



European Forum on Educational Administration

NEWSLETTER

Forum Européen des Administrateurs de l'Éducation

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A WORD FROM OUR NEW PRESIDENT

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Editorial Note

The editor welcomes contributions from Forum members. These can include letters to the editor, notes of books published on themes of cross-European interest, requests for assistance from other members, or other matters. These should be sent (preferably in English) to the editor preferably by E-mail.

We would be grateful if material for publication could be sent as soon as possible.

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Dear EFEA Members, dear Colleagues!

Recently I read in an article written by Michael R Weber, "Coping with Malcontents" (*The School Administrator*, February 2003) that negative people "are tremendous energy drainers for adults, children and themselves. Negative people consume large financial and human resources and usually stand in the way of new ideas and programs." Weber outlines a number of approaches to dealing with negative people in a school setting.

Here is one: "Be an absolute role model. You must walk the talk. Staff members, students, parents, the community and board members must see you as a strong leader with positive solutions to almost any challenge... School board members and your administrative team are interested in positive solutions and options to problems. What they do not need is the top school leader lamenting over budget, state/federal regulations or any number of other challenges. Instead, outline the problem in a factual calm manner and then present several options for solving the problem. As Henry Ford reportedly said: 'Yes, we have a significant problem. I am not sure what we are going to do, but here is one thing we can do right now.' Board members, communities and other administrators are looking for positive solution-oriented leadership from someone who is not overwhelmed by negativity."

We all listen to the radio news and watch TV news programmes more frequently and more aware in Europe, America, Australia and elsewhere these days. People all over the world—Asians, Americans, Australians as well as we Europeans follow them with anxiety. The negativity we all feel these days is really overwhelming. But: "You must walk the talk".

Of course, the globe or the European model is not absolutely identical to a school model. However, if the positive solutions and options to problems would prevail in a school, a

community, at country level, they could certainly influence global solutions. I strongly believe that education is an eternal tool, which can change the world to more positive, human-oriented ways as how to solve problems: the school can and must play an important role in modelling positive approaches to problem solutions to the young people who will take the decision-making from our generation in 10 or 15 years' time.

The EFEA as a European educational leadership and administration organization has demonstrated its positive and human-oriented approach to education many times in the past. The humanistic approach to education, child-centred educational leadership — those were the topics which the members of the EFEA discussed and thought about during the (unforgettable for the Latvian Forum) week of September 25-29, 2001 when we hosted the XIth Intervisitation Programme, with the theme "Latvia on its way to humanistic education: how is it in other countries of Europe?" We met in Riga just two weeks after the 11th September. We 'walked the talk' then, thus demonstrating that there are eternal human values to which the members of the EFEA are committed.

Now our Irish colleagues, in cooperation with the BELMAS, prepare the next, already the XIIth European Intervisitation Programme, which will be held in Dublin and Belfast next September. The theme, "The learning community in a pluralist society: identity and inclusion", is outstandingly important not only for educational reforms but for the European and global future. Educational leaders from all over Europe will meet there to enrich and to empower each other to find "one thing we can do right now" in their schools, regional offices, universities and other educational institutions.

Looking forward to meet and to work with you in September,
Zenija Bērziņa

News From the Steering Committee

The Steering Committee of the EFEA (which comprises the national presidents or their representatives, the Executive, Honorary Members and Past Presidents) met in Dublin on the 18th and 19th January 2002, hosted by Dr John Heywood and other members of the Society for the Management of Education in Ireland. Much business was conducted: the editor has selected the most significant for report.

Our New President

This was the meeting at which we said goodbye to Jack Derks as President of the Forum, and welcomed our Vice-President, Zenija Bērzina as our new President. The grateful thanks of the Steering Committee, on behalf of the Forum, was extended to Jack for the major contributions he has made during his two years as President. He now joins the ranks of our eminent Past Presidents: and we look forward to seeing more of him in the future. Zenija took over the reins of the Association during the meeting, and now leads the Forum.

The Vice Presidency

At the previous meeting of the Steering Committee in Danbury, England, nearly a year before, a suggestion was made that the Forum might have one or two Vice Presidents (the current Constitution allows for one only). At this meeting, although we had two nominations for the vice presidency, in the end both withdrew and so the President is calling for new nominations, to be voted on at the next Steering committee meeting which will be held during the European Intervisitation Programme in Ireland in September 2003.

Meanwhile, a working group (comprising Ros Morton, Edouard Rosselet and Juan Salamé Sala) has been set up to review the constitutional situation, the suggestion to have two vice-presidents, and to report in the future. Ros and Juan were elected to the Executive to serve until the next Steering Committee meeting in September.

Finance

The Treasurer, Bob Van Der Ven, presented his financial report which was accepted: it showed a basic break-even position. As ever, the Forum is being considerably handicapped by its difficulty in raising funds for its work. The French Association, through Edouard, offered to host the finance office of the Forum in Paris, and this arrangement was gratefully accepted.

Regulations of the Steering Committee

At the 2002 meeting of the Steering Committee a working group was set up to develop a set of regulations, to supplement the rather 'bare bones' of the Forum's formal Constitution. This group presented a draft to the Steering Committee in Dublin. This was discussed in detail, and after various amendments, was agreed. The regulations are designed to guide the Steering Group in its procedures, and cover the following 'chapters': Membership; The election of members; The termination of membership; National Associations; The National Correspondent; The General Assembly; The Steering Committee; The Executive; Finance; and Changing the Regulations. Copies have been sent to all National Presidents and National Correspondents: if you are interested in seeing the detailed document, please contact one of them.

Language Policy of the Forum

Since its inception, the languages of the Forum have been English and French. With its expansion of membership, especially to central and eastern Europe, the language situation has become more complicated. A policy document was agreed which reasserted the two-language policy, and provided an interpretation that would be practical under the current circumstances.

Other matters discussed (e.g. publications) will appear elsewhere in this or other issues of the *Newsletter*. Each National President has a copy of the Minutes of this meeting.



Our new President

A Reflection on the Toledo Conference

Lasló Gergely

Principal

Bottyán János Gimnázium es Moszaku Középiskola, Esztergom, Hungary

It was my pleasure to take part, together with my old friend Sándor Deák, in the conference on Vocational Education held in Toledo towards the end of 2002. He too is one of the founding fathers of the Hungarian Educational Management Association, and was the headmaster of a vocational secondary school in Budapest.

We were really lucky to take part on the conference, thanks to a fruitful visit to the Hungarian Ministry of Education made by the EFEA Executive last June.

The venue of the conference, which used to be a church, in the downtown of historic Toledo was the best possible choice.

The residence was about a quarter-hour walking distance away, involving a very enjoyable walk through the winding narrow streets between houses many of which were hundreds of years old.

We enjoyed some excellent lectures and learnt much. And at the same time we met some old friends and made new ones (and of course missed many good friends who could not be present...). We discussed plenty of issues concerning educational management, vocational training, trends, problems: but at the same time also opportunities and challenges (as usual).

It was unfortunate that the Forum was not equally represented at the conference (for example only three Central and Eastern-European countries were represented, all future European Union members countries, i. e. Estonia, Slovenia and Hungary). This was

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Change of Presidency

One of our *Membres d'Honneur*, Heinz Engel, has contributed the following reflection as Jack Derks leaves the presidency of the EFEA.

It was over 20 years ago, in 1982, when I first met Jack Derks, at the EIP in Grenoble; and subsequently in Solihull, Birmingham in 1987. I was a member in his group: "The Responsive Institution" was the theme of our conference. He was eager to give the members of the group ample opportunity to discuss our difficult subject, and to give us incentives; and was firmly determined to come to an agreeable result. He reminded me strongly of Theo Liket who in Noordwijkerhout (1985) guided the Dutch conference in a similar way. Important was the outcome.

In the Steering Committee meeting in Bled in 2001, André Lafond handed the presidency over to Jack Derks, and Zenija Bērzina was elected our new Vice President. How would he — the 10th president of the EFEA — lead his difficult task?

André merits — together with David Parkes', his predecessor — were visible, he gave the Forum a real constitutional frame. What would Jack do?

I was impressed at how Jack tried to sum up the *leitmotiv* of our past nine EIPs and in 2001 document them in a brochure for our members. This work seems to me to be fundamental and worthy to be read and observed for the future development of the Forum. New considerations should go back to the roots Jack tried to trace in the 25 year history of our Forum.

Then three events were to be carried out: The EIP 2001 in Riga, the important Steering Committee meeting in Danbury with the focus on structural reforms of the EFEA, and the Toledo conference, remarkable for its emphasis on the vocational education. All were successful and represented creativity and the ability to organize representative conference.

Remarkable, too, was that these conferences took place over all of Europe: in Latvia, England and Spain. This is a proof for good cooperation and coordination.

Most remarkable are Jack's endeavours for building up an efficient communication system among our members.

We must confess the financial problems persist. We do hope that with the active help of the Executive this problem must and will be soluble.

We are very grateful to Jack as our 10th president and look forward to his giving Zenija his support in her new task.

Heinz Engel

Continued from page 2

again due to the problem of funding for members in these countries, a continuing problem for the Forum if it is to be truly representative of Europe.

It was well worth taking part and we learned a lot. I particularly enjoyed the lecture of Mr Michael Adams, who represented the CEDEFOP, and several lectures about the national situation of several countries, among those the one of Mr Deák. I myself wrote a report of the conference which was published in the Hungarian language periodical *Szakoktatás* (Vocational Training) issued by NIVE (National Institute of Vocational Education) in Budapest this January.

Finally, I would like to extend my grateful thanks to Mr Juan Salamé Sala and the other organizers of the conference for a very worth-while experience.

Did you know ...? Notes from the OECD

Two reports have been published from the Programme for International Student Assessment (PISA) project.

PISA 2000 Technical Report

Are students well prepared to meet the challenges of the future? Are they able to analyse, reason and communicate their ideas effectively? Do they have the capacity to continue learning throughout life? Parents, educators and the public are often asking these questions concerning the effectiveness of the education system for today's changing society. This is now available in paperback and/or PDF E-Book from the OECD Online Bookshop,

Reading for Change: Performance and Engagement across Countries: Results from PISA 2000

How well can young people read, as they approach the end of their basic education? The OECD Programme for International Student Assessment (PISA) survey provides a more complete answer to this question than has previously been possible at an international level. It shows reading literacy levels of students aged 15, in 32 countries, in terms of how well they can use written materials to meet the challenges of the real world and to become lifelong learners.

These are both now available in paperback and/or PDF E-Book from the OECD Online Bookshop at <<http://www1.oecd.org/scripts/publications/bookshop/redirect.asp?pub=962002071P1>>

Education is largely a national affair, but it is fast becoming a world-wide service industry too, even for publicly-funded systems. Does trade in education help and can education be traded on the global market without compromising on issues like cultural independence or quality? These questions raise important challenges for governments, educators and students alike that will grow in the years ahead.

Source: <http://www.oecdobserver.org/story.php/aid/127/aid/872>

To be an aerobics teacher in Japan requires dealing with four separate Government-related agencies and to pay for six permits — a significant cost and barrier to entry for newcomers. This example also illustrates the widespread use of agencies, foundations etc that are related to the Ministry responsible for the activity or regulation. Moreover, these bodies are invariably staffed by retired civil servants from the same Ministry and are responsible for managing their own revenues. The regulations control access to an activity and restrict business to the routine path, but they frequently leave the activity itself largely unregulated. [Does this sound familiar? Ed.]

Source: "Improving the sources of growth and higher living standards", a special chapter from the *OECD Economic Survey* (Volume 2002, Supplement no 2), Japan issued in January 2003.

The number of women going out to work has risen sharply in many OECD countries over the past 40 years, but they still account for less than half the workforce. And while the female share of the working population rose from 33% in the US and the UK in 1961 to more than 45% today, elsewhere trends are less marked. In Japan, women's share of the total workforce fell to 38% in 1981 from 40% in 1961 before climbing back up to 41% in 2001, close to the OECD average of 42.6%.

Source: <http://www.oecdobserver.org/story.php/aid/127/aid/866>

EUROPEAN EDUCATIONAL LEADERSHIP:

A SEARCH FOR CONSENSUS IN DIVERSITY

Not much is known or being exchanged among the different European countries about what goes on in the area of Educational Leadership within the various educational systems around Europe. Currently, there are scattered efforts to find out more about and develop this area in many regions of Europe. The field of Educational Management is a rapidly developing area in terms of research mainly in the USA, Canada, Australia, New Zealand and the UK. However, in continental Europe, there have only been scattered efforts in order to develop the field. Hence, there is a felt need for several educational systems to get more deeply involved in this area, as research elsewhere has shown that the educational leadership in a school or other educational institutions is one of the most important factors contributing towards the effectiveness of an organisation. It is with these thoughts that this CD-ROM has been created. The whole idea began as part of a Socrates programme in which the University of Cyprus (Cyprus), the University of Lincoln (England), the University of Thessaloniki (Greece), and the University of Umeå (Sweden), are all partners. The authors of this unit are Petros Pashiardis (Cyprus), Angela Thody (England), Zoi Papanoum (Greece) and Olof Johansson (Sweden). This interesting unit was initiated in October 2001, in Umeå when the whole group met and tried to find common terminology (Is it administration or management or leadership, or all of the above, or none of the above?). Then, we tried to find out more about the quality of leadership roles, the training for leadership as it is practised in various parts of the world, and finally, we discussed some of the main aspects of leaders' interactions with followers and the distribution of leadership. In the end, we tried to identify common grounds and whether we are moving towards a European dimension of Educational Administration, Management, and Leadership. And the discussion goes on. You are all more than welcome to take part in this exciting journey on administration and not administrivia.

For further details, contact Petros Pashiardis at the Department of Education, University of Cyprus, P.O. Box 20537, 1678 Nicosia, Cyprus <edpetros@ucy.ac.cy>.

OUR NEXT BIG EVENT!

The Forum's next European Intervisitation Programme may be one of its most ambitious yet, with an ambitious theme: "The Learning Community in a Pluralistic Society: Identity and Inclusion", and an ambitious programme. Two national societies — BELMAS in the United Kingdom and SMEI in Ireland — are joining to plan and develop the programme and to ensure it happens in an intellectually rigorous, professionally stimulating and enjoyable manner.

The programme will begin in Dublin with a reception and orientation on Sunday, 21 September 2003, and will be followed on the Monday and Tuesday by small group study visits to schools and other educational establishments in the Dublin area. On Wednesday, after visiting historical sites *en route* to Belfast, more visits will take place in the Belfast area where the Intervisitation will officially end. All the visits will explore aspects of the programme theme, through the curriculum and ethos of schools, colleges and other places of learning in the community.

In both countries, participants will meet students, teachers, education professionals, academics, politicians and community figures working for the case of education. Already one school has invited the whole party to an arts entertainment, specifically designed around the theme of "identity and inclusion". As usual, it is anticipated that a publication will arise from the experiences.

Current planning is that the Steering Committee will meet in Dublin on Saturday, 20 September.

Further details will be available soon from your National Correspondent.

NEWS IN BRIEF

Latvia

Silve Golde (who is a member of the Saema – the National Parliament) of Latvia has been elected to be President of the Latvian Educational Forum.

Executive

The Executive of the EFEA is meeting at the British Council offices in London on Saturday, 29 March.

**TWO NEW MAJOR PUBLICATIONS
BY THE E.F.E.A.**

Some time ago, under the Presidency of André Lafond, the Steering Committee of the Forum agreed a proposal that it institute a series of book publications, under the Series Editorship of Professor Len Watson. We are very pleased to announce the publication of numbers 2 and 3 in the series **Bulletins of the EFEA**. They are published for the EFEA by the School of Education of Sheffield Hallam University, England. Each is very good value at ?8 or £5 each, including postage and packing.

SCHOOLAUTONOMY, edited by Professor John Taylor (Trinity College, University of Dublin) and Peter Taylor (a primary school headteacher). 91 pages, A5, paper. ISBN 184387 004 5.

This book arose out of a seminar between the North-West region of BELMAS and the Society for the Management of Education in Ireland. The contents comprise: Leading the autonomous school: the personal and professional reflections of two headteachers; Autonomy in the school: Perspectives of a Primary principal in Ireland; School autonomy at post-primary level in Ireland: the case for and against; Public-private alliances and educational autonomy; Differences in autonomy among three Irish schools: a principal's perspective; Informed discretion: redefining the autonomous school; Information, knowledge and professional development through strategic alliances; Autonomy in the classroom: toward the professionalization of teaching; School cultures that enable and school cultures that inhibit staff development; School self-management: questions for comparative study.

LEADERSHIP IN SCHOOLS, Edited by Malcolm Reading (Manchester University), Peter Taylor, John Heywood and Leonard Watson (Sheffield Hallam University). 99 pages, A5, ISBN 184387 005 3.

The contents of this book arise from an international symposium organized in Manchester, England. The contents include: Leadership in Catholic schools in pluralistic Britain: a review; Leadership in Fresh Start schools; Concerning leadership: the challenge for second level programme co-ordination in the Republic of Ireland; Leadership: a paradigm shift? Teacher leadership: the master teacher model differentiated staffing in reading and mathematics instruction in K-12 Texas Public Schools; Learning from leading; Middle management leadership development in English schools; Developing leadership through strategic alliances; Leading the English primary school: fact and fiction.

In order to buy these (a great way of supporting the EFEA!), please send an order with accompanying payment (in either pounds sterling or euros) to:
Professor Len Watson, Sheffield Hallam University, 36 Collegiate Crescent, Sheffield, S11 9BA, England. Any enquiries should be made to Len at the above address or by email at l.e.watson@shu.ac.uk.

XIVth National Congress of the Spanish European Forum of Education Administration

The Balearics Forum hosted from the 6th to 9th December 2002 the XIVth National Congress of the Spanish Forum in the Professional Music and Ballet School in Palma de Majorca. The theme was: *The teaching profession: the commitment of Education*. About a hundred professionals (inspectors, principals, advisors, teachers) from all parts of Spain took an active part in the discussions. Our national congresses are an annual opportunity of sharing on the topic chosen.

The opening address, *The teaching commitment : success and challenges for the future* was given by Dr Jaime Sarramona, Professor at Barcelona University and chairman of the High Council for Evaluation in Catalonia. He discussed the implications of the information society, dialogue as a pedagogical strategy, and quality as an aim.

Dr Jose Luis Negro, University Professor and chairman of the Order of Doctors and Graduates in Madrid University treated *The teaching profession at the crossroads: social change and educational management*. He analysed the current situation of teachers and stressed on the weaker points (the teacher's ego, fragility, insecurity and inadequate social regard to the teaching profession) and the stronger points (vocation: its nature and its approach to quality and efficiency).

There followed a discussion by a panel on *Teaching commitment as seen through the organisation and management of institutions* led by Dr Joan Jordi Muntaner, Professor in Barcelona University. Also taking part in the discussion were Mrs Nelida Zaitegui, inspector in the Basque Country and executive of the Review of the Spanish Forum *Education Organisation and Management*, who developed her ideas on resources and experiences in teacher-training, Mrs Rosa de la Cierva, Professor and Member of the State Schools Council spoke of "the teacher's commitment and the Law on quality in Education", Mr Manuel Avila inspector in Valencia and chairman of the Valencian Country Forum "Inspection and the teaching commitment", and Mrs Mariona Escobar, Professor and Chairwoman of the Forum of Catalonia enlightened on "the professionalisation of the teaching profession."

Eight further presentations were given on most interesting items: *The Inspector's professional ethics as a commitment to education quality; The organisation of a programme of activities for an infant school located in an upper secondary school; I like to learn, I like to teach: teaching commitment and school management; The professional development of teachers in the light of the cooperative spirit; School project and commitment of the school community; Commitment as a new paradigm in work and organisations psychology; Teachers in class and the theory of causal attribution.*

Two workshops discussed and recorded the

conclusions.

The first workshop gave the following conclusions on teacher training :

- Identify the current needs of the school as a starting point in the organization of staff development;
- Raise the level of training of the infant school teachers to master's degree;
- Reinforce the practice part in the training of teachers at all levels;
- Revise the timing of further training courses;
- Create tutors (or mentors) for new teachers;
- Augment the courses on management in initial and in-service training;
- Offer beginners the possibility of short period teaching exchanges with good quality schools;
- Introduce different curricula and career possibilities among teachers;
- Create a genuine professional training for secondary teachers;
- Study the possibility of a specific training for secondary teachers;
- Guide the teachers' initial and in-service training towards quality and professionalisation in relation with the needs of the school and of the teachers, and adequately rewarded by the Administration.
- Plan properly and reinforce the quality of team-training for teachers.

The second workshop treated *The assessment of the teaching practice and of the learning processes*, and made the following recommendations:

- The Administration should propose a specific and coherent model of assessment of teaching practice, making clear the objectives and the roles of the different actors
- The school projects should include a contract about the assessment of the teaching practice, with a systematic statement of the assessment processes made in the schools, while they are not mentioned in the reports; evaluation with regard to the environment; evaluation of the school in relation with team-evaluation of the teaching practice.
- If the evaluation of the teaching practice is to be part of everyday work, it should be accepted as positive by the teachers.
- Finally, the question "evaluate, what for?" appears again as a central item. The evaluation of teaching must have an influence on the progress of teaching and learning within the class and the school, and must have, as a general aim, the contribution to a better education. Indeed, these three days were dedicated to the general theme, but also to the future and the needs of our organisation, not to mention the personal contacts of all participants.

In addition a meeting was held of the Spanish Forum Steering Committee and of the General Assembly of our association. Most moving was the homage to the former Chairmen and National Correspondents of the Forum.

CONTACTING THE EUROPEAN FORUM ON EDUCATIONAL ADMINISTRATION

It is some time since we published a directory of officers of the forum and of its national associations. The editor hopes that the following list, based upon his most up-to-date information, will be of assistance. Would National Correspondents please let him know of any amendments or corrections to this list.

In each case, [P] indicates National President, [C] indicates National Correspondent, [H] indicates Honorary Member, [T] is Telephone, [F] is fax and [E] is the e-mail address.

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FORTHCOMING EVENTS

British Educational Leadership, Management and Administration Society Annual Conference

The 2003 BELMAS annual conference will be held in Milton Keynes on the 3rd to 5th October 2003, on the theme "Exploring the Lives of Leaders: Creativity and the Emotional Dimension in Leader Performance". For further details please contact the BELMAS Office at Sheffield Hallam University, 36 Collegiate Crescent, Sheffield, S10 2BP. England. Contact via E-mail: belmas@shu.ac.uk, or see the web site <http://www.belmas.org.uk>

A French Colloquium: "Situations de handicap et systèmes éducatifs. Analyses"

This international conference will be held in Lyon, France, from the 26th to 28th May 2003. It is sponsored by l'Association Francophone d'Education Comparée (AFEC), le Collectif de Recherche sur Situation de Handicap, Education, Sociétés (CRHES), l'Équipe de Recherche sur

le Handicap (E.A. 648) du Laboratoire and de recherche en Sciences de l'Education (Université de Lyon II). For further information contact Denis Poizat (e-mail: Denis.Poizat@univ-lyon2.fr) and see the web site: <http://afec-info.free.fr/lyon/index.htm>.

International Research Conference

New Understandings in Educational Leadership and Management

Organised by BELMAS and the Standing Conference for Research on Educational Leadership and Management, the 7th International Research Conference will take place at St Catherine's College, Oxford, on the 8th – 10th July 2004. Papers, posters and symposia will be very welcome from individuals, organisations and associations from around the world. Please make a note in your diary and begin making plans to attend! We are looking forward to seeing you.

Preliminary enquiries should be made to Professor Chris James at: cjames1@glam.ac.uk.