!'

From 19th to 21st October 2016 the Dutch school leader Association AVS will organize the ESHA biennial conference in Maastricht, The Netherlands. A conference dedicated to meeting and sharing experiences of school leaders. Like-minded school heads from many different European countries will discuss current issues such as leadership, personalized and competency-based education, education in a multicultural society and lifelong learning. And all this will take place in lively Maastricht, in the south of the Netherlands!

Inspiring keynote sessions Michael Fullan, Daan Roosegaarde, Zachary Walker, Mark van Vugt



Michael Fullan

The well-known educational researcher prof. dr. Michael Fullan is a worldwide authority on educational reform with a mandate of helping to achieve the moral purpose of all children learning.



Zachary Walker

Innovator and author dr. Zachary Walker talks about the use of (mobile) technology in education. He is a faculty member at the National Institute of Education (NIE) in Singapore.



Daan Roosegaarde

Artist/designer and innovator Daan Roosegaarde presents his vision of a sustainable future. He is Young Global Leader at the World Economic Forum.



Mark van Vugt

The Dutch psychologist prof. Mark van Vugt looks at bridging the gap between leaders and followers in complex organizations.

School visits We will also connect you with colleagues around Europe during the school visits. On the third/final day of the conference, 50 school visits are planned. Take this chance to get acquainted with the Dutch educational system and meet like-minded colleagues.



esha 2016
Biennial Conference
Maastricht The Netherlands
October 19–21

Organized and hosted by



Interactive tracks

The Interactive tracks cover the following themes:

- Dream of the future: 21st century pedagogies
- Inspire and Innovate: 21st century leadership
- Global citizenship: 21st century competences
- Wellbeing for 21st century kids

Dream of the future: 21 st century pedagogies	Zachary Walker Integrating technology	Jaap Versfelt (LeerKRACHT) How to change a school system from the bottom up and what it means for you	Ynge Lindvig (Connexus) Towards Deeper Levels of Learning with Digital Tools in Collaborative Evidence-Informed Processes	Yvonne Kleefkens (Khan Academy) A personalized learning and teaching resource for all ages	Jelmer Evers and René Kneyber (Onderwijscoöperatie) Flip the system
Inspire and Innovate: 21 st century leadership	Michael Fullan New Pedagogies for Deep Learning: a global partnership	Frank Hulbos, Stefan van Langevelde and Arnoud Evers (Weltent Institute) Distributed leadership	Ronald Pool (Leeuwendaal) Freedom versus accountability	Ton Duif (ESHA) Rijnlands Education Model	
Global citizenship: 21 st century competences	Michael Risku (Institute of Educational Leadership) Entrepreneurial leadership	Hans Haerkens (Technasium) Why is Technasium a successful formula for science & technology education?	Frank Cörvers (Maastricht University/ITEM) Internationalisation education to cross-border labour market	Marieke Brugman (Unesco) Global citizenship	
Wellbeing for 21 st century kids	Remco Pijpers (Kennisnet) Social Media in child development	Monica Neomagus and Jacomijn van der Kooij (Verus) Parents and Schools: a Valuable Partnership	Clive Byrne (ESHA) 'Bullying'	Unni Marie Heltne (Center for Crisis Psychology) Crisis Psychology	Hub Friederichs (Institute Leaders in Education) Sharing best practices on Early School Leaving

Locations The conference will be held in historic Maastricht in the South of the Netherlands. Maastricht is well known as the European city of the Netherlands where German and Latin cultures meet. It is located in the lovely hills of Limburg in the heart of the Eurogio where 4 million people live in 3 different countries, speaking 4 different languages. A lively city with an international university that attracts students from all over the world.

The conference is organised at the prestigious Vrijthof Theatre and several nearby café's and hotels. During the breaks, our guides will show you the city and its many cultural hot spots. On Thursday evening you can participate at the Gala Dinner at the Caves of Château Neercanne.

About ESHA ESHA is the School Heads Association in Europe and represents 64.000 school leaders in (pre-) primary, secondary and vocational education. ESHA connects school leaders, researchers and policy makers with the collective aim to learn from each other and improve education. The ESHA Conference is organized every two years and is the leading conference for school leaders in Europe.

Great experience Get informed about all current school leadership topics, meet hundreds of interesting colleagues, debate with the speakers in the theme cafés, enjoy beautiful Maastricht, join the Gala dinner and visit interesting schools.

More information and sign up All details (like conference fee) are published at www.esha2016.com



Dutch Association of Principals
in Primary and Secondary Education



The UK in Europe (1)



On the 23rd of June the UK went to the polls to vote on the following question: “Should the United Kingdom remain a member of the European Union or leave the European Union?”

BY GREG DEMPSTER, AHDS SCOTLAND

As we woke up on the 24th June the result was a surprise to many – including our political elite, even (it seemed) on the side which had campaigned to secure the ‘leave’ vote. Nonetheless, the result (51.9% in favour of leaving, with 48.1% voting to remain) stands and now all of us in the UK and beyond have to deal with the consequences. As I write this, the value of the UK pound has hit its lowest level for more than thirty years, stock markets are in shock with the uncertainty resulting in huge negative impacts on share prices here and in other parts of the world; our political leaders are in disarray with our Prime Minister resigning, the main opposition party seeking to change its leader and a UK political vacuum emerging just at the point that the rest of the EU is demanding and, quite rightly, expecting clarity.

Some commentators are projecting a long period of turmoil for the UK and EU while others are labelling it a storm in a teacup which will pass before summer turns to autumn.

In Scotland we have a separate Parliament and Government. Our current Government is very keen that Scotland should be an independent country and that it should remain as part of the EU. Indeed, in the referendum Scotland voted overwhelmingly that the UK should remain as part of the EU. As a result the UK now faces the prospect of another referendum on Scottish independence at the same time as it is seeking to deal with the repercussions of the vote to leave the EU. This only adds to the complexity and constitutional confusion we are facing.

Whatever the outcome at a political level – nationally and internationally – my view is that the value of ESHA membership is undiminished for my organisation and for my members. In fact, I see it as even more important that we remain outward looking as a country and that our schools do the same. It is imperative that we maintain strong links with partners across Europe and beyond and that we continue to learn about and learn from one another as professionals and with pupils in our schools. As a member of the ESHA Board I took part in one of our regular meetings on the 21st of June. As part of that meeting we discussed how ESHA could work to enable school leaders exchanges to allow principals and deputy principals from each of our countries engage directly with one another in an effort to further develop understanding of other systems, approaches and achievements in an effort to improve education in our own countries. I hope this is a project we will be able to develop for ESHA members and that school leaders from the UK are active participants.

We may be leaving the EU but we are not leaving Europe or ESHA. ■

The UK in Europe (2)



In England regardless of which way you voted there was an audible gasp across the country as people woke to learn of a result to leave.

BY CHRIS HILL, HEADTEACHER AND NATIONAL EXECUTIVE MEMBER OF NAHT, UK

It has shown a country divided, Young people who voted in small numbers are generally keen to remain while many older people voted wishing to leave. Many people outside of urban areas wanted to leave with cities such as London strongly wishing to remain. It appears also that there is a class divide with working people wishing to leave and the professional classes wishing to stay. The countries of the United Kingdom are also divided. It is apparent things have changed and as the dust settles it is still unclear as to how profound a change and how long it will take to say things are resolved. Our politicians are either positioning themselves to lead their parties or desperately trying to hold on to power, not until that is resolved will it start to become clearer as to what sort of role this country sees for itself in the years ahead in Europe.

I have recently attended my first meeting of ESHA as a representative of the National Association of Headteachers. Even in that one meeting I could see the commitment of members and the value of sharing, listening and working in partnership with colleagues across Europe. A commitment I have held throughout my professional career. The NAHT has for many years been a strong supporter and active member of ESHA, Chris Harrison has been a valued President of the organization. The Referendum vote may have huge political consequences, time will tell but it does not alter the fact that as Europeans we have far more in common with each other than areas that divide us.

In the United Kingdom politicians often treat education as a political football. I believe that ESHA should rise above that in order that we can work in partnership sharing good practice. We should be enabling current and future school leaders to be outward looking and learn from other countries in order that we improve the life chances of the children in our schools. The rationale for ESHA has not been weakened by events in the UK but surely strengthened and I hope that the UK will continue to work in partnership with colleagues throughout Europe to ensure that we forge a strong professional consensus across countries. ■

Romania: Change and leadership in school organizations



WRITTEN BY:

NASTASE MARIAN, BUCHAREST UNIVERSITY OF ECONOMIC STUDIES,

BUCHAREST, ROMANIA

DOBREA CATALIN RAZVAN, BUCHAREST UNIVERSITY OF ECONOMIC
STUDIES, BUCHAREST, ROMANIA

MIRCIOI (VALIMAREANU) ILEANA, BUCHAREST UNIVERSITY OF
ECONOMIC STUDIES, BUCHAREST, ROMANIA



CHANGE IN SCHOOL ORGANIZATIONS

In today's environment all types of organizations are subject to the process of change to a high pace. Due to the complexity as well as to the diversity of factors that press for continuous adjustments of constructive and functional constituents, the organizations should be able not only to react fast to different factors, but to be able to forecast the major tendencies in their fields of activities.

It is not difficult to perceive the aging of labour in different countries, the explosion of information technology in our daily life, the possibilities for resources to flow freely among countries.

Facing the change, the school leaders should permanently assess and discover new ways to act in order to be able to maintain their competitive position. The turbulences in the operating environment

trigger a lot of threats for their organizations, but good leaders succeed to identify and take advantage of different opportunities.

Dealing with change is not the responsibility of a single person, irrespective of the fact that he/she is the principal or has a higher or lower status or position within the organization. Regardless of how competent or visionary someone is, you need a competent team next to you that is able to share a common understanding of the reality and able to bring together the capabilities of all employees from the school, both didactic and non-didactic.

In fact, proceeding in this way, it is a good chance to switch from a reactive behaviour to a prospective one, focusing on anticipating the environmental changes and meeting the new demands.

Peoples commitment to change in school organizations is a crucial issue in the struggle for assuring a continuous evolution not only on a short term basis, but also in medium and long term approach.

Even if many managers and leaders acknowledge the inevitability of change, it is not surprising to see many schools facing difficulties in understanding the forces that drive it, the forms that can be taken and the impact that can have it.

In such cases, instead of supporting the necessary changes, some parts of employees become resistant to them, forcing the schools to spend more time and resources in moving from one stage to another.

RESISTANCE TO CHANGE IN SCHOOLS

Resistance to change is a reality in all organizations and groups that have changes to make to a smaller or larger scale. Resistance to change is perceived by most as an element capable of creating disruption and additional consumption of resources for organizational change to achieve the established targets. But sometimes, even such resistance can have its own intrinsic value, helping the leaders and

experts to look with more attentions to the design of change and to the tools that they use.

We identified the following main sources of resistance in school organizations:

- ▶ **Job security** – a perception of the employee that the changes introduced could jeopardize his job; this constitutes one of the most important sources of resistance to change. The individual will feel threatened in his existence and his family welfare and, therefore, will act very aggressively to change.
- ▶ **Fear of the unknown** – change is difficult because we are put in front of new circumstances, on the parameters that we do not know. Changing work, the interaction with others is likely to place additional stress on the school's staff.
- ▶ **Saturation** – because of the large and unjustified changes taking place in the area of the employee. When changes are numerous, often redundant or conflicting, the individual no longer react to the proposed changes, either in an open or a tacit manner.
- ▶ **Economic considerations** – potential reduction of income for a school's employee or the increased workload at the same salary or responsibilities of the individual for the same income, can also become a major source of individual resistance to change in schools.
- ▶ **The low management commitment** – because school changes are designed to obtain maximum results, they need to involve all those who are affected by the expected changes. More attention should be paid by managers on different hierarchical levels, who have the necessary means to train members of the schools they lead and, at the same time, their high commitment can have a strong symbolic impact. A reduction in their involvement will be felt immediately and will end in escalating the resistance to school environment changes.

- ▶ **Insufficient resources** – any change that a project within an organization want to trigger requires a variety of resources that may exist or not at some moments in the school organizations. Not allocating enough resources that are needed for changes can lead to delays and even compromise the final change. At the same time, the transitional period substantially overcomes the projected period incurring much more resources than forecasted and making the changes inefficient.

LEADERSHIP IN SCHOOL ORGANIZATIONS

Dealing with school changes requires a strong leadership at levels. Leadership must take into account the specificity of the geographical area, the economic and social conditions, the tendencies in the school both internal and external environment. The cultural aspects, among other factors, will continue to shape the characteristics of the interactions between leaders and their collaborators.

Undoubtedly, the values, attitudes and behaviors of the school leaders are influenced greatly by the national and organizational characteristics where they live and work.

Most experts state that a major determinant in the viability and competitive development of a school is its leadership and the ability of leaders to build a strong culture based on clear values and be performance-oriented.

Very important is the school's vision that the leaders should succeed to build and to embark most of their supporters. By walking around in all parts of the school, the leaders could pick up a wide range of ideas and different perceptions that could lead them to explore and design new ways of interacting with their coworkers, but also with other stakeholders.

Values clarification is an important step in the evolution of the school leadership. Values will represent the leaders and will help them to metamorphose the school over time, bringing the organization to the level to which the school will meet to a large extent the expectations of the pupils, parents, authorities.

Leaders are major sources of inspiration for the school ‘employees’ and their actions are continuously evaluated by their intention and results. It is an evidence of the impact they have in the organization and also of respect that they enjoy from the organization and their collaborators.

Decisions and actions taken by leaders provide a number of elements that contribute to a large extent to an increased job satisfaction and the desire to be part of that team.

A genuine leader combines professional and personal approaches, building with those around him, a stimulating environment for all stakeholders of the school.

Important is how leaders manage to convey their vision to potential collaborators and how they translate it into practice. They interpret through a series of individual and group processes and organizational events the constituents of the vision as well as of the organizational culture that is wished to be promoted and, on this basis, they decide what behavior patterns will adopt in the future.

For the development and implementation of competitive strategies, the schools should consider as an important component the building or development of a performance-oriented organizational culture, and to foster a climate that supports the achievement of the competitive advantage for them.

The development of participative approaches, with high engagement of employees is an important way to improve performance of the schools. In such a climate, the organization members feel more responsible for their actions and the degree of attachment to the organization leaders is amplified.

Finally we could state that the success of changes and realignment of values to the new demands are closely linked to the ability of leaders to develop a strong organizational vision, attractive for members. Thus, the vision is a well individualized set of values that is intended to be adopted and implemented in the school, in a certain time and that reflects and is reflected in the strong organizational culture content with clear impact on the school's performances.



THE RISKS FOR THE EDUCATIONAL PROJECTS

One way to implement the leaders' vision and to bring the necessary changes to school settings are by using the project that could have a wide range of approaches.

The educational system is for any modern state, the major axis in decision making and defining policies and strategies for economic development – social. Such a position, however, require a differentiated approach in the context of new challenges and uncertainties that affect system dynamics at the micro and macro.

Under financial and the demographic pressures, but also in continuous alignment with new standards of performance and competitiveness, education system was forced to adopt new forms of organization, capable of ensuring stability on the one hand but also a proper development.

Project management is an important step in the evolution toward maturity educational systems and projects have become common tools work across all organizations involved.

The projects in the educational field have evolved from simple initiatives organized temporarily and without implications resources plan, to the complex models that, the way they combine resources has become a complex and expected results have increased significantly both in terms of quantity and qualitative.

Among the common characteristics educational projects can include: purpose and objectives designed from the perspective of social, economic and technological, a large number of entities involved but also organizations ranked in the category stakeholders, significant resources involved, relatively large quantifying the results, high variability the associated risks, limited opportunities for modelling, predictability and sustainability difficult to estimate.

The performance of these types of projects and how it evaluates became subject to complex research whose results were turned in methodology required to be applied and interpreted from an international perspective.

One of the main directions of research and analysis of the performance of educational systems and how this can be ensured has been linked to ensuring risk management appropriate, able to provide on the one hand to identify all specific risks, and on the other hand to allowing adoption of protective measures and mitigating potential negative.

Specific risks for educational projects in category can be delineated at least three categories, namely the strategic and legal risks, financial and sustainability risk, social and demographic risks.

Relevant factors associated strategic risks and legislations in the absence of elements of continuity and consistency strategic setting and monitoring targets, lack of correlation in terms of strategically related fields, overly frequent changes in legislation, and lack of authentic values in decision making.

The main causes financial risk and sustainability are considering the processes by which educational systems have the ability to settle the necessary resources, limiting financial funds and the growing concern for pressing on valuations type cost – benefit, increasing the difficulty in access resources, diversification volume and structure results, in the context of interrelation with other systems, mandatory compliance with sustainability standards and performance monitoring tools appearance on medium and long term.

Social risks and demographic shifts are determined by factors related to the evolution of quality of life, influence local context and organizational culture on educational processes, phenomena of economic



polarization and migration of populations both domestically and internationally, liberalization movement labour, the existence of social proactive strategies for capitalizing on the results of education on different age intervals.

The process of identifying risk factors assigned to different categories must be completed by defining the impacts and associated probabilities. It is necessary to involve all stakeholders with specific experience capitalization and with the support of adequate information systems, able to collect and process information.

But the biggest challenge remains the establishment modality response to risk factors, the risk that treatment with the aim of limiting or avoiding negative effects.

The protective measures are what often more specific, especially in the context of synergistic effects, difficult to predict. The instruments proposed are considering the connections with other components of

economic and social environment, and it must be adapted to regional and national level.

Classic strategies for avoiding or risk acceptance requires a differentiated approach and depending on the level of flexibility and the response capacity of the system components and its organizations. As the first results are highlighted quickly, the response strategies can be better adapted and the overall performance increased significantly. Adopting a risk management specific educational projects require at least several preconditions, namely: strategic orientation, consequent with the objectives established, well-trained human resources and volume of resources adapted to the needs.

ERASMUS PLUS PROJECT ENTREPRENEURIAL COMPETENCES FOR SCHOOL LEADER TEAMS IN ROMANIA

The numberless changes in the schools' environment create premises for the leaders to become more innovative and to offer more room for expression for the employees from their organizations.

Reaching the set objectives and meeting the stakeholders' expectations require the development of new competencies and approaches from the part of school leaders as well as from the part of their co-workers. It is obvious that in a fast changing environment, in order to have success, the leaders have to be preoccupied not only by their own development, but they will also focus on increasing the competencies of all categories of school's personnel.

From this perspective, we appreciate that the project **Entrepreneurial Competences for School Leadership Teams (EC4SLT)** created an opportunity for developing the key capabilities of schools in Romania.

The project targeted the following objectives:

- ▶ improve school leadership by developing entrepreneurship.
- ▶ take entrepreneurial competences from the business world and adapt them to a school leadership context
- ▶ develop training modules to equip school leadership teams to accelerate the pace of school improvement and lead with greater school autonomy

This project has been carried out by an international consortium consisting of the following organizations: School of Education, Communication and Language Sciences, Newcastle University, UK, University of Primorska, Slovenia, edEUcation, UK, University of Jyväskylä, Finland, Bucharest University of Economic Studies, Romania, European School Heads Association, Netherlands.

To this consortium there have been added four schools from UK, Slovenia, Finland and Romania. The schools have been involved in an extensive process of identifying the major challenges that they face and solving one of this (completely or just part of it) by using a modern tool for analysis and problem solving that is the enquiry methodology.

In this context the consortium partners have developed training modules (Strategic Thinking & Visioning, Team Building, Personnel Management & Development, Communication & Negotiation Skills, Financial resources mobilization & Optimization) for management teams of schools, but also for those who want to improve their leadership within the school, whether they have or not management positions.

There were sessions of presentations and workshops of the modules that have been designed to develop teams within schools and

to accelerate the pace of change in these organizations. The schools targeted to redesign parts of management systems and managerial approaches in their work with the stakeholders, sharing during the meeting both knowledge and practical experiences in dealing with different scholar challenges.

The main meetings took place on 18th of November, 2015, 14th of December, 2015 and 9th of March, 2016 and they have been attended by over 70 people who actively participated to these activities. During the meetings all the project objectives and indicators have been presented and evaluated in their progress by the project team, but also the school partners continuously revealed the results of research carried out in their organizations, the favorable factors supporting their initiatives, but also the difficulties they faced during the enquiry process and vividly debated the topics proposed.

The workshops have been delivered by the Romanian project team, but they have been supported with different materials and experience by all international members of the project consortium, facilitating the international know-how transfer. The team of researchers emphasized the importance of studies on entrepreneurial competencies for the management teams from schools, as well as the necessary steps in the application of modern methodologies and tools for the development of leadership in the school organizations.

The National Conference for disseminating the results of “Entrepreneurial Skills for School Leadership Team” it was an event that took place on May 26, 2016 and it was attended by 73 people, moderated by Prof. dr. Marian Nastase as project manager of the Romanian partner. He extensively presented the project characteristics and results to the participants. Professor PhD Catalin Razvan Dobrea, professor PhD Corina Cace and doctorandus Ileana

Valimareanu took also the floor exploring the different stages of the project implementation and clarifying to the participants, different theoretical and practical aspects that occurred during the project's evolution.

Of a special interest was the presentation delivered by professor PhD Nen Madlena, from the National Agency for Community Programs in Education and Training, who provided valuable insights in elaboration and implementation of the project with international funds, sharing from her vast experience in the field of educational and business projects.

The interactivity during the sessions has very high and the presentations by all the schools of their own project, with the strengths and challenges, the desire to understand the different context, the search for finding best practices in the educational field, all of them created a real realm of creativity and innovation, but also supported the development of friendship and planted the seeds for better cooperation among the participating stakeholders.

For sure, this project proved its value and triggered many positive energies within the schools, organizations that expressed their satisfaction with the results, but also their willingness to continue to explore the entrepreneurial and leadership dimensions that they perceive as being essential for their evolution. ■

More information is available on the website www.ec4slt.com

Entrepreneurial Competences for School Leaders – The Finnish approach



The Institute of Educational Leadership, University of Jyväskylä has been delighted to participate in the Entrepreneurial Leadership for School Leadership Teams (EC4SLT) Erasmus+ Strategic Partnerships Project. The project has provided an exceptional opportunity to together with international partners (Bucharest University of Economic Studies, edEUcation Ltd., ESHA, Newcastle University and University of Primorska) examine and experiment ideas of entrepreneurial leadership from the business world in educational settings. In addition, there are at least three other reasons for the delight.

MIKA RISKU, HEAD OF INSTITUTE OF EDUCATIONAL LEADERSHIP,
UNIVERSITY OF JYVÄSKYLÄ, FINLAND MIKA.RISKU@GMAIL.COM

Firstly, the EC4SLT project has offered an opportunity to learn more about the concept of entrepreneurship which as a goal of education seems to have an ever increasing role in the Finnish society. The opportunity is welcome because the history of entrepreneurship in education in Finland is short, and both the concept of entrepreneurship education and its practical enactment still remain rather obscure. General entrepreneurship education has been provided in Finland since the 1980s. During the recession of the 1990s its role started to both expand and strengthen essentially. (Honkanen, 2008). On one hand, society could no longer maintain sufficient employment with its existing centralised and system-oriented working-life structures (Honkapohja & Koskela, 2001; KM, 1986; Niemelä, 2008). On

the other hand, the value climate of Finland changed. Trans-national trends like democratic individualism, neo-liberalism and new public management began to affect the Finnish society (Laitila, 1999; Rinne, Kivirauma & Simola, 2002; Risku, 2014; Ryyynänen, 2008; Varjo, 2007). All the changes both favoured and demanded entrepreneurial approaches in working-life.

Finnish society has a long history of meeting societal challenges with education. Since the need of entrepreneurship in working-life became evident the national education system has been reformed to be able to both establish and support entrepreneurship (Honkanen, 2008; Silvennoinen, 2002). Today entrepreneurship is a central goal of all education forms. It is noteworthy that, for example, in the 2016 national core curriculum reforms in both comprehensive and general upper secondary education the role of entrepreneurship education has been further strengthened. Furthermore, it is crucial to note that entrepreneurship is an exceptional challenge for education at least in Finland because present research indicates that the more education one obtains the less likely one is to become an entrepreneur (for example, Kivinen & Ahola 1999; Paasio & Pukkinen 2006; Saarinen & Silvennoinen 1994).

Secondly, the EC4SLT project has provided an opportunity to examine and learn about entrepreneurship as one of schools' leadership tools. This perspective, too, is very essential for Finnish schools which since the 1990s have more and more had to act as autonomous profit units, whether private or public. As Aho, Pitkänen and Sahlberg (2006, 119) state regarding principals:

“The role of school principals also has dramatically changed since 1990. Principals are not only the educational leaders of their schools but managers who are responsible for financing, personnel, and the

results of their institutions. Previously, a school principal was an experienced, senior teacher who was promoted for good service to education. Today's school principal must be a qualified leader who understands education development and has solid management skills to lead a school. Selection of new school principals is often based on procedures more typical of the private sector, with interviews and psychological tests to confirm the suitability of the candidate."

Besides having to act as the general manager of the school, the Finnish principal also has to be proactively on the alert how to develop his/her school, because how education is provided in Finland has been dramatically changing since the 1990s. As Kanervio and Risku (2009) found out, 94 per cent of Finnish superintendents in 2008 anticipated that the way education is provided in their local provisions of education would be radically altered prior to 2015. Constantly updating observations confirm that the superintendents were very accurate in their evaluations. The Finnish society, education system, local provisions of education, school networks and schools are changing in ways that require entrepreneurial attitude and capabilities from schools to be able to survive and to serve their local communities in best possible ways.

Thirdly, the EC4SLT project has enabled to continue and supplement the work the European Policy Network on School Leadership (EPNoSL) has been conducting since 2011, similarly to many other projects where EPNoSL network partners are involved. The EPNoSL network attempts to act as an umbrella organization and to develop European Union level school leadership policy in collaboration with, for example, the European Union Commission, European Union level associations like ESHA and national actors in the European Union. You will find more information about EPNoSL on <http://www.school-leadership.eu/>. The website includes, among others, the EPnoSL

Toolkit for equity and learning which concludes what was learnt in the network during its first four years. No doubt, entrepreneurship as EC4SLT defines it can well be part of the toolkit which is developed further in an open source collaborative learning manner.

THE FINNISH CASE

In Finland the EC4SLT project was realised in the Province of Central Finland. There were three main reasons for this.

Firstly, the Institute of Educational Leadership, University of Jyväskylä had in the province conducted a four-year project in which all the superintendents, principals and school leadership teams had been developing their strategic pedagogical leadership capabilities, which was regarded to establish a constructive foundation also for the EC4SLT project. Particularly fundamental was that Ms. Tarja Tuomainen, who is the project coordinator for the Central Finland education experts' professional development network, would assist also in the EC4SLT project.

Secondly, especially in the capital of the province, the City of Jyväskylä, there had been a many-year project on entrepreneurship education for schools led by experts in entrepreneurship (see <https://peda.net/jyvaskyla/yrittajyyskasvatus>). In addition, one of the Central Finland schools, Muurame General Upper Secondary School, had for several years been one of the foremost schools in Finland in piloting and developing entrepreneurship education. The wish was that the expertise the participating Central Finland schools had would benefit the EC4SLT project.

Thirdly, all the participating schools were geographically close to the Institute of Educational Leadership, University of Jyväskylä, which enabled successful collaboration without upsetting the everyday of the schools.

Thus the Finnish participants of the EC4SLT project included besides the Institute of Educational Leadership, University of Jyväskylä the following municipalities and schools:



Jyväskylä City

- ▶ Tammirinne Day Care Centre (children 0 – 7 years)
[http://www.jyvaskyla.fi/
paivahoito/paivakodit/
tammirinne](http://www.jyvaskyla.fi/paivahoito/paivakodit/tammirinne)



- ▶ Kuokkala Comprehensive school (pupils 7 – 15 years)
[http://peda.net/veraja/
jyvaskyla/kuokkalankoulu](http://peda.net/veraja/jyvaskyla/kuokkalankoulu)



Muurame Municipality

- ▶ Muurame General Upper Secondary School (students 15 – 19 years)
[https://peda.net/muurame/
lukio](https://peda.net/muurame/lukio)

The schools comprised a coherent chain from early childhood education through primary education to lower and upper secondary education. In addition, they were very different from each other as to their experiences of entrepreneurship, which formed a fruitful foundation for the enquiry method which the coordinator of the EC4SLT Project, Newcastle University, had designed for the project. As you can see in the photo of the Finnish delegation at the final conference of the project in Koper, Slovenia the participants also established a strong resource for the Finnish case.

THE EC4SLT PROJECT IN FINLAND

As in all the other participating countries, in Finland the project was initiated with an introduction to the project for the participating school leadership teams followed by workshops constructed on the enquiry method and the four modules initially designed for the professional development of the school leadership teams. The online enquiry, as anticipated, presented quite a variation in the perceptions and experiences of the concept of entrepreneurship and of the four modules designed for the project. As to the EC4SLT project in general, valuable information was obtained in relation to the online questionnaire and its correspondence to the schools' every day.

On the basis of the questionnaire, the professional development of the school leadership teams had from the very start very different goals and thus also different processes. For the day care centre it was crucial to develop its entrepreneurial competences primarily to advance children's and parents' participation in the planning and decision making at the day care centre. The comprehensive school was in the midst of a very typical merger of previously separate primary and lower secondary schools in Finland, and will be using the professional development of school leadership teams' entrepreneurial competences for this purpose. As to the general upper secondary school, already the online questionnaire could capture the high professionalism of the school and its school leadership team in entrepreneurship, which could be and can be used for the EC4SLT Project also in more general.

As so common in Finland, the EC4SLT has been a process and, in fact, it does not seem to end when the official EC4SLT Project ends at the end of August 2016. All the schools have plans how to continue and there are also plans for collaboration with the Institute of Educational Leadership, University of Jyväskylä. In addition, in



**Finnish delegation in EC4SLT Project final conference in Koper, Slovenia
(Project director Tarja Tuomainen, Assistant director Suvi Kahelin, Assistant principal Petri Palve, Development Director Kari Pirinen, Principal Seppo Pulkkinen, Head of Institute Mika Risku and Principal Aki Puustinen)**

the Province of Finland the provincial entrepreneurship education network is developing its activities in collaboration with the national YES-network (Entrepreneurship education services for teachers, see <http://www.yesverkosto.fi/yes/?lang=en>) and the Regional Council of Central Finland which became involved in the EC4SLT project in connection with the final conference in Koper, Slovenia.

Furthermore, the Finnish Principals' Association, SURE, will provide in collaboration with the Institute of Educational Leadership, University of Jyväskylä and the Finnish Economic Information Office

a year-long professional development project where Finnish principals and business-life directors are paired to peer-mentor each other as *Critical Friends* to develop both entrepreneurial and pedagogical capabilities. It will also be most exciting and inspiring to see what the EC4SLT Project can create together with the European school heads in ESHA's annual conference in Maastricht, the Netherlands in September 2016. I would warmly recommend attending ESHA's annual conference in Maastricht and also following the EC4SLT Project's website (<http://www.ec4slt.com/>). We are just at the beginning and still a lot remained unwritten even in this little report. ■

REFERENCE LIST

- Aho, E., Pitkänen, K., & Sahlberg, P. 2006. Policy development and reform principles of basic and secondary education in Finland since 1968. Washington, DC: World Bank.
- Honkanen, V. 2008. Ammattikorkeakoulusta yrittäjäksi. Yrittäjyyden yksiköistä valmistuneiden koulutuskokemukset, yrittäjäurat ja menestyminen [From universities of applied sciences to entrepreneurs. The experiences, entrepreneur careers and successes of entrepreneurship unit graduates]. Turku: Research Unit for the Sociology of Education, University of Turku.
- Honkapohja, S., & Koskela, E. 2001. The Economic Crisis in the 1990s in Finland. In J. Kaalela, J. Kiander, U. Kivistö, H. A. Loikkanen & J. Simpura (Eds.), Down from the heavens Up from the ashes The Finnish economic crisis of the 1990s in the light of economic and social research (pp. 52-101). VATT publications 27(6). Helsinki: Government Institute for Economic Research.
- Kanervio, P. & Risku, M. 2009. Tutkimus kuntien yleissivistävän koulutuksen opetustoimen johtamisen tilasta ja muutoksista Suomessa. [A Study on Educational Leadership in General Education in Finnish Municipalities, Abstract in English.]Finnish Ministry of Education Publications 16. Helsinki: University Print.
- Kivinen, O. & Ahola, S. 1999. Higher education as human risk capital. Higher Education 38 (3), 191–208.

- Laitila, T. 1999. Siirtoja koulutuksen ohjuskentällä. Suomen yleissivistävän koulutuksen ohjaus 1980- ja 1990-luvuilla. [Shifts in the control domain. Control of Finnish education system in the 1980s and 1990s]. Turku University Publications Vol. C146.
- Niemelä, M. 2008. Julkisen sektorin reformin pitkä kaari Valtava-uudistuksesta Paras-hankkeeseen. [The long reform of public sector from Valtava-reform to PARAS-project]. Studies in Social Security and Health 102. Helsinki: KELA.
- Paasio, K. & Pukkinen, T. 2006. Korkeasti koulutettujen ammatinharjoittajana ja yrittäjänä toimiminen. Selvitys AKAVAn jäsenistössä. [Graduates of higher education as practitioners and entrepreneurs. Survey among AKAVA members]. Turku: PK-Institute, Turku School of Economics.
- Rinne, R., Kivirauma, J., & Simola, H. 2002. Shoots of revisionist education policy or just slow readjustment? The Finnish case of educational reconstruction. *Journal of Education Policy*, 17(6), 643-658.
- Risku, M. 2014. A historical insight on Finnish education policy from 1944 to 2011. *Italian Journal of Sociology of Education*, (6(2)), 36-68.
- Ryynänen, A. (2004). Kuntien ja alueiden itsehallinto – kehittämismahdollisuudet. [Autonomy of municipalities and areas – options for development]. Helsinki: Edita.
- Saarinen, T. & Silvennoinen, H. 1994. Hyvinkoulutettu työllistyy huonoinakin aikoina? Työllistyminen, tuloksellisuus ja laatu". [Well-educated will be employed also during bad times? Employment, profitability and quality]. In O. Kivinen (Ed.): *Korkeakoulut valtiovallan ohjauskseessa ja markkinavoimien vireävinä*. [Higher education in state guidance and drawn by market forces]. Research Unit for the Sociology of Education. Turku: University of Turku.
- Silvennoinen, H. 2002. Koulutus marginalisaation hallintana. [Education as controlling marginalisation]. Academic dissertation. Helsinki: Gaudeamus.
- Varjo, J. 2007. Kilpailukykyvaltion koululainsääädännön rakentuminen Suomen eduskunta ja 1990-luvun koulutuspoliittinen käänne. [Drafting educational legislation for the competitive state. The Parliament of Finland and the 1990s change in education policy]. University of Helsinki Department of Education Research Report 209. Helsinki: University of Helsinki.

Entrepreneurial Competences for School Leadership Teams

The Erasmus+ Strategic Partnerships project 'Entrepreneurial Competences for School Leadership Teams' (EC4SLT) held its final conference at the University of Primorska in Koper, Slovenia on 13th of June. 106 delegates registered for the event, joining university and school project partners to talk about the challenges and benefits of adopting an entrepreneurial approach to school leadership.

SUE ROBSON,
UNIVERSITY OF NEW CASTLE,
UK



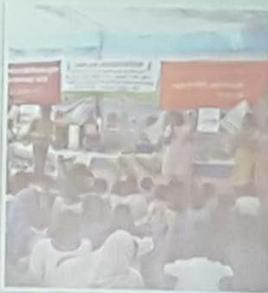
Can the quality and efficiency of school leadership teams be enhanced through an entrepreneurial approach? In an ever-expanding body of educational research, there has been relatively little attention focused on the specific issues associated with researching new forms of educational leadership. Changes in the education landscape over the last 15 years, including an increasing emphasis by policy makers on accountability and performativity, have placed pressure on school leaders to demonstrate the contribution that they make to school effectiveness and improvement. The emergence of new forms of publicly supported schools and services have created an increasingly competitive environment that demands educational leaders who are resourceful, opportunistic, creative, and willing to take risks.

Opening cognitions

Rethink our educational values out of the box

Forget the plans and build projects with your people

Engage them to make sense by debating to reach consensus



Globus assemblies, Kulturbakken

UNIVERSITY OF PRAGUE
PEDIATRIC FACULTY



The EC4SLT project team have been keen to consider how entrepreneurial competences from the business world might be adopted for educational contexts. The external evaluator for the project, Professor **Michael Laviolette**, gave the conference keynote. He introduced delegates to both traditional and new conceptualisations of entrepreneurship from a business perspective. He highlighted that entrepreneurship can be disruptive, as in the case of new technologies that can both enhance and challenge our existing modes of communication. Entrepreneurship can also be constructive, enabling leadership teams to develop, communicate and work creatively, for example through optimising the use of both new and existing resources.

More distributed forms of leadership are emerging, and these demand a safe and trusting environment in which leadership team members can feel confident to engage, create and innovate. Research reported in the Harvard Business Review on ‘What makes an effective leader?’ (Giles, March 2016) suggests that empowering others to self-organise while providing clear direction leads to more productive and proactive



Musical performance during the opening



Prof. Michael Laviolette

teams. Innovative development approaches are required to nurture and grow future leaders, and to create and foster individual and organisational learning. The resources developed in the EC4SLT are designed to support leadership teams with interactive, reflective and experiential elements to motivate entrepreneurial thinking.

It was clear from the presentations at the conference that entrepreneurial school leaders are not simply focused on profit-making or competitive advantage. Successful entrepreneurial leadership is values-driven, and responsive to the social, cultural, political, and economic changes affecting schools across Europe. The enquiry methodology adopted by the project supports leadership teams to ask significant and substantive questions and develop creative solutions to address the social and educational issues facing their schools and communities. The presentations illustrated the extent to which school leadership teams are driven to improve social outcomes, to promote inclusion, fairness, citizenship, personal and inter-personal capabilities, and student wellbeing as well as academic outcomes. Entrepreneurial leadership promotes a professional learning culture



Presentation at the workshop on Financial Resources mobilization & optimization



Sarah Stephenson, Assistant Head at the Education Other than at School (EOTAS) service in Redcar and Cleveland, UK

within leadership teams, and opens opportunities to increasing numbers of staff, students, parents and governors to influence strategic decision-making and help to create a positive and productive learning environment.

Stef McElwee, Assistant Head at George Stephenson High School in the UK, told delegates about the approach he has taken to develop professional learning through an enquiry-based, action research approach at his school. This enables teachers to research an issue that they are passionate about, and to use the evidence from their enquiry to influence school strategy. This has led, among other things, to highly innovative approaches to technology-enhanced learning. Stef said: *'It was reassuring to note that an educational definition of entrepreneurship links its components to a sustainable approach to schooling.'*

Finnish partner **Mika Risku** from Jyvaskyla University commented that the enquiry method embedded within the EC4SLT project is a form of distributed leadership, enabling schools to focus on key



Presentations and discussions at the workshop on Communication & Negotiation skills

issues in their own development plan, and to investigate them through different lenses: '*It creates agency that will have much impact after the project. We all have modified units to befit contexts – I just love it!*' Team leaders from a day care centre working with Mika developed and gained confidence as a senior leadership team during the project. Two of the Finnish comprehensive schools that also worked with Mika welcomed the enquiry method and found that it helped them to demonstrate successful entrepreneurial skills as they went through a merger to become one school.

Romanian partners from the Bucharest University of Economic Studies worked with four schools that shared a common concern to enhance communication with parents and students and promote integration. The importance of parental engagement was also central to the projects at Pathways School and the Education Other than at School (EOTAS) service in Redcar and Cleveland, UK. In these special education settings, the extent and form of parental engagement was found to be strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity.



Outdoor lunch with all participants

Pathways School and the EOTAS leadership teams therefore decided to focus on increasing their understanding of how parent and carer engagement could be enhanced through positive communication approaches tailored to specific parental needs. The enquiry methods that were used included some ‘quick win’ actions chosen to enhance engagement, including: Praise Postcards, ‘Come Dine With Me’, Curriculum Letters, Family Learning Days and Sports Events, and the design of a new school brochure containing all of the information that parents were likely to need for the new academic year. Data has shown a great increase in parental engagement with parents becoming more proactive in their child’s education and reacting more positively to communications from the school and service. For the new academic year, parental engagement will be at the center of a full school- and service-wide communication strategy.

Eszter Salamon, President of the European Parents’ Association, attended the conference. She reinforced the importance of parental engagement, especially in areas of social deprivation, making an important connection to social entrepreneurship. Eszter encouraged



Chris Harrison and Sue Robson



Beautiful city of Koper

schools to consider how they might help to develop entrepreneurial skills in parents, relating this to active citizenship and the role of schools in their broader communities.

A positive outcome of the EC4SLT project is that it has consolidated university-school partnerships as a means to promote school leadership team development. Many of the participating schools have expressed their eagerness to continue to develop the EC4SLT enquiry methods as a vehicle for distributed and entrepreneurial leadership that promotes professional learning across the school and capitalizes on the individual and collective strengths of team members.

Rachel Conway, Deputy Head Teacher at Pathways School in the UK, commented on working with Newcastle University: '*This workshop was inspirational – a truly personalized approach which has had a clear impact upon our practice and genuinely increased the capacity of our leadership team. We welcome all opportunities to continue to develop our leadership team and increase capacity as well as opportunities to reflect upon our individual leadership practice and be challenged, updated and inspired.*'

In order to sustain and develop the project work in schools, **Chris Harrison** from ESHA encouraged school leadership teams to consider bidding for Erasmus+ Key Action 1 funding, which could enable them to continue their entrepreneurial partnership work with other schools.

Gugsy Ahmed, Head Teacher at Parkinson Lane School in Halifax, UK commented: 'Entrepreneurialism whilst not novel is a great vehicle for school leaders to inject creativity into leadership at all levels.' The video clips of Parkinson Lane staff on the project website (www.ec4slt.com) illustrate how an entrepreneurial vision and goals have led to strong, values-based, collective leadership practice at the school. ■

Reflection on the final conference EC4SLT

Within the framework of the Erasmus+ Key Activity 2 Strategic Partnerships Schools Project: ‘Enabling Entrepreneurial School Leadership’ (<http://www.ec4slt.com>) a final conference after two years of hard work took place on June 13th 2016 at the University of Primorska, Faculty of Education, Koper, Slovenia.

HUUB FRIEDERICH, INSTITUTE FOR LEADERS IN EDUCATION

During the morning session, two keynotes were presented in front of an audience of over a hundred people gathered from countries all over Europe, from Finland to Romania.

In the first keynote, delivered by prof. Michael Laviolette, Novancia Business School in Paris and research associate in the University of Lyon, France, the concept of entrepreneurial school leadership was explained and illustrated by a number of metaphors and pictures. He touched amongst many other fascinating facts the origin and changes in the meaning of the term entrepreneurial over the years, the four myths about entrepreneurial leadership, the urgency for developing and applying entrepreneurial leadership in educational systems. He gave many examples of successful entrepreneurial behavior.

The second keynote, addressed by prof. Sue Robson, professor of Education at Newcastle University, Great Britain, covered the in and outs of the project EC4SLT, she outlined the project goals, demonstrated the impact on social, public and cultural behavior, the deliverables like modules for developing skills in strategic thinking for school management teams, action research and the Plan-Do-Review approach towards entrepreneurial school leadership and management. Her keynote was also littered with many examples of quick wins and key questions for improving the learning and teaching environment of the pilot schools in the project by adopting entrepreneurial actions.

During the afternoon session, four parallel workshops were run twice, focusing on entrepreneurial leadership skills such as Strategic Thinking and Vision, Teambuilding, Personnel Management & Development, Communication & Negotiation Skills and Financial Resources Mobilization & Optimization. In all workshops, pilot schools and project members of involved universities from Finland, Great Britain, Slovenia and Romania showed overwhelmingly examples of their experiences and findings over the course of the project, such as the content of the modules developed during the project phase, cases of entrepreneurial activities, results and pitfalls.

In the last session of this intensive conference on entrepreneurial school leadership, presenters and participants reflected deeper on the concept, the EC4SLT-project, the findings, results, impact and dilemmas of bringing entrepreneurship further by means of asking and answering questions in dialogue. Among the participants, a great desire was felt to sustain and continue project activities and even to start new projects.

Chris Harrison, honorary member of ESHA, mentioned the possibilities to have new projects funded by Erasmus+ Key Action 1.

Sue Robson underlined that the modules developed are so called ‘light’, so that embracing entrepreneurial school leadership is unusually accessible, so it should deserve genuine success. She also mentioned that using the jargon of entrepreneurial leadership and management (strategy, vision, mission, action research and enquiry circle) is easy to understand resulting in quick innovative and creative wins regarding the involvement of parents in school activities. She exemplified how much impact can be gained. For instance, the teaching staff sends regularly picture postcards to students’ home addresses with motivating words about their achievements in the last period and students organize school meals inviting the parents to eat together.

Michael Laviolette answered questions concerning not to just copy/paste business leadership philosophies (such as efficiency and effectiveness notions) into a school environment. It is very important to look at the context of the school and rephrase entrepreneurial science for teaching and learning processes. Here is a warning in order: business processes have a tendency to increase bureaucracy for control, monitoring and accountability. When the participants were asked who is hard hit and suffers from a lot of paperwork, many participants raised their hands.

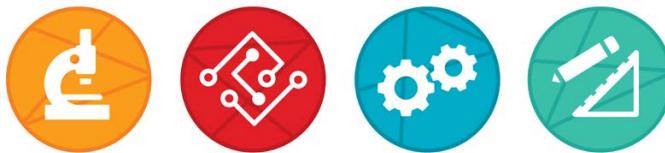
Eszter Salomon, president of the European Parents Association, emphasized that it is of paramount important for parents and pupils to become aware of their entrepreneurial skills, so that parents can take their kids during their upbringing so that their sons and daughters are able to take full responsibility of their decisions and actions as grownups.

The Slovenian pilot school presentation showed in a video how new insights from neuro science could be applied in new innovative and creative teaching methods. The finding states that our brain switches off after 20 minutes without physical movement. It means that further concentration on their tasks is almost impossible for pupils. In those moments of distraction, pupils are invited to do some physical exercises related to the subject that is taught. Half way the reflection session the teacher was asked to give a real life example of such an exercise, while the case might be that all of us were already elsewhere with our thoughts. She took the challenge immediately very professional. All participants were asked to stand up and after explaining where the imaginative north is, we had to turn, south, north-west, south-east and so on. The impact was instantly noticeable, growing friendly atmosphere and renewed attention. Great idea to improve the lessons in geography.

All educational systems face enormous challenges the coming years, given alone the large influx of refugees and asylum seekers in Europe. This means that 'diversity is here to stay' (Jacky Lumby, University of Southampton), the educational systems have to find ways to bridge language difficulties and cultural differences. Already a lot of initiatives have been taken in last couple of years and are underway. Here are a couple of references to other European Networks focusing on improving education. ■

Huib Friederichs
Institute for Leaders in Education
www.leadersineducation.nl

Hypatia-project; collaboration and cocreation to make a more gender inclusive STEM- world



S - T - E - M

Europe's knowledge economy developing and new technologies on the rise, skills in science, technology, engineering and mathematics will be needed for a broader range of careers than ever before. The evidence suggests that in the coming years Europe will face a shortage on its workforce. Science centers and museums are working to promote a more gender inclusive way of communicating science.

BY CARMEN FENNOLOSA ECSITE AND MEIE VAN LAAR NEMO SCIENCE CENTER

HYPATIA PROJECT

Getting young people enthusiastic for STEM: It's not as hard as adults think it is – It's the first sentence of one of the blogs of our young reporters at Hypatia. It also summarizes the need and potential to work together with teenagers. They have a different view on the world as adults have, a different voice and of course different esthetical codes. Hypatia is a collaboration between teenagers, museums, schools, research institutions, gender experts, policy makers and industry, and wants to make a start in this collaborative approach in order to engage 13-18 year old teenagers in STEM, both in and out of the school environment, in a gender inclusive way and addressing the attitudes of STEM education professionals towards more gender-inclusive practices.



Hypatia is an EU Horizon 2020 funded project that addresses the challenge of gathering different societal actors around bringing more teenagers, especially girls, into STEM careers both in school and as a choice of learning and career in the future. It aims at changing the ways sciences are communicated to young people in and out of school to make them more gender inclusive.

To do so, the project will produce a toolkit, work around national hubs and organize a series of events. There will also be a campaign targeting teenagers all around Europe.

ESHA is involved in the advisory board of Hypatia representing European School Leaders. The advisory board includes European representatives of formal education, museums, research and academic institutions and industry will advise on the implementation of the project tasks, ensuring the actions are best adapted for a wide range of European countries and contexts, and for the various types of stakeholder.

ISN'T THIS A SCHOOL TASK?

Attracting young people to Science, Technology, Engineering and Mathematics (STEM) is a complex task that cannot be achieved by formal education alone. Informal education has a key role to play in attracting girls and boys to these areas of study. Informal education organizations such as science centers and museums as well as the industry have been making attempts at sparking the interest of the new generation for STEM studies, and that of girls in particular. However, girls are still underrepresented, or their representation is unbalanced in many branches of science study programs.

THE APPROACH OF HYPATIA

The approach taken to communicating science and to engaging girls into STEM careers has evolved over time and to understand how, in the framework of this project, the University of Copenhagen has produced the “Criteria for Gender Inclusion” report. This report showcase best practices and develops some guidelines to navigate all interested parties in a practical way that considers all these gender theories. This document is the backbone of the project as it reflects the partners’ view on how gender should be understood and approached in the task of bringing more young people to STEM careers. It distinguishes five separate levels of impact: the societal level, the institutional level, the interactional level and the individual level.

TOOLKIT FOR TEACHERS

One of the key instruments Hypatia uses is a modular toolkit that groups activities and gender and facilitation guidelines for engaging youngsters in a gender-inclusive way.

Drawn from existing European good practices, the toolkit includes a wide range of innovative hands-on activities: workshops, speed dating, card games, debate scenarios, etc. They are aimed at teenagers



Hypatia Team



Working in groups

and can be implemented by teachers but also informal learning organizations, researchers and industry. Their central focus is communicating STEM and empowering teenagers in gender inclusive ways. The activities also want to point out that STEM is a very large field, that includes endless career possibilities and that these studies benefit from a wider range of skills that we would have initially believe.

The toolkit also includes practical support and guidance for teachers on how to partner with research and industry on gender in STEM. It brings suggestions and recommendations on how to debate gender approaches and differences in the classroom and guidance for teachers on how to overcome their own stereotypes. It contains guidelines on how to implement the above mentioned classroom activities and useful references to literature, practical tips and potential adaptations.

HYPATIA IS NOT JUST A TOOLKIT, IT GOES BEYOND: THE CASE FOR HUBS

Led by science centers and museums, hubs gather different organizations and individuals that are key in advancing gender inclusiveness in STEM. These hubs will organize a series of events for teachers, head teachers and teenagers. To reach the national level, science centers will translate, adapt and implement Hypatia's activities as well. They will also strengthen the interaction among stakeholders and disseminate the Hypatia digital toolkit nationally. Hubs have been established in 14 countries: Austria, Denmark, Estonia, France, Greece, Ireland, Israel, Italy, Poland, Serbia, Spain, Sweden, the Netherlands and the UK.

During the first 6 months of 2017, Head teachers will have the opportunity of actively engaging with the project in the seminars that will be organized across Europe to learn but above all to exchange and bring in their expertise into the project.



Testing unconscious bias



Presentation discussion groups

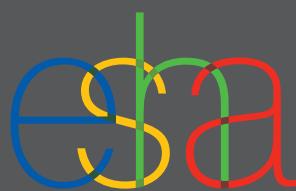
**Presentation Donna Ward**

Of course, events targeting teenagers will take place in science centers and museums in 14 countries to engage them in a variety of future careers related to science. ■

BE CONNECTED

Visit our websites www.hypatiaproject.eu and www.expecteverything.eu.

Would you like to be involved? Don't hesitate to contact us via the coordinator of the project Meie van Laar at vanlaar@e-nemo.nl



European School
Heads Association