



Federació d'Associacions de Directors d'Educació Secundària de les Illes Balears

Como Pasado Presidente de ESHA, asociación europea de directores escolares, les transmito mis más calurosos saludos y los mejores deseos en nombre de nuestra organización. Les agradezco la invitación y la oportunidad de asistir a su encuentro y de estar en su maravilloso país. Es un gran honor para mí acudir y poder hablar con ustedes.

Me han invitado porque están interesados en el ESHA. Por lo tanto, permítanme que les explique en pocas palabras nuestros propósitos y nuestras visiones de Europa.

ESHA es la única organización europea de directores escolares y de momento representamos a treinta y seis países y cuarenta y siete organizaciones de oeste a este, sur y norte, desde España hasta Ucrania y desde Islandia a Israel.

El trabajo de ESHA está basado en la visión de que la Educación y la Inversión en la Educación son fundamentales para un futuro con éxito « EN UNA PALABRA GLOBAL » y el progreso de la fuerte y unida Unión Europea.

Acceso igualitario a la educación para todo el mundo en Europa, que quiere decir que la atención a escuelas y universidades tiene que estar garantizada por los políticos. Nosotros como directores somos una llave en este proceso de desarrollo escolar y calidad en nuestras escuelas.

Para alcanzar esta meta, nuestros objetivos son

- discutir y desarrollar perspectivas dentro de los miembros de ESHA en educación innovativa y liderazgo escolar
- promocionar esas perspectivas a nivel europeo
- influenciar la política de las instituciones europeas (comisión y parlamento)
- promocionar intercambios internacionales y de cooperación

- apoyar a las organizaciones miembro a jugar su rol particular como director y promocionar las condiciones que mejoren la calidad de liderazgo.

Hacemos esto a través de:

« papeles de visión y posición »

- conferencias
- proyectos internacionales e investigaciones
- cooperación externa con otras organizaciones europeas y comunicación interna a través de nuestra página web, nuestro boletín informativo y networking
- formación de programadoras para directores, como el ESLN y formación on-line en el trabajo.

Muy importantes son nuestros encuentros regulares de junta directiva y las conferencias bianuales, en las que se encuentran los delegados de todas las organizaciones miembro.

Les invitamos a formar parte activa de ESHA y a colaborar en esta familia europea y « NETWORK » !

Muchas gracias senioras et seniores but now, dear colleagues, allow me to continue my speech in English.

Thanks again for inviting me to your conference. It is an honour for me to speak to you in the name of the European School Heads Association and I bring you the greetings of ESHA and not only the greetings but also the full support of our organisation.

Dear colleagues

The main topics and themes in our schools in Europe are: Autonomy, Achievement, Accountability and Leadership. We have to share and discuss these topics to be informed about developments in different countries and to exchange ideas how we can create equal conditions for our schools in Europe.

This is not only useful; it is an absolute necessity to be part of the discussion among politicians and researchers to implement the needs of schools.

Autonomous or semi-autonomous schools are different from centralized and top down models.

- It is good to have autonomy but schools have at the same time to accept the responsibility for the results of their work
- It is good to set objectives but schools have to accept evaluation to see if they achieved in reaching these goals.
- It is good to have a budget if schools know that accountability cannot be neglected.

I think we all agree that this is common sense. It is also common sense that in some respects we could and should learn some techniques from the management models of industry.

But we have always to be aware that economic principles are different to the ideals of education. And we have to be aware of the fact that most governments and politicians did not want to give up or lose influence, power and control over their schools: they grant more autonomy to their schools normally only in difficult times with political and financial problems. The transfer of responsibility to schools is accompanied by a new system which guarantees to keep control over the schools through inspection, standards and testing.

There is a broad spectrum between Finland and England or Germany and France and the study of the different systems shows that we have a huge variety in Europe and completely different understanding about the same terms such as autonomy and inspection. The Anglo-Saxon models of OFSTED and 'No child left behind' in the US are examples which have to be discussed and confronted with another kind of understanding of schools.

As the leash lengthens, the collar narrows – so a school head from England described their inspection system. Is this what we understand of autonomy? Or is the Finnish model of trust the right way?

What is our understanding of Autonomy?

The European Schools Heads Association (ESHA) believes that, in order to provide high quality education accessible by all pupils, schools should be given the highest level of autonomy. Teachers and school leaders must be given the freedom and professional trust to develop their schools in order to provide for the needs of the pupils in their care. To this end the following conditions need to be addressed:

School Budgets

Individual school budgets must be sufficient for their purpose and should take account of the whole range of educational needs existing in our schools. The management of the budget should be the responsibility of the school, ensuring that resources are focussed clearly and directly at the schools priorities. Flexibility should exist so that school leaders can respond to both pupil and community priorities.

Staffing of Schools

The staffing of our schools should be part of the responsibility given to school leaders whether through Boards of Governors, School Managers or through Leadership teams. The appointment of staff is a crucial function of school management in leading schools to successful outcomes for pupils. Through having responsibility for staffing, schools can set the tone and direction they see is right for their pupils and community. Responsibility for staffing can ensure a balance of provision which in turn helps maintain high achievement. National Education Departments are challenged to ensure a constant flow of well qualified and motivated teachers are there for schools to select from.

Curriculum Development

Although many countries have National Curriculum Requirements, the implementation of the curriculum must be in the hands of our school leaders and teachers. The weightings, pace and rhythm given to the curriculum should be allowed to be set by individual institutions. This will help address the different needs and requirements that both school communities and individual pupils have.

Accountability

This is a natural consequence of autonomy and should serve to help schools maintain high standards in both efficiency and achievement. Whilst accountability is welcomed, this should be informative and constructive and lead to school improvement. Accountability should not set school in competition with school or be used to demoralise and undermine by the use of league tables. Schools should be supported when in need and be praised when successful. Accountability should reflect the progress school have made in adding value to the lives and learning of their pupils and not simply be based on test results.

With true autonomy schools could:

- be more free from bureaucratic interference and imposition.
- be more transparent with school leaders both trusted and challenged in their role.
- more consistent in addressing pupil needs.
- provide a higher quality of opportunity for all our students.

Ladies and gentlemen,

lifelong learning, key competences, mobility, equity and efficiency are the communications of the European Council and Parliament following the Lisbon Protocol.

To approach the aim of equity and efficiency in European Education, lifelong learning is an absolutely must.

The key competences for lifelong learning, as recommended by the European Parliament and the Commission, are a significant foundation which we as School Heads in Europe accept and support. We will disseminate them in our organization ESHA and integrate them in our work.

As school heads and principals we have to stress the following points

1. Language competences (mother tongue and foreign languages) are for us the essential and fundamental condition to share in learning processes and to meet the need for social and regional mobility in Europe. Therefore we need in addition to other tools for learning more exchange programs for students and adults including teachers and school heads.
2. We have to set priorities and the best investment in the future is to start education as early as possible and to bring additional resources to pre-primary and primary education
3. For further education we have to find new ways against inequity because today only those who leave school with a qualification are able to continue their education. The drop-out experience has disastrous consequences as you all know. We cannot accept this because we need them all as qualified members of our society to have a chance in competition with Asia and other economies.

4. In all phases of education we have to reflect the European dimension to reach our common goal of a prospering and democratic European Community.
5. We have at all ages to learn to become a European. School heads in Europe – wherever they work – have to understand that they are connected with their community, their region, their country and with Europe.

Ladies and gentlemen, dear colleagues

To win the future as Europeans we need fundamental changes in our former thinking and policies.

We need Truth, Trust, Tradition and Time.

Truth

We have to understand that schools are not businesses or companies and that there is a difference between leading schools and managing enterprises. We have to limit the influence of the new testing industry because their work will not lead to better results for our schools.

Learning to the test, for the test, learning to survive the tests reduces schools and their internal curricula to training institutes for a very narrow part of education.

During the last NASSP Conference in Reno (US Secondary), we heard from our colleagues about the side effects of such educational choices: schools only teaching the tested subjects, sending kids home to avoid failing and school ranking influencing the real estate market. In the end, the program NCLB is now seriously criticized in its country of origin as it eventually left more children behind than ever before.

Schools that are working under the conditions of Autonomy, Accountability and Achievement – the topics of our Biennial Conference – do not need continuous testing and inspection. Instead they should be based on self evaluation, a good learning atmosphere in healthy schools, respect and self responsibility. We have to discuss and develop together with the ministries and politicians the national and European standards which our schools have to reach at the end. But the way to do this has to be decided by individual schools. There are many roads which lead to Rome.

Trust

We need trust to our students, teachers, school heads and principals instead of discrimination and public humiliation of principals and teachers. Without trust there is no respect and education needs mutual respect.

Or with the words of Petros Pashiardis from Cyprus Open University : “one of the key functions of policy is to build trust, the trust between the teachers, the trust between the school principal and the teachers, the trust between the school and the parents, and the school and the government authorities. That makes the difference and creates a lasting impact. Because it is only with the building of trust at these levels that we are really going to see a change in how education systems work. The alternative is control and we know that control cultures eventually produce, what Daniel Goleman called a toxic organization and a poisonous culture.” So far Pashiardis.

Tradition

“A classical inheritance is all around us and in us, recognized or unrecognised” writes Simon Goldhill in his newest book: Love, Sex & Tragedy – How the ancient world shapes our lives. And he continues:

“Yet there has been no period since the Renaissance which is as intent on forgetting the classical past as today...What for centuries was the foundation of Western Culture, a shared resource of the imagination, has been systematically uprooted in modern educational systems across the West with inevitable consequences for public culture. Modernity has come to mean amnesia – amnesia about the past, about cultural tradition, about the passions and interests of our own history.”

Ladies and gentlemen

In these times schools have to be the custodians and guardians of our culture and we have to teach and be aware of our European culture where all new developments are based upon.

Time

We need time, to change from teaching to learning, time for deep, creative and broad learning.

We need time for our students and for us to read and sing and play and move, time to write and paint and to explore the world together with others.

What we need are teachers and school heads leading the change in a better future towards a democratic and unified European Community.

Ladies and Gentlemen, dear colleagues,

This is an enormous task for our European school heads and you cannot do this without support and training. Therefore ESHA developed as addition to national training programs: ESLN, the European School Leadership Network. This program was developed over three years from a European consortium together with ESHA.

In the following, I will give a summary of these modules

The project tried to develop a program that helps our school heads and principals to lead schools vis à vis the above mentioned challenges and to add or to create linkages between the different national training programs for school leaders and the European Dimension.

Three guidelines are important to become and to be a European School Head:

1. The Moral Dimensions of Educational Leadership

We work from the premise that leadership is, fundamentally, a moral activity and that school leadership in Europe has specific moral dimensions. In most educational systems the ethical dimension is 'taken-for granted', it reflects a national hegemony. The course seeks to promote a debate to test what moral systems are appropriate to education in Europe in the 21st Century.

Education is about values - to educate a person is to seek to develop their full human potential. As well as academic success, all schools seek to develop social (and so moral) understanding and behaviour.

For many years ethical principles could be assumed, today, morality in society is often a contested topic, there is no clear consensus.

Therefore, there are issues for educational leaders in understanding that their leadership will have a significant impact on the moral dimension of schooling; not just in what they 'preach' but also in what they practice.

The module is written on the assumption that education is primarily a moral activity and therefore, educational leadership has a moral dimension.

2. Professional Development from a European Perspective

If we agree that education is primarily based on moral criteria and that educational leadership has a moral dimension than the second module provides the participants of the course with basic information about professional learning and development. Having experienced this, we can state with assurance and fact: in Europe the professional development of teachers and school leaders varies enormously across the educational systems of Europe. It is one of the areas where there is the greatest level of distinctiveness and variation.

3. The Leadership of Change in an Emerging Europe

When we accept the moral dimension of Educational leadership and understand professional learning and development, it is implicit that we need change in many fields to develop leadership in education for a new European society.

We have to accept the necessity of change and to understand change as a process which assumes school heads as leaders of change.

Change is fundamental to all life (Everything flows, nothing stays said *Heraklitus*) Even the hardest rock is subject to erosion. The history of our planet is a history of change and we all have changed during our lifetime and we all know it is impossible not to change.

Organizational change will normally be in response to a wide range of forces and challenges. The pressure for change in education is to recognize the changes in the society such as social and economic changes and the change in the world order.

Therefore school leaders have to create a culture that welcomes change and to recognise that we have to move from managing change to leading change. Fundamentally we have to recognise that organizations don't change – people do.

Ladies and Gentlemen,

The topic of your conference is: : “La direcció professional”

This is not only an important topic for your organisation and this conference, it is a discussion in ESHA and in all our member organisations.

In Europe, working on the base of the Lisbon Protocol and the following protocols, the main interest is Life Long Learning. We all have to work in this field and as school heads we know that schools cover the most important part in this Life Long Learning process. During their pre-school and school time children learn most of the things they need for life because they are like a sponge and it is our task as school heads and teachers to use this time to develop our students to become well educated, high skilled, civilized, cultured and democratic members of the European society.

To organise LLL we need good school structures and in our schools we need school heads who have the competence and the power to guarantee the success of their schools. Newest studies show that the influence of school heads on students results is much higher than the researchers found before. It is close to 25%. The purpose of principals is Leadership and Management in a frame of Autonomy, Achievement, Accountability and the need of mobility. But first of all we need excellent working conditions for principals in schools with true autonomy to do this work.

Where are we in Europe?

The qualification of school heads in Europe is as different as the ways they are installed but there are three general tendencies :

1. school heads need a systematic and professional formation because principalship is a profession by its own
2. New school heads have to be trained for this profession before they apply and not after the installation
3. Above all we can see that certain aspects of leadership training are essentials in Europe. These are the core competences in the modules for school leadership training.

- **Leadership**
 - School Leadership
 - Group Leadership
 - Communication and Perception
 - Conflict Management: Diagnosing and Intervention on how to Treat Conflict in School
 - Conference Leadership

- **Organization**
 - School Administration and Educational Management
 - Work Organization and Time Management
 - Collaboration with Non-School Organizations
 - Budget and School Development

- **Leading the change**
 - School Development
 - Process-Oriented Work
 - Overcoming resistance
 - Appointment processes

- **Personnel Management**
 - Leadership and Development of Personnel
 - Team Development
 - Foundation of School Related Counselling/Training
 - Dealing with Conflicts and Critiquing
 - Appraisal (Beurteilung, Bewertung) Interview for aptitude (Eignung)

- **Quality Management**
 - Classroom Development
 - Classroom Observations and Debriefing (Nachbesprechung)
 - Project Management
 - Evaluation
 - teacher training

All these qualifications have to be integrated in the European Dimension of Leadership as it has been developed in the ESHA project ESLN (European School Leadership Network).

The latest project we are working on in ESHA is the question how high the impact of Leadership is on student results- to prove that the role of school heads is highly important – a topic forgotten in the PISA studies.

How complex the task of a school leader is in the middle of so many surrounding factors shows the following slide. This is why principalship matters.

Muchas gracias

Dr. Burkhard Mielke

past president ESHA