



# esa magazine

SEPTEMBER 2019

## Children's diversity



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 four times per school year. You are welcome to use articles from the magazine, but we would appreciate it if you contacted the editor first.

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ESHA is an Association that consists of 37 Associations of School Heads and Educational employers in 24 countries in (pre-)primary, secondary and vocational education.

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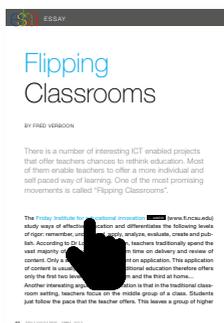
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Some articles in this issue contain direct links to websites. **Simply click on the coloured text and you'll be automatically linked to a specific website or videopresentation.** Try it yourself and enjoy.



# AGENDA/EVENTS 2019

|                        |   |                       |
|------------------------|---|-----------------------|
| <b>Oct 4</b>           | <a href="#"><u>Erasmus+ School Leadership Coaching and Mentoring Conference</u></a> | London (UK)           |
| <b>Oct 28 – 30</b>     | ESHA regional CEE Conference for school heads                                       | Skopje (N. Macedonia) |
| <b>Nov 18</b>          | <a href="#"><u>European Education Policy Network (EEPN) event</u></a>               | Jyväskylä (Finland)   |
| <b>Nov 18 &amp; 19</b> | General Assembly European School Heads Association (ESHA)                           | Jyväskylä (Finland)   |
| <b>Nov 26 – 29</b>     | <a href="#"><u>EAPRIL conference</u></a>  | Tartu (Estonia)       |
| <b>Nov 29</b>          | Deadline submitting articles ESHA Magazine December                                 |                       |

# Equity and inclusion as educational forces of today's diverse classroom



BY BARBARA NOVINEC

Each beginning of a new school year brings upon a vast number of challenges, all aimed at the common goal of achieving progress and success. Educational, social and emotional well-being of students should always be the top priorities of educators. However, in the recent years the society has undergone so many political, social, and geographical changes, which school systems have had to face and which have more than ever established a difficult, yet crucial mission- despite everything to keep the positive focus on the children and students.

This primary goal, namely, is something that we tend to forget amongst all the policies, regulations, and guidelines of “what education should be”. The start of a new school year should indeed serve as a reminder of what our

primary role of educators actually is. All educational community (consisting of not only teachers, but also school leaders, non-teaching staff, and last but not least, also parents), should strive to make schools and their classrooms places of safety, growth, genuine well-being, and inspiration.

As the rapid changes in the society have influenced the flow of migrations, the inclusion of children from other cultural and linguistic environments in educational processes in kindergartens and schools has become an everyday occurrence. School systems play an important role in integrating immigrant students from different cultural backgrounds and their aim, as with native students, should be to nurture the abilities and talents of these students who tend to exhibit lower educational performance and are more likely to leave school early, compared to their native peers from the host country.

School inclusion of migrant and refugee children requires a significant amount of knowledge, skills, as well as the respect of the ethical values and standards on the part of all stakeholders within educational processes. To achieve not only the theoretical understanding, but also the implementation of inclusion, strengthening the professional development of educators who are dealing with migrant and refugee learners is of key importance.

A form of much needed and appreciated assistance are also projects which cover the topic of migrant and refugee children and students. Two such projects are also governed by ESHA. The first one, E-COURSE, is focused primarily on enhancing the participation and learning performance of migrant and refugee children in primary schools, recognising inclusion as one of the main challenges of educational systems in Europe. The second one, CHILD-UP, particularly aims to analyse and support children's active participation in choosing the ways in which they will integrate.

Because school is one of the most important social environments for children, the evaluation of how well migrant children are integrating into their new community stretches beyond merely evaluating their educational performance. A sense of belonging is the one which creates a stimulating and rewarding school environment in which children as students develop their fullest potentials.

The psychological sense that one belongs into a classroom and school community is considered a prerequisite for the successful learning experience. Classrooms and the whole of school environments should be built on the basic underlying principle that everyone is equal and everyone belongs.

Schools can increase the sense of belonging for all students by developing the quality of teacher-student relationships, but above all by actively involving all students in the school community. In such schools, where all members of the classroom, including the teacher, work together to achieve a common goal, cooperation and teamwork lead towards a sense of accomplishment.

A belonging pedagogy is the one which schools with migrant students must adopt, as the well-being of these students strongly depends on how well the schools as well as wider local communities help them face the obstacles which they encounter on their way of building a new life in the host country.

If one could easily say that the world has become a global village, we could also nod to the statement that a school environment has blossomed in its diversity. While we may immediately think of race and nationality when addressing diversity, in fact there are various aspects which actually play into diversity in a school setting. Amongst these, the more notable ones are gender, socio-economic background, motivation, even learning styles.

Diversity amongst students has a positive impact on the students' performance as it increases the level of motivation, creativity, and it encourages collaboration with individuals from different backgrounds. We like to perceive the notion of school as a preparatory experience for the adult life with all its challenges.

A diverse classroom setting makes children realise that the world that awaits them once they finish their education is one in which they have to develop their positive attitude, adjust their norms, and acquire a rightful set of skills to be able to coexist, work, and build relationships with various people around them.

After all, the role of educators and school leaders has one very important advantage we sometimes tend to neglect. With each new school year we are granted another opportunity to make equity, diversity, and inclusion not just principles we should abide by, but realistic features of classrooms where motivated students and teachers can be observed, positive attitude towards learning can be felt, and yes, also laughter can be heard.

Dear educators, teachers, and school leaders make sure you begin this school year with new hopes and a positive mindset. I wish you all the best!

Barbara Novinec

ESHA president

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# Muslims in Western European Schools: a brief survey



BY: MARINA IMPERATO, DIRIGENTE SCOLASTICO – MINISTERO ISTRUZIONE, UNIVERSITÀ E RICERCA, ROME

## **SIX STEPS FOR GUARANTEEING INCLUSION IN SCHOOLS**

Inclusion in education means that schools (in special their school leaders) and national education systems provide equal opportunities to students of different socio-economic status, gender, race or cultural backgrounds. That they can achieve similar levels of performance in key cognitive domains, such as reading, mathematics and science, and similar levels of social/soft skills in areas such as self-confidence and social integration, during their staying at school. Anyway, inclusion does not mean that all students obtain equal education outcomes, because outcomes are strictly related to each background or to economic and social circumstances over which students have no control.

The main purpose of inclusive teaching is to realise students' goals as adult members of society.

Nowadays, the international community is committed to the right to education, which was first established in Article 26 of the Universal Declaration of Human Rights of 1948 and it has become the main target of the 'Global Citizenship Education: Topics and Learning Objectives' set by the United Nations in 2015 (UNESCO, 2015).

So any school leader wishing an approach to be really inclusive should build her/his everyday 'policy' upon six well identified steps:

- Knowing, searching and giving value to all the individualities (students, teachers)
- Enriching the principle 'justice as equity'
- Understanding students' needs
- Giving to students wide opportunities in learning
- Guaranteeing to students, their families and all the stakeholders they will get didactic strategies whose effectiveness is based on evidence
- Optimizing resources towards a really inclusive direction.

In the past decades which have passed the immigrant Muslim generations are increased in a very wide way throughout Europe and this is both beginning to change the character of Islam in Europe and also challenging national school systems in each country where Muslim presence is significant by numbers.

## **HOW EUROPEAN SCHOOLS MANAGE MUSLIMS STUDENTS: FRANCE, ITALY, SPAIN**

The presence of Muslims in continental Europe goes as far back in time as historical Islam, since that especially traders have been over the centuries, a longlasting feature of many places especially in central and southern Europe.

In France, until the beginning of the 1960s, North African had been overwhelmingly Algerian. Of all countries in Europe, France has probably the highest number of converts in Islam. Given the uneven distribution of the Muslim communities across France, it is non evitable that Muslim children are concentrated in the schools of some districts. French education system is organised into 26 educational regions, and two-thirds of the children of Muslim origin are

concentrated in 8 of them. Muslims parents use to send their children to state schools rather than free schools partly because of the cost of school fees, but also because the second ones are less common in the urban areas where Muslims are concentrated. Anyway, they get no access to religious education at school, because French school system is firmly laicist in its ideology. On the other hand, a factual introduction to Islam is included in the official history *syllabus*, and some state schools include aspects of Islam as part of intercultural education programmes. In the Catholic free schools, each school has its own approach to dealing with the presence of Muslim students, and some provide for Islamic instruction in parallel with Catholic *catechesis*, often in conjunction with local *imam*. Primary schools with North African pupils often provide some Arabic instruction as part of a general policy of mother-tongue teaching. It has also become common in state schools to find provision for religious festivals and to access to *halal* food.

For the last century and more, [Italy](#) has been a country of emigration: its people have migrated all over the world, especially to North America and to industrial nations of North Europe. By the end of the 1970s Italy was becoming a country of immigration but the immediately underlying problem has been the lack of any real scholastic policy. Ministry of Education (MIUR) has been trying to fill this 'gap' in 2006 thanks to 'Linee Guida per l'accoglienza e l'inclusione degli alunni stranieri'. In 2017 thanks to 'Osservatorio Nazionale per l'integrazione degli alunni stranieri e per l'educazione interculturale' Italian school leaders had clearly the path for developing intercultural programmes for their students. It has to be underlined that in 2014 the Ministry of Education renovated the 'Linee Guida per l'accoglienza e l'inclusione degli alunni stranieri'. These guidelines clearly declare to be working tools for school leaders, teachers, parents and organizations. The real breakthrough regarding the Italian school system

consists in the following declaration: “... *lo studente di origini straniere può costituire un’occasione per ripensare e rinnovare l’azione didattica a vantaggio di tutti, un’occasione di cambiamento per tutta la scuola*” [translation: ‘ ... each foreign student can be an opportunity for rethinking and renovating the whole teaching to the school’s total benefit, an opportunity of improvement for the whole school’]. In particular, it is now well defined how schools have to work: first of all, they have to avoid a large number of foreign students in the same class so that we can have a balanced distribution of them. Regarding to this, the guidelines wish cooperation among school leaders that can arrange agreements, organize networks, also with local authorities. Thanks to these guidelines, Muslim pupils can choose between participating in catholic religious education or take part in alternative classes for non-religious pupils or pupils of other faith (both classes are optional).

As other European countries, in [Spain](#) the last major wave of Muslims immigration came during the late 1980s and early 1990s, as people tried to enter before Spain joined the stricter immigration regime adopted by the European Community. In 1992, Spain joined the small number of Western European countries to grant a form of recognition to Islam: the accord was reached between the Spanish government and the Islamic Commission of Spain, an alliance of the two main federations of Muslims associations. This accord allowed Islamic religious instruction in both public and private schools where religious holidays and *halal* food have been recognized. In Spain there are private Muslims schools (especially in Madrid) offering the official Spanish curriculum and they are recognised by the Ministry of Education. Also thanks to the Islamic Commission in 1996 which made an agreement with the Spanish Government for providing religious instruction for Muslim students in state schools. This opportunity has grown largely, and in 2014, a great number of teachers were engaged in giving Islamic

religious education. It is to say that Islamic organisations developed teaching materials and also published textbooks for schools.

Wider developments in their countries can have an effect also on the Muslims in Europe and our educational systems have realized it so that some programmes are prioritised and presented in such a way to preserve the national/religious/linguistic culture.

“How school leaders can improve this change in their schools? The answer is not easy, and not unitary and so many questions are to be asked, but the six steps in the beginning of this article can be considered as a feasible ‘lighthouse’ in an ocean of different needs and challenges.”

# Passionate about inclusion?

# Join the Mult!include Community

Mult!include is not just another project on inclusion in education. The overall goal is to support as many students as possible to reach their full potential, finish their secondary education, go on to tertiary level and also to become lifelong learners. We are inviting all educators to join the Mult!include Community to share their practices, ask their questions, share their doubts and challenges and find answers.



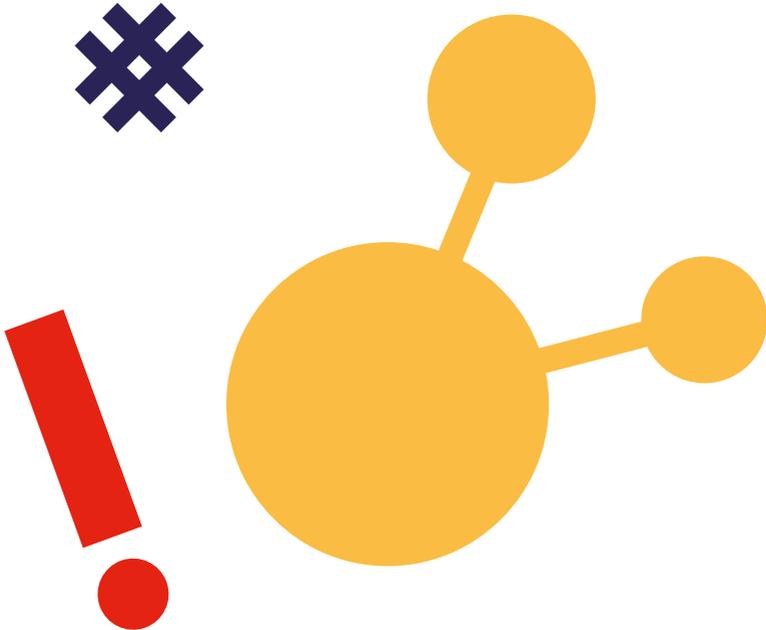
**In Mult!Include we work on the basis of understanding the following:**

- There are practically no students that do not have inclusion needs
- Generalised target group approaches (eg. inclusion of the disabled or migrants) often miss target and may also include at the expense of others, thus inclusion in education should slowly shift towards an approach based on individual learning support needs
- Real inclusion can only happen if formal, nonformal and informal education providers join forces, thus it needs an open doors policy in the school
- Primary school and even early childhood education, if inclusive, has an incredible and indirect effect on later learning, thus they are crucial
- There are fantastic practices that may not be known to others struggling with similar challenges

If this resonates with you, it's worth joining the Mult!Include Community. Simply [register here](#).

**What we are offering:**

- A community of like-minded teachers, school heads, other educators, parents, experts offering professional support
- Webinars, online training opportunities and professional discussions
- A growing library of grassroots practices' case studies you can consider to implement in your own school or community, some of them with no budget need
- A platform to share your own case study and thoughts in the form of blog entries



To give you a taste of Mult!include, you can [watch the video](#) that Dutch secondary school students made for ESHA about an inclusion practice in Hungary that supports the school success of children with disturbing behaviour.

We are looking forward to welcoming you in the Mult!include Community.

In case of any questions, you can contact **Eszter Salamon** at [eszter.salamon@esha.org](mailto:eszter.salamon@esha.org)



# Enhancing the participation and learning performance of migrant and refugee children in primary school education

The E-course school support platform is now finishing



The inclusion of students with a migrant background is one of the biggest challenges educators, schools and policy makers are trying to find a solution for. ESHA is committed to participate in the development of tools and trainings designed to help our members and other involved parties in working with families with an migrant background, for the benefit of the child. The E-COURSE project, co-funded by the Erasmus+ programme, aims at enhancing the skills of teachers in managing multicultural environments and in supporting the inclusion of students with a migrant background. The School Support Platform is an outcome of the expertise and research conducted by the 8 organisations from 7 countries.



The project started in October 2017, and we will have our final meeting in Greece this September. We are grateful that we were part of this dynamic international consortium and we are happy to announce, that all the intellectual outputs developed in the project are now available for usage on [the website](#). The School Support Platform is one of the outputs developed in the E-COURSE project and is now live and final. [At this School Support Platform](#) you can find homework support for students, an online course for teachers and there is an online space for all stakeholders. For Germany, Italy, France, Greece and Cyprus one can also find useful contacts and information about the country.

### **Piloting of the learning modules**

The learning modules have been piloted in two cycles with primary school teachers in order to finalize their content in terms of effectiveness and adapt them accordingly. The piloting phase has been carried out between September and December 2018 in Germany, Greece, France, Italy and Cyprus. During the piloting phase around 100 teachers received training via face-to-face training workshops. The results of the piloting phase have shown that there was a high motivation among primary school teachers to participate to training activities that focused on providing them with further skills to work with students with a migrant background and to support their inclusion at school.

On the School Support Platform teachers and school staff can find the learning modules developed within the project, thus having free access to the learning content. Along with providing training opportunities to teachers, the platform includes sessions aimed at facilitating the communication among the whole school community: teachers, headmasters/mistresses, school staff, students and their families.



The School Support Platform is currently piloted in primary schools in Germany, Greece, France, Italy and Cyprus to support them in managing diversity and fostering the development of an inclusive school environment.

One of the teachers from Cyprus participating in the piloting described her experiences so far; “I have been using the E-COURSE platform for a while, and as a school teacher I came to the conclusion that the platform is very useful for the support of students. Specifically, the platform serves as an instant tool of support for students as it allows them to instantly solve specific queries. In general, one of the great advantages of the E-COURSE school support platform is that it

allows communication between the teacher and the students without requiring the physical presence at the same place”

Indeed, the platform includes the following sessions:

- **E-learning modules** for teachers and school leaders on diversity and inclusion;
- An **Online Homework Support tool** to facilitate the provision of free online homework support to migrant and refugee students;
- An **Online Space for teachers-parents communication** to exchange messages; to share information; to set calendar reminders; etc.;
- **Useful contacts and information** on the partner countries’ national educational systems, including enrolment procedures, addressed primarily to migrant and refugee students’ parents and families.

[E-COURSE](#) – Enhancing the ParticipatiOn and Learning Performance of Migrant and RefUgee Children in PRimary School Education – is a project co-funded by the [Erasmus+ programme, Key Action 2: Strategic Partnerships for school education](#). The project aims at enhancing the professional development of teachers and school leaders in dealing with migrant and refugee students as well as supporting schools to facilitate the inclusion and success of students with a migrant background. The project involves 8 organisations: [IMA](#) (Coordinator, Germany); [KMOP](#) (Greece); [FOUR ELEMENTS](#) (Greece); [Canary Wharf Consulting LTD](#) (UK); [CARDET](#) (Cyprus); [ESHA](#) (Netherlands); [Pistes Solidaires](#) (France); [CESIE](#) (Italy).

Remain updated on the project’s progresses and get more information through it’s [website](#).

# Inspiring Engineering: From Nature to Community

BY: RUDI BUKSENBAUM, ALON RA'ANANA, ISRAEL.

In the Open Schools for Open Societies (OSOS) project in Ra'anana, middle school students in Israel (ages 12-15) developed accessories for people with special needs and for the community in general. The project was conducted over the course of two years – first as a pilot and then in a larger scope. This project is run in collaboration with community shareholders: the municipality and local high-tech industry, the zoo, student mentors from the community, people from Home for special needs, and Maker spaces for students to create the products.

The project's objectives were first to help people with special needs from the school's community, second to get inspired by nature for solutions that lead to the design of tech products and finally to experience the design process that engineers go through in product development.

The number of students who were involved was 100 students (aged 12-15) in the 1st year and about 900 students (aged 11-15) in the 2nd year from several schools. The project created partnerships with parents, other local schools, the local science centre (Eshkol Pa'is), mentors from the community and from technology high school students and with an institution for people with physical disabilities.



The students met people with special needs (disabilities) from their community, learned about their everyday lives, and together they found a problem they wished to solve. The students worked in groups. They planned and designed a product according to the engineering design process. The product to be developed was aimed to solve the specific problem that was identified. The final products were presented to the community during a peak event, in which everyone involved in the project and representatives from the municipality and from the Ministry of Education participated.

Before finding the solutions for the challenges posed by this project, it was necessary for students to know the social and technological context which the society of the 21st century is moving towards. For this, the FEEL phase raised the needs to firstly, meet with people with special needs in order to understand their problems, and secondly to know how technology and engineering has helped solve challenges in recent decades. In addition, the students observed animals in the zoo and gained knowledge on biomimicry, learning about natural solutions for human problems. In this phase the students participated in lectures (given by parents and experts from the local high-tech industry), got acquainted with new thinking and learning techniques, and participated in a workshop for innovative and inventive thinking.

The students worked in groups in order to find creative solutions for the problems that were identified in the FEEL phase. The students exerted inventive thinking, honing their research- conducting skills and experimenting with different thinking techniques. Some of the creative solutions were inspired by nature, using principles from biomimicry.

In the first year a Hackathon event was held, during which the students created models of their inventions. They were assisted by parents and professional mentors from the community. Following a reflection process on this activity it was decided to strengthen the students' and teachers' technological skills in order to improve the quality of the models. For that, a teachers' training was conducted, focusing on the Makers methodology, which includes soft technological skills or "hands-on learning".

The title of the project in the second year was "Ra'anana – Accessible City", aiming to evoke solutions in all aspects of accessibility – from transportation to information. The Hackathon event in the second year was a joint effort of several middle schools in Ra'anana, led by the Alon School. Prior to the event the students in all schools studied the subject. Then there was a preliminary event in which students and designated mentors participated in lectures on the subject by experts from the municipality. Lastly, the Hackathon event was held: 12 hours of students' work, honing their ideas and creating models, using both low-tech and high-tech tools (e.g., 3D printers) and practicing their Makers skills. Following the Hackathon, some of the participating students spoke about what the event and the project as a whole meant to them: one of the students, Alon, said he "experienced a very meaningful and interesting learning and that he would like to continue to develop new products." Maya said: "When I grow up, I want to be an engineer!" Another student, Yuval, said "he was happy to share his newly acquired knowledge with the rest of his classmates". Amnon spoke about "the interesting meet-ups the students have had with a variety community shareholders". Ido referred to the opportunity to meet people with special needs: "Now I look at people with special needs in a new way, I'm happy I had the chance to get to know some of them and I'm glad I had the privilege to help them."

Students presented their inventions using multiple forms of media: the local newspapers, schools' internet websites, municipality website, Facebook and Instagram. Schools also set up local exhibitions. In addition selected models were sent to the local conference that took place in the "Eshkol Pa'is" (the local science centre). The students participated in the local conference, presenting their inventions with posters and models. A committee recommended the products that would move on to national contests. Parents and people with special needs were invited to take part in this event and view the chosen inventions. Posters and products remained exhibited to citizens for two weeks after the event. The final products will be handed to people with special needs – after building and improving them. A short video summarizing the project and the hackathon event can be found [here](#).



The Open Schools for Open Societies (OSOS) project in Ra'anana was led by Rudi Buksenbaum – head of the Raánana "Eshkol Pa'is" (the local science centre) and by the following teachers from 14 local schools: Hanan Omar-Rass, Gil Lerner, Melina Ribke Noam, Dganit David For, Gal Doron, Daniele Tsur, Anat Shatz, Orit Dzialdow, Orit Hassidim, Asi Kassuto, Noa Omise, Yehudit Yafin, Nechama Palmon, Eti Kaneti, Yisca Zmiry, Michal Eshel, Rebecca Perlin and Shira Gotlib.

# Suggesting a New Time-out Strategy for improving attention and behavior in the classroom

BY: MARIA ROSARIA D'ALFONSO,  
SCHOOL PRINCIPAL, LICEO SCIENTIFICO  
GALILEO GALILEI, TREBISACCE (CS), ITALY





School principals have to solve all kinds of problems at school, with the estimate of 67 issues daily. When it comes to conduct or behavior, soft measures and hard measures are usually juxtaposed. This article is about an hypothesis for experimentation and planning for the new school-year.

“ We are in need of a school reform with a new pedagogy, in order to safeguard all children in their stage of development, including those who are reluctant to living in society.” — Maria Montessori

It proceeds from a specific experience this past school-year of pervasive ill behavior in high school, which repeatedly occurred in a junior class: whistling, throwing objects (even chairs) out of the classroom, expressing remarks of all kinds. After repeated episodes of offensive language and poor conduct, the parents were informed and eventually correctional measures were taken, such as prohibiting school trips and determining suspension from recess (with study time to be dedicated to various parts of the curriculum). These measures were seen as a kind of in-between solution for those who had preferred suspension and those who had rather settled for closing more than one eye.

Despite all the meetings and despite all the efforts, the outcomes at the end of the school-year were prevalently negative in that class, both in conduct and in the curricular subjects, with only a few of the students promoted into the senior class. Since there were various signs of special needs, although still undiagnosed (apart from the diagnosed special Ed students, who already had a Personalized Study Plan), there were opportunities at school to discuss the issue with the special Ed department.

Is there really a way to prevent ill conduct ? Can the school make way for soft measures? Although a Personalized Study Plan is required by the government even in cases of suspected special needs , what can be done to really help the teaching-learning process? What about learning environments that are suggestopedic? What about allowing the students to exit the class for “recreation”, with the chance for pleasant and personalized time-out spaces, whenever intolerance may occur? Is it really possible to carry out an effective plan of wellness at school?

Most schools follow their own behavior code according to school regulations. In Italy citizenship and constitution (DPR 169/2008) is a way for the curriculum to adapt to the need that good knowledge is connected to good behavior. The subject-matter, which is transversal, is entrusted to teachers of the social and historical field, with a variety of topics to deal with, such as the constitution, justice, and law and order. In “Society and Education” and “Democracy and Education” John Dewey was keen on the idea that one’s behavior is not whatsoever distinct from one’s knowledge. Of course, this arouses some doubts in recent times when conduct is usually evaluated in its distinction from the curricular subjects. Anyhow, rules are often broken for one reason or another. Here are some causes:

- The threshold level for attention is violated (20mts).
- Listening is not always easy.
- Self-control is not always possible.
- Breaking the rules makes a good public image in class (being “tough”).
- Students are not really interested in what is going on.
- The age of technology makes way for “distractions”.
- Students are not always properly diagnosed with problems like ADHD, Provocative Behavior, etcetera.

- The lessons becomes too hard.
- Teachers go on and on “explaining” in the attempt to complete their “programs”.
- Bullying and cyber-bullying are constantly increasing.

If Time-out strategies may be effective in some terms, there are scholars who claim that the effects may only be short-term (E.g. Thomas Gordon, Gabor Mate, Alfie Kohn and Aletha Solter). Plus, it is believed that moral behavior is not enhanced, and the underlying cause is not removed. Furthermore, the parent-child bond may be damaged much in the same way that the student-teacher relationship may also be. Last but not least, feelings of hate, insecurity and anxiety may arouse in the child. Therefore, Time-out is usually seen as a form of coercive control, which may even lose its effectiveness in time, mainly because teenagers eventually break away from the adult model. The question is: do children improve behavior at home and at school? Do they become better achievers and eventually more responsible citizens? “Brain research has proven that there is a risk to the child’s developing brain through the use of Time-out.”

One author is Daniel Siegel, whose idea is that a brain scan can easily show pain caused by isolation during punishment. Time-out is thus seen as a kind of abuse with signs much in the resemblance of the consequences of physical abuse. Siegel specifies: “Repeated experiences actually may change the Physical structure of the brain”.

So, what is essential is that Time-out need to be used appropriately, as being brief and infrequent. Time-out has often degenerated in school detentions like staying after school or, in the worst cases, with immoral and illegal practices, such as children being locked up in closets! As a result, children don’t like to go to school and parents can tell, because children often cry, may fail to do their assignments

or just do not want to go to school anymore. Nevertheless, evidence cannot easily be provided, unless someone is “caught”, or cameras are set in the classroom. This is indeed a much debated issue nowadays.

What is for sure is that it is really not all that easy to “fall in love with school”, as one of my teachers used to say when I was in High School. Actually all the school shootings in the world, the drop-out cases and a great deal of disillusionment still prove the contrary. Cindy Lauper even sings it out, because she just wants to have fun: “I don’t care about Shakespeare !”

What we CAN do is observe what goes on in the learning process. As Maria Montessori held all her life, the teacher’s job, in this sense, should be “more scientific”. Science showed us not to use time-out anymore, but we need to observe more of what is going on in the learning process. That’s the new strategy for now! Observe your school, your children, your teachers, your building and ask yourself the question what is happening?

Want to know more about how we are going to solve the problems in our school? Please read the next issue of the ESHA Magazine or contact me at [mariarosaria.dalfonso@istruzione.it](mailto:mariarosaria.dalfonso@istruzione.it).



Erasmus+



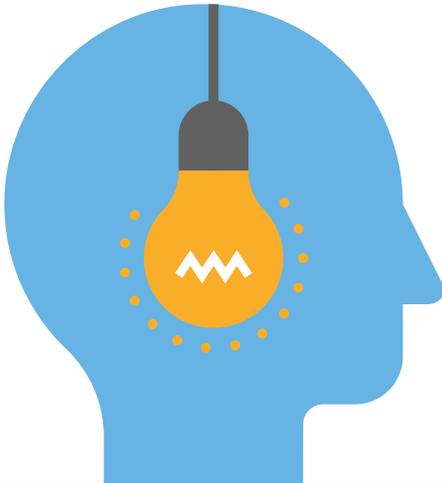
# SCHOOL LEADERSHIP COACHING AND MENTORING CONFERENCE

**Venue:** TUC Congress House,  
Great Russell Street,  
London WC1B 3LS

**Date:** Friday 4 October 2019

**Time:** 9.30am-3.45pm

This free conference shares the outcomes of an Erasmus+ Strategic Partnership led from the UK by NAHT, and involving partners from six countries – the UK, Ireland, Slovenia, Belgium, Italy and the Netherlands. The project has developed and trialled innovative coaching and mentoring materials for newly appointed school leaders in five of the six partner countries. These are to be freely available online. The conference will be workshop-based and is an opportunity to hear first-hand from partners, mentors and mentees.



**TICKETS ARE LIMITED, SO BOOK YOUR FREE PLACE AT [ERASMUSCONFERENCE.EVENTBRITE.CO.UK](https://www.erasmusconference.eventbrite.co.uk) TODAY.**

The conference will cover:

- how the project developed and was tested in five of the partner countries
- the materials that have been developed as a result
- presentations and case studies from each country
- the involvement of the mentors, their motivation and experience
- the roles and relationship between mentors and mentees
- impressions of mentees, their initial expectations and the impact of the mentoring programme
- the online platform, access to the materials developed, and opportunities to become involved.

There will also be a keynote address from Fintan Kelly, a New Zealand principal who will share views on mentoring across the world.

The day will provide an opportunity to listen, participate and discuss with those responsible for developing this shared approach to coaching and mentoring. It will provide an insight into the materials that have been used within the different educational organisations of the five countries and information on how to access them.

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# Next issue

## OF THE ESHA MAGAZINE

The deadline for submitting article for the next issue  
is Friday 29 November 2019.

**In the next issue you will find:**

More information about ESHA 2020  
And your story?!?

**Do you have interesting success stories?**

A perfect programme?  
Good experiences with the job shadowing project?  
Liked a seminar you attended?

**Do you want to read something about a certain theme?**

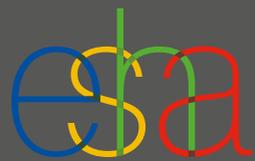
**Did you do research and found something great?**

Found knowledge you have to share?  
Found out something great?  
An answer to all our questions?

**Do you have an upcoming event you want everyone to know?**

Something that shouldn't be missed?  
A thing you have to go to?  
A date which no one should forget?

**Please contact us** so we can make great next issues of the  
ESHA magazine for you!



European School  
Heads Association