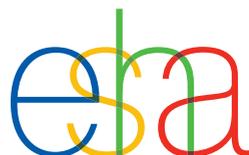




esa magazine

DECEMBER 2017

wellbeing
in your school



European School
Heads Association

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.

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ABOUT ESHA

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

CONTACT ESHA

Visiting address: Herenstraat 35, Utrecht, The Netherlands

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

e-mail: monique.westland@esha.org

THE EDITORIAL TEAM FOR THE MAGAZINE

Clive Byrne (editor), Fred Verboon and Monique Westland

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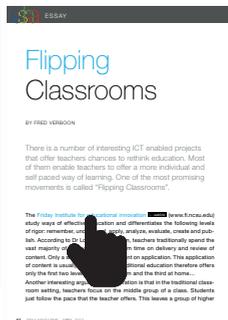
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Some articles in this issue contain direct links to websites. **Simply click on the coloured text and you'll be automatically linked to a specific website or videopresentation.** Try it yourself and enjoy.





Wellbeing for Teachers and Learners at the heart of our schools

The Consortium of Institutions for Development and Research Education in Europe (CIDREE) held an interesting conference entitled **Wellbeing in our schools: International perspectives** in Dublin Castle on the 9 November last. During the conference the CIDREE Yearbook was launched, giving an international perspective on the emphasis countries in Europe are placing on wellbeing to ensure that the children and young people in their country develop the knowledge, understanding and skills to help them live positive lives.

Alan Armstrong is the current President of CIDREE and is the Strategic Director of Education Scotland. He commended the yearbook for showing how 12 countries within CIDREE (Albania, Austria, Finland, France, Hungary, Ireland, Kosovo, Luxembourg, Norway, Scotland, Slovenia and the Netherlands) are developing their approaches to improving the wellbeing of children and young people. He commended the way wellbeing is supported by teachers. Through the school curriculum and appropriate guidance activities that support relationship building, positive behaviour, healthy and safe living, physical education and sports help students develop skills and

competences to help their mental, emotional, social and physical wellbeing.

The centrepiece of the day was a presentation on wellbeing by Professor Andy Hargreaves. He was supportive of the place for wellbeing in the school curriculum to create motivated and interested learners but he counselled that in his view if schools over-emphasised wellbeing there could easily be a sort of backlash whereby a renewed emphasis on standardised testing and academic standards will emerge. He wasn't saying that this will definitely happen but he thought it wiser to draw attention to the possibility.

The afternoon provided an opportunity for delegates to attend two workshops from five on offer with presenters from Ireland, Norway, Hungary, Luxembourg and the Netherlands. The day finished with a lively panel discussion and at the end of the conference delegates had a greater understanding of how schools can promote mental and physical wellbeing. The message is that good mental health and wellbeing is imperative to learning, development and coping with life. In Ireland, wellbeing is one of the 8 principles of the new junior cycle curriculum. From this year Wellbeing will incorporate learning traditionally included in Physical Education, Social Personal and Health Education and Civic Social and Political Education. A school may also choose to include other areas in their provision for Wellbeing e.g. Guidance. There must be a minimal engagement of 300 hours in the area of Wellbeing from this year rising to 400 hours by 2020 over the duration of the new junior cycle course.

There was genuine concern as to how this programme will be implemented and following a very successful one day event in 2015 hosted by the Irish Primary Principals Network (IPPN) and the National Association of Principals and Deputy Principals (NAPD) a working group emerged involving the IPPN, the NAPD, the Teaching Council, the National Parents Council and the Ombudsman for Children's Office. This group met to explore how best to embed Wellbeing for

Teachers and Learners in our Irish Schools and as part of the process a WTL symposium was held towards the end of November with the education partners to explore how best to proceed.

This was a most wonderful event and the secret to success was the participation of student voice. Students from 6 schools showcased what went on in their schools and 4 schools made oral presentations to the plenary sessions. **St Joseph's Secondary School Rush**, a second level school, highlighted creating a sense of belonging as being a key factor in creating a positive and welcoming school climate. Peer activities where students can lead workshops for fellow students (even dealing with sensitive issues) highlights the fact that students are there for one another. Treating each student as an individual is also important and accepting that individual for who and what they are is vital.

The students, principal and parent representative from **Corpus Christi Primary School Moyross** County Limerick raised everyone's spirits with an uplifting and authentic account of the range of supports and activities they use to look after the wellbeing of the entire school community in an area characterised by violence, disadvantage and neglect. It's almost as if the school is an oasis of tranquillity in a world gone mad but the welfare and support of each student is second to none.

As well as supports for the students, the care and wellbeing of the staff was to the fore in the presentation from **St Mark's Primary School in Tallaght**. Working on the basis that a happy staff promotes wellbeing for all, the range of events which are run year round in the school gives everyone, staff and students, the reassurance that their wellbeing is to the fore and that individually and collectively they are appreciated.

Coláiste Bríde, Clondalkin, was the other second level school to participate in the symposium. With their teacher, the three second level students highlighted the importance of celebrating and celebration

in their wellbeing schedule which ran throughout the year. New students were welcomed and were allocated a minder from the senior years to enable them settle in. The school ran a Friendship Week and also recognised Wellbeing Week by using post-its to place goodwill messages on the lockers of over 900 students so that everyone's self-esteem could be boosted that week. Staff weren't forgotten either and tokens and events to express the appreciation of students to their teachers were listed as important.

What emerged from the day was that in each school, whatever the school context, it tried to deliver the following indicators of wellbeing; that the students were active, responsible, connected, resilient, respected and aware. Each school has its own context, each school leader their own approach and style but there is convincing evidence that in schools where staff and student wellbeing is to the fore, there is a more positive climate, learning and teaching improve, job satisfaction increases and the entire school community benefits

As we near a very special time of year can I take this opportunity to wish you the compliments of the season for Christmas. May you experience the peace, hope and joy associated with this special time and may your wishes for 2018 be realised. ■



Clive Byrne, ESHA President

clivebyrne@napd.ie



@NAPD_IE

2018



Agenda 2018

MARCH 2018

16th AVS annual conference, Netherlands

JUNE 2018

14th – 16th ESHA General Assembly and international conference,
Netherlands

OCTOBER 2018

16th ESHA General Assembly, Tallinn, Estonia

17th – 19th ESHA2018 biennial conference, Tallinn, Estonia
www.esha2018.eu

Leadership in and of multi-cultural schools



How is the increased diversity in the Norwegian school system being managed? Which values form the basis for choices and priorities? How to lead in a multi-cultural school where everyone is supposed to live and learn together? Diversity as a desired

and important value is the starting point for every discipline discussing which competences educational leaders need in order to lead multi-cultural schools, senior researcher Gunn Vedøy says.

BY TORMOD SMEDSTAD / TRANSLATION BY SYNNE VICTORIA GULDAHL



Norwegian schools are becoming more and more diverse, at the same time as this diversity is a continuous subject for societal debate and discussion. Literature on how teaching can be tailored to the group of multilingual students in the best possible way is fairly abundant. How to lead in order for everyone to live and learn together in a multicultural school is a rarer topic, senior researcher Gunn Vedøy says. She works at IRIS (International

Research Institute of Stavanger) and has recently published the book *Leadership in and of multi-cultural schools*.

The book provides a comprehensive overview of the subject – with theoretical approaches to leader tasks, discussion of values and ethical reasoning for work with diversity, images from the everyday life in schools and different school cultures, and the school in society.

My experience is that educators want to do a good job, and are doing the best they can. They often worry about not being good enough, or feel inadequate because there is so much that can be done. Full inclusion is perhaps more of an unreachable ideal, but we are in a continuous process in the workplace. We find ourselves at different stages of this process and have different frameworks and possibilities from which to commence our work, Vedøy says. She is not attempting to create a recipe on how to perform diversity and integration work – and what constitutes “correct” leadership. She wants to introduce some starting points for discussion and stimulate reflection around where a leader would like to be in his or her work.

LEADERSHIP IN MULTICULTURAL SCHOOLS

By the term multicultural school I mean schools that house students that in addition to having a Norwegian frame of reference also have a homely frame of reference from one or more other countries. With

this definition in mind, most schools in Norway today can be viewed as multicultural.

Vedøy explains that being a leader in a multi-cultural school raises questions on *who and what leadership exists for*. This, in turn, places ethical and moral dilemmas on the agenda.

Diversity as a desired and important value is the starting point for every discipline discussing which competencies educational leaders need in order to lead multicultural schools in a successful way. Diversity must be celebrated, and room must be made for the many different people with their many different ways of seeing and understanding the world that we find in society today, Vedøy explains. She wants to point out that understanding and pointing out which consequences what the majority does and takes for granted can have on minorities is necessary. What this work can do with every actor in the school place must also be emphasised and taken into account.



There are two main disciplines in research literature on what educational leaders need to know. One can be linked to pluralistic discourses within multicultural pedagogy; what happens in the classroom? The other is linked to critical theory and focuses on power, ethics, politics and the societal perspective. School leaders must be able to understand systems of the majority's dominance.

Vedøy says that both perspectives are relevant, but emphasises the power perspective and a focus on the reproduction of social inequality. In this respect, it's significant to work consciously towards prevention. – It's important that everyone contributes to a professional discussion on how this teaching should be designed and that the dimension of action is more strongly emphasised.

THREE DIFFERENT TRACKS

Vedøy has split her observations and analyses into three different tracks; ways in which the discussion surrounding tailored education for multicultural students is articulated.

One of them can be characterised as *formal*; here, the superficial advantages of second-language students are expressed – that having these students in the school is a good thing, and that their well-being is important. They are allowed to and should be equals. Specific measures are not initiated – “anyone” can deal with this teaching.

Vedøy has named her second track *supplementary* – here, specialists deal with this type of teaching and it's separate from the entirety of the students' educational offer. Teachers in bilingual education provide the students with tailored teaching for limited periods of time, while the remainder of the school day operates as it would in the formal track. Difference is emphasised, and the school's foundation of values and pedagogy being taken for granted may become a problem. Outsiders aren't given access to how the school evaluates this question – and can easily feel, or be characterised as, stupid.

In the *participating track*, a debate of values takes place at the school level, and pedagogical practice is explicit and articulated. It becomes part of the whole and everything is steeped in diversity. If multilingual students don't do well, it's not the teacher's fault – nor the parents'. The school carries on as a community. It's possible for anyone involved with the school to follow the progress and make suggestions. In a “thought system” of this kind, individuals are allowed to be both similar and different.

A COLLABORATIVE CULTURE IS CONTAGIOUS

Vedøy sees a clear correlation between how collaborative patterns and a general focus on learning amongst adults has a contagious effect on the students. A school in which the teachers show respect for each others' knowledge and want to share with each other – without anyone claiming monopoly on the whole and entire truth – seems to develop a student environment that's keener to learn and more collaborative. Vedøy talks about expanded and limited professionalism. In the limited professionalism, there is a silent agreement between management and educators that everyone minds their own business and avoids “disturbing” each other. In a culture of expanded professionalism, however, the community “wants something” – and wants everyone to succeed. This is also a culture in which the difficult discussions are dealt with; that becomes part of the whole. The leader and the staff places the student at the centre.

I've observed a school with a harmonising culture, where things are hushed down. The teacher rarely sees, and does not report on, offensive language or bullying. In student interviews, the answers are strongly influenced by this culture: I've never seen anyone who bullies. They're just playing around. The topic isn't discussed. In another school, with a more confrontational culture, the students are fully aware that there's a line not to be crossed: We'll get into so much trouble! they say. The conversation between students changes, and

they know the school's limits. They know when someone is the subject of offensive language or bullying.

DIFFERENT STARTING POINTS

Vedøy adds that school cultures and frameworks for leadership are very different. Context provides leaders with varying degrees of freedom of action. It's easier to make a change happen where the framework is tailored to such a change than where it is not.

Some start out as educational leaders with a highly established and homogenous staff, and a culture distinguished by limited professionalism. There may be few applicants for the position; the school building might be old. The culture can be a highly implicit one; everyone knows where everyone else stands. "We've discussed this before".



Others start off in a new school, where they've hired the entire staff themselves, and managed to develop a culture characterised by expanded professionalism. They can pick and choose as they please among applicants. In these spaces, you must explain your viewpoints and negotiate – and will get practice in articulating your thoughts. Vedy has observed two situations that involved teaching of second-language students in two different schools. In one, one teacher spoke fervently and distressed about problems that had arisen linguistically and culturally in class with a second-language student. The focus was that the school could not be associated with providing such a poorly tailored teaching offer. We have to try something different! In the other school – with a culture much more characterised by individuality – another teacher points out that a second-language student is not allowed to participate in his first-language classes



because he does not belong to the ethnic majority of the country he is from. In this school, the focus is placed on *having to understand the teacher* who makes this choice. Here, a problem is recognised – and the observer identifies with the teacher.

VALUES, LEADERSHIP AND DIVERSITY

Traditions and Norwegian values such as equality and harmony are challenged in a multicultural school. In multicultural schools, the ethical rationale must be emphasised and negotiated. This requires several and differentiating arenas for dialogue. A normative answer to this challenge surrounds those things that have meaning and value to each individual student. At the same time, it requires the students reaching the democratic threshold, which qualifies them for active citizenship.

Leadership also concerns giving a voice to those that do not have one. It's about social justice and levelling out differences. Educational leadership can be viewed as a fundamentally moral task. Some people working with moral and ethical leadership understand the organisations from within. It's the people in organisations who construct them – they are not a product of a social or natural order. This implies that not everyone thinks alike. Negotiations are necessary, and that is also how the importance of value and ethics are accentuated, Vedøy explains.

A school that accommodates for principal discussions and creates a common understanding of its fundamental values will also be an advantage to second-language parents – who may have several children in the school. They recognise the situations, because the school's foundation of pedagogy and values has been established. This creates a sense of safety, but also a prouder and more empowered parent group that becomes more active in their participation and interaction with the school.

FOR THE STUDENTS' BEST

Increased diversity requires increased pedagogical reflection and a broader knowledge base on how to do things. The reasoning behind choices must be *why this is for the students' best*. The leader can easily meet resistance if he or she arguments on the individual criteria of justice (must be given a chance), care (must look after, take care of) or administrative argumentation (it's in accordance with the law).

Increased diversity
requires increased
pedagogical
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All of these approaches are used in the schools I've studied, to reason and explain practises targeted at multilingual students. All of these approaches are important. I've also discussed resistance leaders may meet if they argument solely on the basis of one of these approaches, and don't take into account that there may be more than one way of explaining why teaching for multilingual students is meaningful. However, it's more important that things are discussed – rather than that a fear of being wrong develops, and thus that educators keep silent. The

schools must face these value debates and show that they stand for something, Vedøy points out.

The schools should not place their sole focus on the minorities' differences, so that they are only given space in cultural events that show off "the exotic". We all have many identities!

Competence on migration pedagogy must be introduced, but this competence must be part of the whole, where a willingness to learn from and share with each other exists. All the teachers must be responsible for all the students. In some schools, the bilingual teachers are placed in separate rooms, and their competence is questioned. Instead, they must become a natural part in the teaching of knowledge!

The book Vedøy has written is primarily aimed at the field educational leadership and those who are interested in the topics management and leadership of a multicultural school. This article has scratched the surface of just a few of the book's topics! ■

ESHA participates in The Intercultural Learning for Pupils and Teachers Project. The aims of the Intercultural Learning Project is to provide teachers and youthworkers with new methods and tools to promote intercultural dialogue in order to prepare pupils for living in diverse societies and working in a global labour market, this ranges from dealing with diversified groups of learners coming from different cultures to valorize mobility experiences. More information about the project can be found on <http://intercultural-learning.eu>

AFS— striving for intercultural understanding through student exchanges for the past 70 years



**Exchange student
in the classroom**

AFS – American Field Service – is an international educational intercultural organisation and a worldwide movement of active citizens. For the past 70 years, exchange organisation AFS has been assisting young people wishing to study or temporarily do voluntary work abroad. temporarily. AFS Nederland was part of the programme right from the start in 1947, assisting both young Dutch people wishing to experience another culture, and young foreign people wanting to gain some experience of the Dutch culture. Fortunately, many schools in the Netherlands have welcomed foreign students with open arms. “It is our role to help young people discover the bigger world.”

ANITA JANSEN

Whether you’re a Dutch person going abroad or a young foreigner coming to the Netherlands, it is a life-changing experience. Which is why AFS believes that it is important for the youth to be assisted as professionally as possible. Vlady Kasperaitis, director of AFS Nederland: “Because AFS is predominantly run by volunteers, it’s not commercially driven. Our volunteers are extremely active, every student is supervised. This is essential because an exchange is a significant life experience.” Kasperaitis himself has been a host parent four times and knows what he’s talking about. “Fortunately, all my experiences have been good ones. And I have seen from up close what an exchange can do with a young person. How difficult it can be. And how lonely, because you’re in a foreign country staying with

a family you don't know, and you don't speak the language. You don't understand anything, because the habits are so different. But I have also witnessed the developments you can make. It's wonderful to see how the young people grow in those months."

NOT BEING ALONE

Some of the young people who come to the Netherlands go to College de Heemlanden in Houten. "We have an international profile and believe it's important to expose our students to the bigger world," says the rector Dick Looyé. "In the beginning, the youngsters always need time to adjust. It takes time to make contact. It's a good thing that AFS assists them – it also gives us as a school the feeling that we are not alone. But we do more than just welcome the foreign students. As a school, we organise all kinds of intercultural activities



Exchange students on the road together in the Netherlands: each with their own flag

across all the different years to broaden the horizon of our pupils. We want to demonstrate how much you can achieve. Of course, not every pupil works intensively on the programme but they all want to take part.”

EVERYTHING NEW

The Brazilian Joao Neto also spent a year at College de Heemlanden. His exchange was a life-changing experience for him. He stayed in the Netherlands for 10 months. “Everything was new, the transition from Brazil to the Netherlands was a real shock for me. Absolutely everything was different, from the houses to the language. ”After initially staying with one host family, he was assigned another family, consisting of a lesbian couple with two daughters. After three weeks with them, he found the courage to admit that he was also gay. At school he didn’t dare to be open about it. “It’s very difficult in the beginning to mention it at school. You’re busy learning the language, making friends and getting used to a new school system. The very first Dutch word I learned was *opschuiven* (to shift). Apparently, some tables needed to be pushed to the side, but I had no idea what to do. The teachers and the course material; everything is so different. In Brazil, the pupils aren’t that motivated. They don’t learn that from their parents. I have seen with my own eyes how motivating Dutch parents can be. For the first few months you’re just learning the language. After three months I started to understand things and was able to participate in the lessons. I particularly enjoyed the history lessons.”

CONTACT WITH THE AFS VOLUNTEERS

A foreign student in the classroom demands flexibility on the part of the teacher and the school, admits Kasperaitis. “In the beginning, the students don’t understand anything about the lessons. Within three months, the majority can understand the language reasonably

well, but it's the first month that's really tough, because they just can't follow what's going on. AFS also arranges language lessons. And the student can always ask the local volunteer questions. These volunteers maintain contact with the schools." Looyé is aware of this too: "Our teacher has regular contact with the AFS volunteer. That's a good thing, because the AFS approach is professional and you can tell that they have years of real experience. You can see that not just in the way that we as a school are coached, but also how they support the host family and the foreign student.

HISTORY OF AFS

AFS dates back to the First World War, and up until the 1960s it was purely focused on the United States. The initials AFS stand for American Field Service. In the First World War, AFS consisted of volunteers who worked as paramedics. During the Second World War, AFS sent volunteers out to Europe, North Africa, Burma and India. These care givers received a huge amount of warmth and affection from the people of all the different nationalities that they cared for and transported in their ambulances. This is how the idea was born to bring people from different countries that were not at war into contact with each other, to promote understanding and appreciation. And so the principles of AFS were born. In 1947, 51 students from 10 different countries – including the Netherlands, went to the United States for the first time. They stayed with American families and went

“The teachers, the course material, everything is so different.”



Exchange students on the road together in the Netherlands: group photo in Amsterdam

to the local high schools. From the 1960s onwards, the exclusive American character became less prominent. Today, more than 150 volunteers are working for AFS Nederland with the programmes of AFS. A fairly new development is the 18+ programme – this is less of a school-based programme, and was set up by Sentio, an AFS subsidiary. The ideology remains the same – promoting intercultural understanding to fight for a better world and for peace.

CHANGE FOR THE BETTER

Nicolas Tellez Martinez has been back in Colombia for two months now, after spending more than a year in the Netherlands. When Nicolas couldn't decide what study to follow, his father suggested AFS. His father had gone to the US via AFS as a teenager and still has fond memories of his time there. When Nicolas arrived in the Netherlands, it was in the middle of the vacation period so he experienced a difficult start. But once school had started, things improved

quickly. “I was just one of the students, which was fine. I did switch host families because the first family I stayed with had very young children and that didn’t work out very well. AFS helped me really well with the switch. The excursions we made with other students, such as visits to Rotterdam and Amsterdam, were a lot of fun. And the exchange week with a family in Leeuwarden was also a special experience.



Exchange student: I love the Netherlands

All in all, it was a fantastic year. It changed me for the better. I was very much an introvert, and I have learned that I have to express myself more. I now find it easier to make contact. I have also started to be more direct, but that’s not something they always appreciate in Colombia,” says Nicolas with a smile.

SPECIAL EXPERIENCE

Together with a Thai exchange student, Joao Neto presented a lesson at College de Heemlanden about the differences between the Netherlands, Brazil and Thailand.

The presentation raised a lot of

questions, and Joao took the opportunity to talk about his homosexuality. The class responded very positively and that was a very special experience for him. “When I got back to Brazil, I told everyone I was gay. Since my time in the Netherlands, I dare to express myself more. I have also become a volunteer for AFS so that other people can also have the kind of wonderful experience I had. I think everyone should take part in an exchange. It changed my life completely.”

AFS doesn't forget about its youngsters once the exchange programme is over. "Our support doesn't stop at the border," explains Kasperaitis. "When you return to your own country, it's reassuring to be able to fall back on AFS. We understand what you've been through and what it can do to you. And whatever your nationality, it makes no difference whether you're a Dutch person going abroad or a foreigner coming to the Netherlands. You all experience the same things. When you stop to reflect on it, the youth is our future." ■

More information: www.afs.nl

4th SE regional conference, Ljubljana-Slovenia, October 2017



The fourth ESHA regional conference of school leaders from the South East of Europe was held in Ljubljana, from 26th-28th October 2017. The conferences are organized every second year: 2011 Bosnia and Herzegovina – Sarajevo, 2013 Montenegro – Budva, 2015 Serbia – Belgrade.

BARBARA NOVINEC

The conference in the Slovenia's capital was attended by 169 representatives from 9 countries (Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia, and Slovenia) and we also had 11 participants from EFEE PLA from Belgium, Netherlands, Ireland and Montenegro, participating the first day of the conference. The first day of the conference was simultaneously translated into four languages: English, Croatian, Serbian, and Slovenian. The next two days the official language was Serbo-Croatian.

CONFERENCE DAY #1

The conference was opened with the cultural program and the opening welcome speeches of Nives Počkar, President of Društvo Ravnatelj, The Slovenian Association of Secondary School Leaders that was the organizer of the event, and later on of Barbara Novinec, Vice-president of ESHA. They both welcomed all the guests at the conference and pointed out the importance of networking and cooperating among school leaders in the region.

The first opening presentation of a quality model in education in Slovenia was done by Dr Maja Makovec Brenčič, the Slovenian Minister of Education, Science and Sport. She talked about the objectives of designing a national framework that preserves the quality where the latter is achieved, and promotes the achievements and the development of quality where it is too low. The emphasis was on quality that introduces a simpler education system; creates a mandatory field of learning and teaching monitoring, and three mandatory sub-recommendations and indicators: self-evaluation, professional core and the establishment of a coordination analytical center. Her speech was also opened for questions of the audience.



Conference audience



Keynote speaker dr. Zachary M. Walker

The keynote speaker of the conference was Dr Zachary M. Walker from National Institute of Education in Singapore, who raised 10 critical questions for school leaders. His inspiring speech was based on teachers' and school leaders' awareness of how the school operates in relation to children, co-workers, parents, who according to the social conditions must adapt to the culture of living, but at the same time take into account the value system, the quality of teaching and guidance, emotion and empathy. Each teacher or school leader must consider questions, such as: Are you acknowledging reality?, What is your "Yes, but.."?, How can your "Yes but ..." become your "Yes, and ..."?, What are you learning that is new?, Are you allowing genius in your school?, What do you know about the brain?, Do your teachers teach with abandonment?, Would you want to work with yourself?, Are you making decisions based on the 5%?, Who sits at your table?. In his speech he opened many dilemmas encountered by teachers and school leaders in today's fast changing world where also the teaching and guidance methods must be adapted and where we need to create conditions where teachers can innovate; we must reward teachers who try and give them everything and have those teachers share with the staff and have policy in place for misbehaviour. His interactive approach in communication with the participants of the conference also leads to insist on the approaches that are needed, but are often not used in schools.

In the afternoon a guided tour of the Ljubljana city center was organized and in the evening the Mayor of Ljubljana, Mr. Zoran Jankovi hosted the reception of all conference participants with dinner in the Town Hall.

CONFERENCE DAY #2 AND #3

The second day of the conference consisted of school visits and discussions at workshops, related to: Emotional efficiency in



Cultural programme - choir from primary school Dolsko



Reception at town hall

management, Indicators of quality in professional education, Future trends in human resource management and Presentation of National School for Leadership in Education in Slovenia. There were group discussions about what the best learning practice and the challenging things in the schools system in each partner's countries are. Throughout discussion it was common to all that the budget cuts and financial conditions throughout Europe do not affect the important goal of all principals and teachers, which is to give students the best possible education and to prepare them for the global life in the 21st century. The evening gala dinner at the hotel was held in the intercultural energy of participants who sang and danced in all the languages and national rhythms of the Balkan countries. "We all felt sLOVEnia in the best way". ■

WE ALL FELT SLOVENIA IN THE BEST WAY

The conclusion of the meeting was dedicated to the topics that should be discussed in the future to provide greater value for school leaders. Director of the Slovenian Institute for Education Dr Vinko Logaj spoke about the quality of pedagogical leaderships in relation to school leaders; two former Ministers of Education in Slovenia had their speeches: Dr Jernej Pikalo about Leadership as authorizing and Dr Slavko Gaber about Quality in education.

The conference concluded with the round table of representatives from six counties of ex-Yugoslavia who talked about the position of school leaders in the region.

EUROPEAN SCHOOL HEADS ASSOCIATION

ESHA regional conferences join representatives of the National Association with the goal of networking and further development of cooperation among all educational institutions in Europe through different activities and projects. Bringing education of all European countries onto a higher level, creating links between delegates from schools of a similar size and sectors from different countries, as well as providing the exchange of ideas, are certainly benefits of the ESHA membership. ESHA helps throughout the project involvement with international connections, sharing of best practices, implementing innovations and lobbying on the EC level. The Conference in Slovenia was held in warm atmosphere and supported by generosity of hosts who did their best to introduce Slovenia and Ljubljana as a pleasant and peaceful, elegant and lovely place to visit, work and live in. Ljubljana is also one of Europe's greenest and most liveable capitals. Indeed, the European Commission awarded Ljubljana with the coveted Green Capital of Europe title for 2016.

Everyone is invited to participate at the next ESHA assembly meeting in the Netherlands in June 2018 and also the upcoming ESHA biennial conference in Estonia, Tallinn in October 2018.



Band from Secondary Wooden school at School centre Ljubljana



Open questions for the minister

A theoretical approach towards prevention and why adults are our most important partners when it comes to child safety

Prevention of sexualized violence developed throughout the years. A historical background and the different forms of prevention help us to apply it more easily and let us understand our role and responsibility for our children's safety.

FROM ASSOCIATION HAZISSA, AUSTRIA



In the course of the EU Erasmus+ project “Breaking the silence together” an awareness raising kit for children and adults is going to be developed. The kit will comprise of simple material which is easy to disseminate. Strong and basic key messages will help to raise awareness on child sexual abuse. The aim is

to reach the general society, enable recipients to understand the phenomenon and know about the high existing rates. Children will be informed about their rights and receive other protective information. Raising awareness about child sexual abuse is one key element in preventing it. This article describes the different forms of prevention and answers the question why adult centered prevention is one of the most protective forms of prevention.

SYSTEMATIZATION OF PREVENTION – A SHORT HISTORICAL OUTLINE

In 1957 the “Commission on Chronic Illness” classified prevention for the first time in primary and secondary actions. Primary prevention includes all actions which are undertaken ahead of a manifestation of an illness, like “general prophylaxis” and “prophylaxis at risk groups”. Secondary prevention describes all actions after the manifestation of an illness like treatment and relapse prophylaxis.¹

The best known and common classification and description of the prevention levels originates from the work “Principles of preventive psychiatry” by Gerald Caplan. He distinguishes among primary-, secondary- and tertiary prevention, dependent of date and aim of the intervention. Thus this categorization is time-related.²

1 cf. Uhl, 2005, p. 39-45 qtd. in Schrenk & Seidler, 2017, p. 328

2 cf. Herriger, 1986, p. 7 qtd. in Schrenk & Seidler, 2017, p. 329

Caplan's levels relate to a medical-psychiatric area. However they have established in social work and apply here. All stages of prevention of sexualized violence have to be applied on several levels to be effective. On a public levels, on the level of victims and offenders.³

PRIMARY PREVENTION

The goal of primary prevention is the reduction of the incidence rate of psychic and physic illnesses. This should be reached by preventing or reducing of risk factors.⁴ Actions of the primary prevention aim to inhibit the occurrence of harmful influences or behaviours and to maintain the health of individuals or whole populations.

Primary prevention is a community concept. It involves lowering the rate of new cases of mental disorder in a population over a certain period by counteracting harmful circumstances before they have had a chance to produce illness.⁵

It can be distinguished among unspecific and specific primary prevention. Unspecific prevention obtains to all actions which help to prevent risks of illness like balanced nutrition, abstinence from smoking and exercise. Specific prevention aims to avoid concrete illnesses like Aids.⁶

Primary prevention of sexualized violence describes all actions that contribute to the reduction of assaults and to increase the chance of disclosure.⁷

3 cf. Schrenk & Seidler, 2017, p. 329

4 cf. Barth & Bengel, 1998, p. 12 qtd. in Schrenk & Seidler, 2017, p. 329

5 Caplan, 1964, p. 26 qtd. in Schrenk & Seidler, 2017, p. 329

6 cf. Beise & Heimes & Schwarz, 2009, p. 27 qtd. in Schrenk & Seidler, 2017, p. 33

7 cf. Schrenk & Seidler, 2017, p. 330

GENERAL PREVENTION

Actions of general prevention of sexualized violence target on the change of structural public conditions. Gender hierarchies and traditional role models should be opened to support equality and to end the “superiority” of men towards women. The public should be sensitized to recognize sexualized violence as a real existing problem and not to deny it as a taboo. Prevention work has to clarify and inform about myths, legends and facts around the topic sexualized violence. In that sense the public can be reached for example by media campaigns. Media campaigns draw attention on the problem; the particular need for the protection of children, disabled people or older people will be highlighted as well as information about possible actions (counselling centres, emergency numbers, etc.) will be offered.⁸

The public has to be clarified about sexualized violence as a massive form of assault; about the profound consequences for victims and the necessity to never trivialize this form of violence.⁹

Not only the clarification and sensitization regarding sexualized violence is part of the general primary prevention. Also sexual education in the sense of a positive access to physicality and sexuality contributes to prevention of sexualized violence and the support of sexual health. Clarification and the access to information is not only relevant to children and adolescents, but also for every human throughout the whole lifespan.¹⁰

8 cf. Schrenk & Seidler, 2017, p. 330

9 cf. Schrenk & Seidler, 2017, p. 330

10 cf. Schrenk & Seidler, 2017, p. 331

SECONDARY PREVENTION

Secondary actions aim to the early detection and termination of sexualized violence and thus the best possible containment of indirect and short-term results. The individual levels are not clearly definable. That means that a primary preventive action can develop itself to a secondary prevention intervention through a disclosure process. At the same time secondary prevention is always primary prevention due to the fact that it prevents further assaults.¹¹

The secondary prevention describes the early detection, early diagnosis and early therapy of illnesses. ‘Secondary prevention’ is the name given by public health workers to programs which reduce the disability rate due to a disorder by lowering the prevalence of the disorder in the community.”¹² In connection with prevention of sexualized violence psychic and physical consequences are understood as illnesses.¹³

Secondary prevention covers intervention, which refers to detection and psychosocial support of already existing abuse.¹⁴ Principles of primary prevention take account in the field of secondary prevention, to lower the probability of a revictimization.¹⁵

Secondary offender prevention aims to prevent further offences through (penal) responsibility of offences and if necessary a treatment of perpetrators.¹⁶ At this we can distinguish among positive and negative special prevention (“deterrence of individuals”). Positive special

11 cf. Damrow, 2006, p. 61 qtd. in Schrenk & Seidler, 2017, p. 333

12 Caplan, 1964, S. 89 qtd. in Schrenk & Seidler, 2017, p. 333

13 cf. Schrenk & Seidler, 2017, p. 333

14 cf. Egle & Hoffmann & Joraschky, 2005, p. 623 qtd. in Schrenk & Seidler, 2017, p. 333

15 cf. Schrenk & Seidler, 2017, p. 334

16 cf. Heiliger, 2000, p. 169 qtd. in Schrenk & Seidler, 2017, p. 334

prevention aims to rehabilitation and treatment whereas negative special prevention acts on custody and exclusion.¹⁷

TERTIARY PREVENTION

The term tertiary prevention corresponds extensively with the concept of rehabilitation. The main task here is the prevention or rather elimination of consequential losses of an illness and the professional reintegration.¹⁸

Tertiary prevention aims to reduce the rate in a community of defective functioning due to mental disorder. In the same way that secondary prevention encompasses primary prevention, tertiary prevention encompasses the other two, since defect owing to mental disorder includes the disability caused by the disordered functioning of the patient as well as the lowered capacity which remains as its residue after the disorder has terminated.¹⁹

Actions of tertiary prevention in relation to sexualized violence covers therapy and reconditioning. For one thing to moderate or eliminate consequential losses as well as mental and physical stabilization, otherwise to prevent revictimization.²⁰

QUATERNARY PREVENTION

1986 Marc Jamouille complemented the classification of Caplan with the designation “quaternary prevention”. 2003 it was included in the WONCA Dictionary of General/ Family Practice.

17 cf. Wohlgemuth, 2009, p. 28 qtd. in Schrenk & Seidler, 2017, p. 334

18 cf. Barth & Bengel, 1998, p. 13 qtd. in Schrenk & Seidler, 2017, p. 334

19 Caplan, 1964, p. 113 qtd. in Schrenk & Seidler, 2017, p. 334 – 335

20 cf. Schrenk & Seidler, 2017, p. 335

“QUATERNARY PREVENTION action taken to identify patient at risk of overmedicalisation, to protect him from new medical invasion, and to suggest to him interventions, which are ethically acceptable.”²¹

The term orients itself at the Hippocratic principle “primum non nocere” (lat.: at first no harm). Quaternary prevention in health prevention means primarily the avoidance of unnecessary treatments or overmedication.²²

Quaternary intervention in connection with the prevention of sexualized violence can be such which impede effects like fear, uncertainty or guilt, through inappropriate interventions. Actions like the introduction of quality- or education standards, monitoring tools and the further intensifying of impact research can prevent unwanted consequences or an insufficient complemented prevention.²³

ADULT CENTRED PREVENTION

“One of the primary responsibilities of parents is to protect children from harm.”²⁴

Actions which are dedicated to children may, in this sense, never stand on their own. Adults in their environment have to be included as well.²⁵

Parents often have reservations towards sexual education and offers for the prevention of sexualized violence. On the one hand these are based on numerous myths regarding sexualized violence (“Such a thing is not going to happen to my child.”, “That does not happen on our end.”, “Offenders are mainly strangers.” etc.), on the other hand

21 Wonca International Dictionary of General/Family Practice, 2003, p. 115 qtd. in Schrenk & Seidler, 2017, p. 335

22 cf. Schrenk & Seidler, 2017, p. 335

23 cf. Schrenk & Seidler, 2017, p. 335

24 Babatsikos, 2011, S. 15 qtd. in Schrenk & Seidler, 2017, p. 41

25 cf. Schrenk & Seidler, 2017, p. 414

they are based on the fear that children could be “early sexualized” or frightened by information. Parents and legal guardians can only contribute to the safety of their children if they also inform and educate themselves.²⁶

The knowledge of sexual development of children and age appropriate sexual education is fundamental. From the beginning children should be taught that their body is valuable and that they have the right to determine about it.

Parents and legal guardians are allowed and should talk, inquire and exchange themselves about the topics “sexual education” and “sexualized violence” in the institutions their children are visiting (kindergarten, school, sports clubs, music society etc.) Institutions also share responsibility for sexual education and the protection of sexualized violence.²⁷

Prevention of sexualized violence may not be single, temporally limited offer. Moreover it should be an attitude in the whole education. Thus it is of great importance to involve the surrounding of the children. Parents evenings, education for parents and pedagogues, collective preparation of sexual pedagogical concepts, organization development and many other possibilities should be created and used to make adults responsible. Because only adults are liable for the protection of children.

It is important to inform parents and legal guardians about the goals and contents of a prevention program before the implementation.

26 cf. Schrenk & Seidler, 2017, p. 414

27 cf. Schrenk & Seidler, 2017, p. 414

Open questions should be clarified and fundamental knowledge should be conveyed. The possibility to educate parents or legal guardians or pedagogues themselves to multipliers of prevention programs exists as well.

Fundamentally important for all adults who occupy themselves in a private or professional way with children is a certain degree of basic information about sexual development, sexualized violence, possible symptoms, constructive handling of suspicious facts and the possibility to seek help for persons concerned.²⁸ ■

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28 cf. Schrenk & Seidler, 2017, p. 414 – 415

Adult centred prevention is one important key element in the work of Hazissa and the EU Erasmus+ project “Breaking the silence together” www.preventingchildsexualabuse.eu

More information about the association Hazissa can be found here: <http://hazissa.at/index.php/welcome>



The association Hazissa located in Graz, Austria, is an institute for prevention of sexualized violence and was established in January 2003. Hazissa support changes in social and institutional power structures, raise awareness for the subject and provide information for the general public, trainings and knowledge transfer for parents and pedagogues, caregivers, children adolescents, men and women with disabilities. Hazissa works in the area of prevention on incidences of sexual violence and supports individuals within the help system in detection and processing of sexualized violence. Hazissa is an important partner in the project ‘Breaking the Silence Together’

LIST OF REFERENCE

Schrenk, E. & Seidler, Y. (2017). Sexualisierte Gewalt und Prävention in Österreich. Unpublished dissertation, Karl-Franzens-Universität Graz.

School visits as part of the GA meeting program Syracuse, Sicily

Twice a year the General Assembly of ESHA meets somewhere in Europe to exchange experiences, visions and views on education. By meeting and connecting school leaders, researchers and policy makers and having discussions on various subjects we learn from each other and aim to improve education.

BY MONIQUE WESTLAND

This time we met in beautiful Syracuse in Sicily on October 13th and 14th 2017. Our host was ANP a long time member of ESHA. Prior to the General Assembly meeting ESHA organised together with Pinella Giuffrida of ANP school visits for all participants.

Below we share with you the stories of the school visits that shows the enormous effort schools have put in to present their school as well as how proud they are. To share with you the value of visiting schools outside your country as well as experiences which often lead to inspiring discussions we have enclosed these reports as well for you.

School visits to three different schools in the area were offered.

SCHOOL NO. 1

XV Istituto Comprensivo 'Paolo Orsi' with Headteacher Lucy Pistritto

The historical school named after the famous Archaeologist PAOLO ORSI, is located in the heart of Syracuse, in the commercial and business district. The school honours its tradition by building its Curriculum around the theme of archaeology. Many projects are implemented as part of curricular and extra-curricular activities: Archaeology and ancient Greek course, Theatre performances course, school choir, ECDL courses, foreign languages certifications (English, Spanish and French), school newspaper, arts and sports projects, etc. the School consists of infant, elementary and middle schools, hosting pupils aged 3-14.

One of the most representative final event in the School's end-of-the-schoolyear events Calendar is: the Greek Classical Plays, open-air performances generally staged at the Temple of Apollo. This year's performance is: The Eumenides, the third play of the Oresteia Trilogy written by Aeschilus. On October 13th we welcomed the president of ESHA Clive Byrne and some of the board and GA members. The visit was introduced by the school choir and the flute students led by



the teachers Paola Rametta and Adriana Lo Monaco. Then the junior high students presented Syracuse and its Province and our school activities and projects by showing a video and some slides. The students were led by the foreign languages teachers Daniela Drago, Raffaella Specchi and Renata Siringo. Then, the musical instrument teachers (piano, flute, cello and guitar) played for our guests and it was an exciting and moving moment for everybody. It was the first time ever that they played all together. Also the music students played for them. So the school headteacher Lucy Pistritto took the guests for a school visit, showing its classrooms and labs. The end of the visit was marked by a special performance: our alumni (one of them came back from Rome only for this special event) and current students performed the classical tragedy “the Eumenidi” in 4 languages (Italian, English, Spanish and French). The performance, led by the teachers Laura Nicosia, Rita Gennaro, Elena Argiroffi, M. De Cicco, Giuseppe Insolia, was particularly appreciated by the heads. So it was time to go: our students and staff were particularly glad and honored to host our European friends.



EXPERIENCES FROM A VISITORS POINT OF VIEW BY PETRA VAN HAREN, PRESIDENT AVS NETHERLANDS

At the visit of the *Scuola Media Statale Paolo Orsi* a school named after the famous Archaeologist PAOLO ORSI, we found a profile on music and archeology /classic history. Many projects are being implemented as part of curricular and extra-curricular activities like Archaeology and ancient Greek course, Theatre performances course, school choir, ECDL courses, foreign languages certifications, school newspaper, arts and sports projects. the School consists of infant, elementary and middle schools, hosting pupils aged 3-14. We had a most warm welcome with a flute concert by pupils and a school introduction by pupils that fluently spoke to us in the three languages English, Spanish and French. After a tour through the school we were able to have an important professional dialogue with our school leader colleagues. We spoke about the importance of national and European networks and we have shared our experiences. We recognized that autonomy for school leadership is difficult on matters where



top-down policy is determining our work. Like in many countries there are not enough funds to maintain our buildings in a good way and even less to fit our buildings for the education of the 21st century. In a complex organization where our children need a broad range of support it is needed to have more support in the school both on educational and social matters. Professionalization of school leaders is very important although the system of the labor market around it is determining the way people have access or motivation to further schooling. Afterwards we had a presentation about Syracuse again presented in three languages by the pupils and a concert by several students and teachers on guitar, piano and flute.

One of the most representative final event in the School's end-of-the-schoolyear events Calendar is: the Greek Classical Plays, open-air performances generally staged at the Temple of Apollo. Especially for our delegation The Eumenides, the third play of the Oresteia Trilogy written by Aeschylus was played as a reprise in the gym, where also grandparents attended the play.



SCHOOL NO. 2

Vocational and technical Institute “A. Gagini” with Headteacher Giovanna Strano

Antonello Gagini Institute is a Secondary School in Syracuse which provides students with special training in Art and Modern Technology.

The three main courses offered by the school are the following:

- Liceo Artistico which emphasizes Art, Architecture and Multimedia Audio-visual
- IPSIA: Electrical, electronics and mechanics
- ITAS : technology and Fashion Design.

In the guided tour one can see the structure of the school, a painting skyscraper, a fashion show jewellery creation in the lab



EXPERIENCE FROM A VISITORS POINT OF VIEW

BY GHISLAINE BAZIR PRINCIPAL SECONDARY SCHOOL IN FRANCE

I was happy to take the opportunity to visit a secondary vocational school, Istituto di Istruzione Superiore Antonello Gagini. It was made from the fusion of three previous school. IPSIA, a vocational school for electricity, electronic, mechanics, ITAS a technical school specialized in biotechnology, and an artistic school, with programs in fashion, architecture, graphic design, scenography, and metalsmithing, multimedia. The school counts 850 students, plus 150 prisoners that the school has an obligation to teach. This is a public school, but parents have to pay a fee.

Whatever the track, during two years, students follow a general program. They choose a specialization for the third year. After three years students can graduate for a regional diploma and find a job. The best students can go for two more years and graduate with a "maturita" after which they may find a job or go to the university or a technical institute.

We were welcomed by the Head of school Mrs Giovanna Strano and the English teachers' team. They explained to us that it was the first year of existence of the new structure. They spent the previous year preparing this move with a lot of anxiety and sometime reluctance.

It was decided to merge the three schools for economic reasons. Each of these schools were losing students, young Sicilian students preferring to go to an academic school.

To avoid a closing, and to save money by sharing teachers of academic subjects, there was no other solution. The teachers said that the fusion was not as difficult as they expected, and that things were going quite well. However, these teachers were all originally from the artistic school, and couldn't help to talk about us and them, showing that the fusion is still a work in progress. They mention too that it was difficult to adjust their teaching to the vocational students 'level. I didn't have the occasion to speak in private with the head of school, I guess she might have a lot to say about the management of change.

We then visited the facility. The building itself, located in town, was designed with sustain development in mind, and produces all the energy it needs, with its solar panels. The school even sell electricity to the town. The building owns its gymnasium.

But there is no place to eat, and the school doesn't provide lunch for students and staff. This organization comes from cultural habits, and has huge consequences. The whole agenda of schools is designed around it: school hours from 8 to 2, from Monday to Saturday. For our Italian colleagues, it is inconceivable to eat at school and have a 8 to 5 day! The teachers work five days a week, for 18 hours of teaching.

The Head's office is gorgeous, the workshops very well equipped, better than the classrooms.

We were always welcomed by enthusiast teachers and a few students. The students were few because they were on strike. From what we understood, there's a new obligation for students to do internships, 400 hours in three years. Students think they are wasting their time. As a matter of fact, in the way things are done, it seems difficult to motivate young people: the whole class has the internship at the same moment in one company, so students has to spend the time in observation. As the process is new In Italy, no doubt that things will improve soon.

It was interesting to hear that all the different tracks have the same requirement: teachers want the students to know how to do things by the hand but also to do the same with a machine or a computer. We heard this from the mechanical, the architecture, the metalsmithing, and the fashion teachers. This requirement is very important in the artistic department, Syracuse and Sicilia are places of ancient culture and craftsmanship. Teachers want the students to know their ancestral culture, but also to embrace new technologies in order for this culture to stay alive in the 21st century. As all teachers, they want them to succeed, and are able to face the challenges of change to give them the best chances.

SCHOOL NO. 3

Instituto Comprensivo S. Chindemi with Headteacher Pinella Giuffrida

It is a comprehensive school located in the highest part of the town in 5 different buildings that include kindergarten, primary and middle school and has students from 3 to 14 years old. The central building is a very modern building located by the sea. Unfortunately the geographical area is compromised by a high rate of criminality that causes school dispersion. As a consequence, the mission of the school is social integration and legality, that is carried on through three main activities: sport, music and foreign languages. The methodology is mainly based on active learning: lessons are held in our scientific laboratory, music room, reading room, two libraries and a very well equipped and modern gym.

An important activity that can help understanding our school mission is the so called “Casa del Cittadino” (House of citizens) project. In the whole country it has been activated only 5 times and this is the first one to be ever held inside a school. A whole floor, in the most problematic area, is open to students’ families. Associations



of volunteers hold cooking, sewing and photography courses for adults, they distribute free food and used clothing, and help students with homework and socialization.

We were proud to host a group of 10 school leaders at our school. They found a warm welcome by the Headteacher Ms Pinella Giuffrida, her deputy Mr Marco Vero and a little representation of students from Kindergarten and teachers. After a greeting and some welcome words by the deputy, the guests were invited to sit in the conference room where the headteacher and the deputy thanked the guests for their presence and spoke about the identity of the school and the type of setting the Headteacher has tried to give in 10 long years of permanence and hard work. After that, the group was shown a power point presentation by Ms Linda Papa, English teacher in the school, explaining first a bit of history and monuments of Syracuse, then the Italian Education system and eventually the setting and location of “S. Chindemi” School. In particular, the mission of the school, the curriculum, the extra-curricular and cross-curricular projects as well as the importance of active learning in the current



teachers' methodology represented the core of the speech and of the debate that followed. Ms Pinella Giuffreda invited then her guests to a coffee break and after that Ms Cianci, Kindergarten teacher, lead a tour throughout the classrooms of the first stage of school to show how little students are taught autonomy since their first days in school. Then Ms Cianci presented a Power Point about a very important school project about legality and both the Headteacher and the deputy stressed the connection between teaching and the culture of legality. After visiting the school garden, the guests were offered a music performance. First a student who has just left the school, performed a piece by Chopin at the piano and explained that after studying the instrument for three years at school, he will keep on studying music. The importance of this words, showing how active learning can be successful, was underlined by the four instrument teachers who then performed together. The quartet rearranged pieces by Chopin, Bizet and Gerschwin, created a wonderful atmosphere and delighted the audience.



EXPERIENCE FROM A VISITORS POINT OF VIEW **BY BISERKA MATIC ROSKO FROM CROATIA**

During our stay in Syracuse, we had an opportunity to visit Istituto Comprensivo S. Chindemi. Headteacher of the school Pinella Giuffrida, with associates welcomed us warmly and introduced us the school. We were invited to visit the beautiful central modern building located at the sea. School staff encourages children to develop their capacities and self-confidence. In this way, they try to neutralize the negative influence of the social context and assure safe and stimulating environment for all. An important activity is “Casa del Cittadino” project (House of citizens). School is open to students’ families. Associations of volunteers hold cooking, sewing and photography courses for adults, they distribute free food and used clothing, and help students with homework and socialization. Also, the school participates in Erasmus+ project that gives students opportunity to cooperate with their European peers and strengthens European dimension.





The Istituto is an excellent example of the positive impact of the educational system on the local community and its values.

At the end of our visit, we had a great pleasure to listen to excellent musical performance played by colleagues and student. It was a really wonderful experience. ■



Report General Assembly

On October 13th in the afternoon we started the official GA meeting. 36 Persons from 24 organisations of 16 different European countries joined the ESHA board and General Assembly for their 2nd meeting of the year. President Clive Byrne opened the meeting and welcomed everyone who travelled from all over Europe to Syracuse in Sicily to join us. The children of the schools in Syracuse worked really hard and prepared flags of each country for all attendants to be put on the table.



BY MONIQUE WESTLAND

We were also welcomed by the President of ANP Mr. Giorgio Rembado. ANP is the Italian School Heads association and a long-time member of ESHA. ANP represents 6000 members, school heads and deputies in Italy and also promotes develops and organises professional trainings.

At the meeting two new board members were assigned. ESHA is proud to introduce to you Pinella Giuffrida from Sicily and Chris Hill from the UK, as our new board members. You can read more about our new board members further on in their written introduction.

STRATEGIC SESSION ON THE FUTURE OF ESHA

On the first day of the meeting in the afternoon together with board and GA members we discussed ESHA's strategy for the future. The discussion was divided into three sections in which we discussed member issues and priorities, ESHA services and priorities as well as member expectations. The outcome of these discussions will be written in a report and will be the starting point for further improvement of ESHA's services and programs.

In the evening ESHA members were invited by ANP and joined them for a dinner at the beautiful down town hotel Ortigia to celebrate their 30th anniversary. A wonderful evening for everyone to make new friends.

OPEN SCHOOLS FOR OPEN SOCIETIES

On the second day vice mayor of Syracuse Mr. Francesco Italia welcomed all ESHA members to Syracuse. Mr. Francesco Italia works in the educational and cultural area of the municipality.

This morning one of ESHA's project was introduced to the members. The OSOS project Open School for Open Societies was presented by Fred Verboon and Rob van der Vorst from Heerbeek College. Rob van der Vorst showed how his secondary school implemented this new culture into the school step by step. The Heerbeek College



is now a school with a curriculum taught by teachers and specialists from companies, where students go to companies for orientation, where students get assignments from companies and present the results, where students get to see how the theory is used and where teachers can link theory to practice by changing the culture and not the structure in the school.

If you would like to know more about how Heerbeeck College managed to change its culture visit the website www.openschools.eu After the introduction of the project and presentation of this inspiring school, all members had group discussions and shared their feedback with the group. Another valuable exchange of experiences and knowledge as well as creating new ideas. ■

Would you like to know more about activities of ESHA or become a member please visit our website www.esha.org or contact monique.westland@esha.org

Introduction **new** **board members**

ESHA is proud to introduce to you two new board members.



Pinella Giuffrida, lives in Syracuse, Italy and has a 24 year old son. Pinella has been a school head since 2007 and was a school teacher from 1983 to 2007. She is the ESHA representative for ANP Italian School head association and has been appointed In ANP as Union leader in the province of Syracuse, Training coordinator in Sicily, she is also a member of the National ANP and Dirscuola staff trainers and represents ESHA in Italy. Pinella graduated in Pedagogy, in Educational Sciences and in Design

and direction of training systems and educational services systems. She attended several advanced courses, master classes and a PhD in Cognitive Sciences and is specialized in training School Heads about school management, human resources management, leadership and school planning and control. She is travelled all over Italy teaching in Anp training courses for School heads and teachers.

Since 2016 she has been appointed by the Italian Ministry of Education as responsible of Esha Italy and ANP and therefore she has been temporary discharged from the task of School Head. For this reason she is teaching in courses, doing a lot of projects and getting in touch with other Schools and organizations in Italy and in Europe.

Travelling with her motorbike is among her favourite hobbies.



Chris Hill is a representative from NAHT (National Association of Head Teacher) in England. Chris is trained to be a teacher and youth worker qualifying back in 1975. For many years he worked in both areas giving him a wide experience of working with young people. Chris has been a head teacher since 1984 and has been headteacher in Hounslow West London of a school with 980 pupils where he faced many challenges that many

school leaders throughout Europe face – social and cultural diversity, social deprivation pupil mobility, the challenge of change and the desire to have a school ethos that ensures that every child receives a quality education that will enable them to take their place in a changing world as a successful citizen. For several years he has been a school inspector and was also a recognised trainer with the National College of School Leadership. For many years he trained and mentored deputies preparing for Headship through gaining an NPQH qualification. Chris has a Master Degree in Educational Management and has been on the National Executive of the NAHT and is currently chair of a major committee and vice chair of the international committee. He is involved in NAHT London and is currently honoured to be serving his second term as London President. In his career he has forged many international links and is interested in gaining

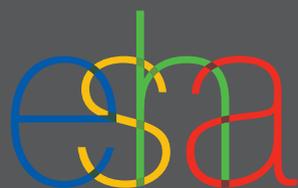
an international perspective, visiting places as diverse as Denmark, Scotland, India, South Korea, America and Australia.

What Chris has to offer ESHA is a lot of experience and an open mind. He believes that the most likely way any education system can succeed is through collaboration and a willingness to take on and make what works in other countries to benefit the learning of pupils in our own schools. Colin in the current ESHA magazine refers to questions that were raised at a recent conference in Talinn the questions which are pertinent to all of us are related to the quality of learning and the curriculum and pupils wellbeing. I doubt if any of us have the complete answer but working collaboratively we are more likely to move closer to successfully answering these questions. I believe ESHA can be a major driver in enabling collaboration and a major tool in disseminating practice across Europe.

NAHT in England has been questioning the importance of having an international perspective and until recently I doubted that I would be attending this meeting. The NAHT has reversed earlier decisions we now have a new General Secretary who recognises the importance of international links, we have adopted a new international strategy which was approved unanimously by the National Executive. Some in Britain may wish to walk away from Europe but the largest school leaders association in England is committed to maintaining and strengthening links across Europe.

I hope that given opportunity to serve on the board I can play my part in promoting ESHA as a vibrant and innovative organisation representing school leaders across 28 countries. ■





European School
Heads Association