



# European Forum on Educational Administration

# NEWSLETTER

## Forum Européen des Administrateurs de l'Éducation

No 1/2004

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## OUR NEW EXECUTIVE

At its meeting in Dublin in September 2003, held in association with the International Intervisitation Programme, the Steering Committee of the EFEA agreed to reorganize the Executive, which now has five members.

**Ženija Berzina** continues as President. For those who do not know her, she took up the Presidency in January 2003 having been Vice President for the preceding two years. She is a past President of the Latvian Forum, and currently works as Director of the Centre for Education Initiatives, in Jekabpils, Latvia.

**Juan Salamé Sala** was unanimously elected as



Vice President of the

Forum. He

is a past President of the Aragon and Spanish Forums. After classroom teaching and a period as the head of a secondary school, he is now an Inspector of Schools in Aragon. He is also a member of their Regional Educational Council for Aragon; and the General Council for Vocational Education in Spain.

**Edouard Rosselet** was confirmed as Treasurer, having been elected at the Steering Committee meeting earlier in 2003. Edouard is currently Inspector d'Académie in Paris, responsible for the primary schools of the city.

The post of Honorary Secretary was revived by the Steering Committee, and **Len Watson** was elected to the position; previously he was

Publications Officer. Len is an *Membre d'Honneur* of the EFEA, and a past National Chairman of the British Educational Leadership, Management and Administration Society.

Finally, **Zita Götte** from Germany was elected to replace Len as Publications Officer. She has a background in educational administration and project work at European level, and currently is a member of the project leadership team of the Project "Selbstständige Schule" (sponsored by the Bertelsmann Foundation with the Ministry of Education of Northrhine-Westfalia); and Project leader for "Youthculture" in the Culture Office of the town of Solingen, Germany.



Juan Salamé Sala

# THE EUROPEAN INTERVISITATION PROGRAMME

## September 2003

The 12<sup>th</sup> European Intervisitation Programme was held between the 21<sup>st</sup> – 27<sup>th</sup> September 2003, based in Dublin and Belfast, and attended by almost 100 persons from a wide range of EFEA countries. It was sponsored by the Society for the Management of Education in Ireland and BELMAS. For the first time we were able to welcome participants from the USA.

The theme, “The Learning Community in a Pluralist Society: Identity and Inclusion” was selected as it was of direct relevance not only to the Republic of Ireland and to Northern Ireland, but to all European countries. For an expansion of the theme, see the article by Len Watson below.

The format of the EIP followed the traditional shape, its concentrating activities upon cross-national groups of participants visiting a range of institutions and other bodies in both jurisdictions: along with a rich panel presentation in Belfast and various other activities (including a cultural display in the town of Newry, on the border of the two countries). In addition, a number of receptions were hosted by various bodies, including the city councils of Dublin and Belfast, the Association

of Chief Officers of Education and Library Boards in Northern Ireland, and both governments. The Forum is particularly indebted to the governments of both countries for their valued financial support.

The EFEA is also indebted to the Planning Group who took responsibility for the planning and delivery of this EIP, the first to be based in two countries (and therefore particularly complicated to manage). The Group was coordinated by Professor John Heywood, and included among its members representatives from both the Society for Management in Education in Ireland and BELMAS. Our grateful thanks go to them.

The EIP participants were supported by a 120-page set of documents, and glossaries on both education systems. Both glossaries are currently being revised (second editions will be produced later this year as EFEA Bulletins) and a book, based upon the pre-conference documentation, is being prepared for publication.

On the pages following you will find reflections on the European Intervisitation Programme by two of its participants.

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## Education in a Pluralist Society: Identity and Inclusion\*

*Len Watson*

It is a truism to say that all European societies today are pluralistic: gone are the days, if they ever existed, of a single culture. In all European societies there exist major social and cultural groupings — based upon differences in religion, social class, ethnic origin, language, physical properties and other characteristics — which lead the individuals concerned to identify themselves in particular with the group to which they see themselves as belonging. This concern with culture, and associated questions of personal and national identity, are pervasive in society. While culture can play an important positive role, both in the social structure of a country and for its individual members, too often for some groups it leads to a feeling of exclusion. A sense of belonging and being able fully to participate is difficult where one person’s cultural identity is defined by others who belong to more privileged groups and cultural traditions. This often gives rise to considerable social tensions.

The education system (very broadly defined) often plays an ambiguous role here. On the one hand it is a means of transmitting and reinforcing these differentiated cultural identities; on the other, it can play an important part in creating new identities which acknowledge the legitimacy of other traditions, cultural identities which are inclusive rather than exclusive. For this to happen, it is important both that the culture of the education system itself is inclusive, that the structures through which it operates do not themselves reinforce exclusivity. This will be achieved when the learnings which are commonly mediated within an education system nourish an inclusive sense of community among learners, at local, national and indeed international levels.

These issues are of particular concern and relevance to those charged with leadership in education at all levels. On the one hand, differential identities impact directly upon policy and structure in educational systems (note, for example, the way in which religion plays this part in Northern Ireland), and therefore upon the nature of the systems within which administrators and managers operate. This pervades the system from national to classroom levels, providing a context within which teachers and others operate.

On the other hand, any responses (whether reactive or proactive) themselves need to be led and managed: and the management implications of these social and educational differentiations and our responses to them are part of our concern within this Intervisitation Programme.

And finally, the theme is relevant not only at national and at institutional levels: it is also intensively personal. Each of us as citizens and as persons have our views, our preferences and our own personal identities. The theme of this Intervisitation Programme not only challenges education and political systems at all levels, but also challenges us as individuals: how far are we committed to the concepts of inclusion and how far are we skilled in meeting the administrative, managerial and leadership challenges that such commitment involves?

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\* This statement was written originally for inclusion in the EIP conference papers and is reproduced here to indicate the relevance of the theme to all European countries, for those who were not fortunate enough to attend the Intervisitation Programme. Ed.

**Reflections on the E.I.P.**  
*Sibo Arbeek and Bob van de Ven*  
*The Netherlands*

The theme of the European Forum's XIIth Intervisitation programme was "*Learning in the pluralistic society: identity and inclusion*". Host cities were Dublin and Belfast. It became apparent that most of the countries are wrestling with the same problems: a rapidly ageing population and very obvious social problems. Against the background of a still divided Ireland, the representatives of the European countries and America within the European Forum visited a large number of educational institutions and held discussions with school administrators, politicians and academics. The theme was recognisable for each country, but in Ireland the topic is highlighted by the split between the Republic of Ireland and Northern Ireland. The contradictions between the Catholic and Protestant sections of the population are visible within the educational infrastructure, although the desire for integration is growing and can be seen in the minority of integrated schools.

#### *No integral planning*

A noticeable aspect around Dublin and Belfast is that many social problems were already created a few decades ago when districts were built by the local and regional governments without a clear planning of facilities. In addition, the central government still operates in a truly central manner and is responsible for the planning, building and closing of schools. The state inspector determines whether a school may close and then indicates what happens with the building. The local councils have many fewer possibilities of controlling how their own environments are organised. The consequence of this in several suburbs around Dublin is that whole districts have been built by the local government without any neighbourhood centres, shops and other facilities. The result of this is that many social and economic problems have developed because of the lack of facilities in the residential environment.

The schools often stand alone and are forced to take over tasks from the local government. In the case of many of the projects visited it can be noted that the schools start all kinds of projects to tackle the social issues and problems of deprivation at school and in the home situation and that the local government does not have a directive role, for example, with regard to under-privileged education policy. The motto of the St. Thomas senior school in Jobstown, a suburb of Dublin is: *every child is valued* and the three keywords are *confidence, co-operation and communication*. The school regards parents as partners and literally arranges contracts with them in order to bind the families to the school. The St. Thomas School is situated in an area where 47% of the population is younger than 15 years old, only 2% is older than 65 years old, 35% of the houses are occupied by single parents and the unemployment rate is 73%. The school buildings that were visited in the suburbs of Dublin generally look shabby and are often under-equipped. Funds for the exploitation can be obtained from the local authority; new building and renovation are controlled on the central level. Consequence: no schools where they are needed and low flexibility in what is offered.

#### *Declining birth rate*

It is then also clearly stated in the Irish law: the national government facilitates initiatives from the society, but it does not adopt a pro-active attitude towards these. There is no mention of promotion. The consequences of central administration without a clear direction are directly visible in the education infrastructure. An inventory among other European countries shows that many still work with a central government that determines whether schools are closed and what happens then with the buildings. The inspector often plays a central role in this. In combination with a spectacular decline in the birth rate, that leads, for example in the South European countries, to a closing of schools in rural areas. At the same time, the number of immigrants is growing and a new problem surrounding the planning of facilities is coming to the fore. Many countries in the international Forum see major problems occurring here during the near future. Dr. Henning van Schroeter of the Ministerial Council in Düsseldorf states that in many of the larger German cities already more than 50% of the children born have non-native parents. State Inspector Cipriano Alvaro-Diaz from Oviedo in Spain shuts down many school buildings in rural areas because the number of pupils is rapidly decreasing. In Ireland the birth rate has declined from 4.5 to 1.8, in Spain from 5.2 to 1.4, in Italy from 5.3 to 1.3 and in Germany from 3.2 to 1.6 on average per family. A similar decline applies for the other countries.

#### *Comparison with The Netherlands*

Bob van de Ven, chairman of the Executive Board of the STIVKO in Utrecht and chairman of the Dutch Forum, also sees comparable developments in the Netherlands with a declining birth rate and a number of complex integration issues. In Utrecht, for example, two originally 'white' schools were recently closed; the Catholic Niels Stensen College and the public Thorbecke Lyceum. The pupils at the Stivko's schools are a reflection of the society with a growing number of immigrant pupils and complex integration issues. Van de Ven welcomes integration of population groups and relates that to a continuous dialogue with the pupils and their parents. Precisely in that light, he prohibited a pupil from the St. Gregorius College (one of the Stivko schools) from wearing a head-dress at school as an expression of her own culture: "We came out of that very well in good consultation", according to Van de Ven. "In this way, we send out a clear signal about the norms and values that apply at our schools and the desire of establishing a common culture together." In other words: pluralism is good, but it must lead to inclusion.

#### *Decentralisation*

It is clear, however, that when social issues cannot be examined in an integral manner, the accommodation planning instrument cannot be used in a successful way. In view of the fact that several of the next European meetings will deal with these themes, the concepts of decentralisation and increase in autonomy appear to score well. With regard to decentralisation, the Netherlands seems to have adopted a good course in good time. In the light of complex social and demographic issues, regional and local governments have been given tasks and responsibilities within the framework of decentralisation. This means that there is more room on the central level for a facilitating role. But even then, there is still no guarantee of a common identity and inclusion of all of the groups in the population.

## An Autumn in Ireland

Gregor Pavlič  
Slovenia

From 20<sup>th</sup> to 27<sup>th</sup> of September I was one of the guests of the Irish SMEI and BELMAS, which organised a Steering Committee and Intervisitation Programme in the Republic of Ireland and in Northern Ireland. First of all I would like to thank them for the excellent organisation and accommodation; and especially for the sponsorship I received. At the same time I would like to express my deep sorrow for Mr Tom Nolan who collapsed on the last day.

I found the programme extremely interesting, especially for the reasons that the people we visited did not hide the problems they have. We could see the whole

variety of problems they deal with: problems of school dropout, language problems of immigrants and their children, problem of travelling people ... Maybe I was the most impressed by the fact how they deal with problems of nonqualified people and how they help them to get at least one qualification to get a decent job or even to get any.

The most sad experience was in Belfast with its deep divisions, let's say on a religious basis. The real problem is not religion but the *liaisons dangereuses* between religion and politics which cause the *circulus vitiosus* of the problems. They will have to decide strongly on how to overcome all anger and bad historical experiences and start anew. Maybe this joint organisation of this very successful meeting is a good starting point.

### IN MEMORY of TOM NOLAN, OBE

Many of those who attended the Irish European Intervisitation Programme and who came into contact with Tom Nolan found he had a special charisma that drew them toward him. He had been asked by Ros Moreton to help with the Northern Ireland element of the Intervisitation. In spite of not being a member of our Societies he took over the leadership of the Northern Ireland Group and during the last year devoted his time to the work of EFEA. Those who came to Northern Ireland will never forget the results of his endeavours and the hospitality they received. We, on the organising committee found him incisive with a powerful focus both on the objectives and the details that would cause them to be achieved. He was always available for consultation and help.

Consequently it was a shock to all of us when he collapsed at our final dinner, which he had organised, and later to hear of his death the following morning. At that time we did not realize what a distinguished educator he was in the United Kingdom.

From St. Patrick's Pontifical University, Maynooth, he became a school teacher specialising in the classics: these remained a great love throughout his life. Later he entered the administrative service and became Chief Executive Officer of the South Eastern Education and Library Board, with responsibility for some 300 schools and the libraries in the region. He became chairman (president) of



the UK Society of Education Officers. Her Majesty The Queen honoured him when she created him an Officer of the British Empire (OBE). Tom was a true servant of EFEA as he was of everyone else. His service and his presence will be greatly missed.

*John Heywood*

## News from the Steering Committee

*Len Watson*  
*Honorary Secretary*

The Steering Committee is the body responsible for the direction and policy of the European Forum on Educational Administration, under the general direction of the General Assembly (which meets every two years at the European Intervisitation Programme). The Committee normally meets three times in two years (once at the EIP); and comprises the Presidents of national bodies (or their nominees, frequently the National Correspondent), the Executive, Honorary Members and Past Presidents.

The Committee met for most of a busy two days in Dublin in September 2003, immediately prior to the EIP. The main business can be summarized as:

1. The EIP: we received a report from Professor John Heywood, the Coordinator of the Planning Group, concerning the EIP and its arrangements.

2. Reports were received from the President; and from member countries concerning their activities. It was clear that many national associations are very active; but that some were weak and in need of support.

3. The Treasurer reported concerning the EFEA finances. The Forum is almost entirely dependent upon the annual subventions from member national associations (despite a number of applications being made to the EU, we have not been successful in obtaining any funding from that source); and therefore our activities are very restricted. The problem is made worse by the economic situation in Eastern and Central Europe. It was agreed to set up a working group to investigate how we might obtain European funding more effectively.

4. Publications. There was an extensive discussion on the role and nature of publications: it was agreed that these were a vital part of the work of the Forum. Unfortunately their potential was not being realized because of lack of funds. In this context, it was important that national associations support the Bulletin series.

5. Important decisions were taken concerning the constitution of the Executive. A previous proposal that the EFEA have two vice presidents was extensively discussed and finally rejected, and the Executive reconstituted by the addition of an Honorary Secretary. See the report elsewhere in this Newsletter.

6. The decision was taken to invite the Spanish Forum to mount the next European Intervisitation Programme late in 2005: this challenge was accepted by the Spanish.

7. It was agreed at the invitation of Jože Mlakar that the Steering Committee would meet in Ljubljana, Slovenia, on the weekend of the 26-28 March 2004.

*Note:* For those interested in seeing a full copy of the unconfirmed Minutes of the Steering Committee meeting, these have been distributed to all National Presidents and National Correspondents.

## A Mathematics Symposium in Slovenia

*Dr Marina Rugelj and Joze Mlakar*

A symposium entitled “Teaching mathematics regarding the conflict between algebra and realistic maths” took place in St. Stanislav’s Institution in Slovenia at the end of January 2003. It was organized within the framework of the European League for School Quality.

The symposium was for secondary school teachers of mathematics who would like to diversify their lessons by introducing different approaches to their teaching. We put the theory into practice by creating various workshops with students of different abilities, from vocational to grammar school.

The concept of mathematics in contemporary school systems is in our opinion too abstract and too theoretical. Students do not see the point in learning if there is not a single sign that they have learnt something for everyday life. Consequently the Diocesan Classical Gymnasium in Ljubljana, Slovenia, started to innovate. We believe that it is necessary to start thinking about new approaches, about teaching more applicable and realistic mathematics. Since no one at the DCG is sufficiently acquainted with such methods, we asked colleagues from the Netherlands to share their experience with us and they kindly accepted our invitation: Henk van den Kooeij and Martin Kindt from the Freudenthal Institute, Marcel Voorhoeve and Sjef van Gisbergen from St. Gregorius College and Hans Stam from Whehts College, Utrecht.

The Netherlands’ school system is characterised by a high level of school autonomy and by a rich diversity of schools. Hardly any other country could boast of introducing innovations in the fields of school management and new teaching methods so courageously as the Netherlands. However, all changes and innovations are carefully prepared and carried out with the support of experts. Among others, there are two innovations which must be particularly mentioned, namely ‘lock-step’ is replaced by individual work, and methods in mathematics are less abstract and more focused on the demands of everyday life.

Experts from both Slovenian Universities took part as well as representatives from the National Education Institute of the Republic of Slovenia; along with 45 participants from Italy, Germany, Denmark, Croatia, the Netherlands, Greece and Slovenia.

## **SMEI and BELMAS Bilateral Symposium**

*Peter Taylor*

Professor John Heywood and Peter Taylor organized the third SMEI/BELMAS bilateral symposium in Dublin in January 2004. Participants from SMEI (Society for Management in Education in Ireland) and BELMAS (British Educational Leadership, Management and Administration Society) assembled at Trinity College Dublin, on the afternoon of Friday January 16<sup>th</sup> for a tour of the College and an informal dinner.

On the Saturday morning SMEI held their Annual General Meeting at which the keynote speakers were Verity Swan of SMEI and Ray Moorcroft of BELMAS and The Manchester Metropolitan University; MMU being one of the sponsors of BELMAS in the North West of England. Verity Swan presented a paper on a comparative case study on teacher retention in Ireland and Texas; the study has been going on for several years. Ray Moorcroft presented a paper on the development of the highly successful, national programme for school business management which is designed to support the leadership role of school administrators and bursars in all schools in England; primary and secondary.

After the keynote presentations other members of both societies presented papers which were followed by discussion. From BELMAS Peter Taylor, John Rowan, David McBride, Peter Earley and Sara Bubb presented. Peter Earley and Sara Bubb offered work which was broadly related to their recent book, *Leading and Managing Continuing Professional Development*. From SMEI John Heywood, Micheal Parsons, Michael Murray and Eileen O'Connor presented; Eileen also acted as the host for the meeting, offering the use of the Drumcondra Education Centre as a superb venue for the symposium. Len Watson will act as joint editor, with Peter and John, when the papers from the symposium are drawn together in an EFEA publication.

Peter Taylor and John Heywood are hoping to organise a fourth symposium in Manchester, in the spring of 2005, on the theme of the management of school-based self evaluation and research. Anybody interested in attending this event can contact Peter Taylor at telephone +44(0)1625 875900 or [admin@worth.cheshire.sch.uk](mailto:admin@worth.cheshire.sch.uk).

## **A SPANISH SURVEY ABOUT USING ICT IN OUR CLASSROOMS**

*Mercedes López de Blas*

*President, Madrid Forum*

In 2000 one in three teachers in Spain did not know how to use ICT. This was one of the conclusions of the survey on the incidence of ICT in our classrooms.

The sample was of primary and secondary state-public school and private school systems. Among them, 34.4% considered themselves "computer illiterate", 54.2% "were able to use them" (internet and e-mail), 8.7% considered themselves as "advanced users" (knowing the tools and able to create a website) and the 2.7% remaining defined themselves as "experts" (knowing hardware and programming languages). Only 30% said they used ICT in the classrooms and of them 37% were actually able to use them with the students, whilst almost 50% (46.7%) could use the ICT on a private or professional level. 90.2% of the schools surveyed had access to the Internet (49.1% via modem, 53.4% RDSI and 4.9% ADSL). The ratio students/computer was 4.9:1.

During 2003, the number of training courses in the public school system increased and the prevision for the year 2004 is that 100% of the teachers will be able to use ICT on a private or professional level whilst a 90% will be able to use ICT as an additional tool for their lessons. The ratio of computers/students will increase by 80%.

The figures for 2003 call for a change. With ICT facilities growing and being increasingly easier to use, and with the help of trained teachers, the upcoming generation will be able to effectively use these facilities and adapt them to their situation. Such facilities would be used within and after the classroom to exchange messages, ideas and other information aiming at a continuous learning process. This continuous learning process can be easily defined: Learners shall be able to learn on their own, with the assistance of their teachers, anywhere, anytime. If ICT grants learners access to unlimited sources of information, with the help of teachers the limits are only up to the student.

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### **FORTHCOMING EVENTS**

#### **BELMAS Annual Conference**

The next annual conference of the British Educational Leadership, Management and Administration Society will be held in Yarnfield Park, Stone, Staffordshire, England, on the 8-10 October 2004. The theme will be "The Performance of Leaders: Psychology, Organisational Psychology, Chaos and Complexity". Further information and application forms can be obtained from the BELMAS Office, Sheffield Hallam University, 36 Collegiate Crescent, Sheffield, England. E-mail: [info@belmas.org.uk](mailto:info@belmas.org.uk).

#### **BELMAS Research Conference**

The British Educational Leadership, Management and Administration Society, in cooperation with Standing Conference for Research on Educational Leadership and Management, will be organizing its 7<sup>th</sup> Research Conference at St Catherine's College, Oxford, England, from the 8<sup>th</sup> to 10<sup>th</sup> July 2004. The theme will be "New Understandings in Educational Leadership and Management". Further information can be obtained by Email from: [info@belmas.org.uk](mailto:info@belmas.org.uk); or fax to: (0114) 225 5649; or by post to: BELMAS Office, Sheffield Hallam University 36 Collegiate Crescent, Sheffield, S10 2BP, England.

## THREE RECENT IMPORTANT PUBLICATIONS BY THE EFEA

The Forum has recently produced three volumes in its Bulletin series; the details are provided below and overpage. All are priced very cheaply, and it is hoped that members of the EFEA will be active in buying copies, and encouraging others (e.g. their libraries and colleagues) to buy copies also.

Copies are available from Professor Len Watson at e-mail: [L.e.watson@shu.ac.uk](mailto:L.e.watson@shu.ac.uk); and by mail at 5 The Glade, Endcliffe Vale Road, Sheffield, S10 3FQ, England. Payment can be made by cheque in Euros (write the cheque to EFEA) or pounds sterling (write the cheque to L E Watson). Invoices can be supplied on request for institutions requiring this.

**Please encourage people to buy these and make it financially possible for the Forum to produce more!**

### SELECTING AND DEVELOPING HEADS OF SCHOOLS: TWENTY-THREE EUROPEAN PERSPECTIVES

Edited by **Leonard E Watson**. Published by Sheffield Hallam University, School of Education, for the European Forum on Educational Administration, 2003. Price:€12 or £8, post paid. ISBN: 1-84387-010-X. Bulletin No. 4

#### CONTENTS

INTRODUCTION: Issues in the Headship of Schools in Europe.  
*Leonard Watson*

#### COUNTRY STUDIES

BELARUS: The Selection and Professional Development of School Directors in Belarus. *Yury Zagoumenov and Liudmila Shalkovich*

BULGARIA: The School Director in Bulgaria. *Stanyo Stanev and Violeta Yankova Mircheva*

CYPRUS : The Selection, Appointment and Development of Principals of Schools in Cyprus. *Petros Pashiardis*

CZECH REPUBLIC, THE: School Management Preparation in the Czech Republic. *Lenka Slavíková and Stanislav Karabec*

DENMARK: The Danish 'Skoleinspector' (Principal), *Lejf Moos*

ENGLAND: The Selection and Development of Headteachers in England. *Peter R Taylor and John Rowan*

ESTONIA: The Professional Head of a School: The Case of Estonia. *Hanno Isok and Leho Lilleorg*

FINLAND: The Selection Process and Continuing Education of School Principals in the City of Helsinki, Finland. *Gunborg Gayer*

FRANCE: The Appointment and Training of Headteachers in France. *André Lafond and Jean-Pierre Helt*

GERMANY: The Selection, Training and Further Education of Headteachers in Germany. *Wilfried Roeder and Herbert Schkutek*

HUNGARY: The Selection and Development of Headteachers in Hungary. *László Gergely*

ICELAND: The Selection and Development of Principals in Iceland. *Börkur Hansen*

IRELAND, REPUBLIC OF: The Selection and Development of Principals in the Irish Republic. *Michael Murray*

ISRAEL: School Principals in the Israeli Educational System: From Headteachers to Professional Leaders. *Adam Nir and Dan Inbar*

ITALY: The Selection and Development of Headteachers in Italy. *Cesare Scurati*

LATVIA: Reflections on School Headship in Latvia. *Ženija Berzina*

NETHERLANDS, THE: The Selection and Development of Headteachers in the Netherlands. *Sjek (Jack) H J M Derks*

NORTHERN IRELAND: The Selection and Development of Headteachers in Northern Ireland. *John Johnston*

NORWAY: The Selection and Development of Headteachers in Norway. *Elen Lein*

PORTUGAL: The Situation in Portugal. *Natércio Afonso*

SCOTLAND: The Selection and Development of Headteachers in Scotland. *Matthew M MacIver*

SLOVENIA: The Selection and Development of Headteachers in the Republic of Slovenia. *Justina Erčulj*

SPAIN: The Management of Schools and Headship in Spain. *Juan Salamé Sala*

SWEDEN: Leadership and Compulsory Schooling in Sweden: What's Going On? *Olof Johansson*

### SCHOOL AUTONOMY

Edited by **John Heywood** and **Peter Taylor**.

Published by Sheffield Hallam University, School of Education for the European Forum on Educational Administration, 2002. ISBN: 1-84387 004 5. Price:€8 or £5 post paid. Bulletin No. 2.

#### CONTENTS

Leading the Autonomous School: The Personal and Professional Reflections of Two Headteachers: *John Rowan and Peter R Taylor*

Autonomy in the School: Perspectives of a Primary Principal in Ireland: *Gerard McHugh*

School Autonomy at Post-Primary Level in Ireland: The Case For and Against: *Michael Murray*

Public-Private Alliances and Educational Autonomy: *David Smith*

Differences in Autonomy Among Three Irish Schools: A Principal's Perspective. *John Harris*

Informed Discretion: Redefining the Autonomous School: *Paul Clark*

Information, Knowledge and Professional Development Through Strategic Alliances: *David Moorcroft and David Wood*

Autonomy in the Classroom: Toward the Professionalization of Teaching: *John Heywood*

School Cultures that Enable and School Cultures that Inhibit Staff Development: *Patrick Diggins*

School Self-Management: Questions for Comparative Study: *Brent Davies and Linda Ellison*

## LEADERSHIP IN SCHOOLS: Papers from an International Symposium

Edited by **Malcolm Reading, Peter Taylor, John Heywood** and **Leonard E Watson**. Published by the School of Education, Sheffield Hallam University for the European Forum on Educational Administration, 2002. ISBN 1-84387 005 3. Price:€8 or £5 post paid. Bulletin No. 3.

### CONTENTS

- Leadership in Catholic Schools in Pluralistic Britain: A Review: *Marie Brown, Leela Cubillo and George Skinner*
- Leadership in Fresh Start Schools: *Marie Brown, Margaret McLay and Mel West*
- Concerning Leadership: The Challenge for Second Level Programme Co-ordination in the Republic of Ireland: *Harry Freeman*
- Leadership: A Paradigm Shift? *Eugene Gallagher*
- Teacher Leadership: The Master Teacher Model. Differentiated Staffing in Reading and Mathematics Instruction in K-12 Texas Public Schools: *Embry Mayo*
- Learning From Leading: *Michael Murray*
- Middle Management Leadership Development in English Schools: *Malcolm A Reading*
- Developing Leadership Through Strategic Alliances. *Ray Moorcroft and Dave Wood*
- Leading the English Primary School: Fact and Fiction: *John Rowan and Peter R Taylor*

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### News and Notes

*Germany.* Professor Hermann Avenarius (a past President of the EFEA) has been replaced as President of the DGBV by Jürgen Schlegel. His postal address is Generalsekretär der Bund-Länder-Kommission für Bildungsforschung und Forschungsförderung, Friedrich-Ebert Allee 38, D- 53113 Bonn, Germany. He can be contacted by e-mail at [schlegel@blk-bonn.de](mailto:schlegel@blk-bonn.de).

*United Kingdom:* Ros Morton has been replaced as National Chair (President) of BELMAS by Mrs Barbara Vann. Her postal address is: Penair School, St Clement, Truro, Cornwall, TR1 1TN, England; and by e-mail at [head@penair.cornwall.sch.uk](mailto:head@penair.cornwall.sch.uk).

*United Kingdom:* Ros Morton has been replaced as National Correspondent for BELMAS by Professor Peter Ribbins. His postal address is: Beech Road, Norton, Stourbridge, West Midlands, DY8 2AR; and by e-mail at [p.m.ribbins@bham.ac.uk](mailto:p.m.ribbins@bham.ac.uk).

*Ireland:* Mrs Anne O’Gara has been replaced as President of the Society for Management of Education in Ireland by Br Dr Michael Murray. He can be contacted at the Christian Brothers Provincialate, St Helen’s, York Road, Co. Dublin, Republic of Ireland; email: [mmurray32@hotmail.com](mailto:mmurray32@hotmail.com).

## European League for School Quality

Between the 8<sup>th</sup> – 12<sup>th</sup> October 2003 the ELSQ held a successful international football tournament when Slovene students hosted for four days 60 fellow students from Great Britain, Bosnia and Herzegovina, Croatia, France, Italy, the Netherlands and Slovenia held in St. Stanislav’s Institution, Ljubljana, Slovenia. In addition a number of teaching staff accompanied their teams.

The main goal of the exchange was naturally the football matches. After the opening ceremony, when the teams represented themselves, the football story started. On Thursday and Friday morning games were held in two groups. What made the tournament extremely exciting — from the beginning until the end — was the fact that it was impossible to name the favourite. However, on Saturday morning the situation clarified. The stands were full of spectators and the final matches were held. The Catholic Centre from Bosnia and The Rotondi College from Gorla Minore, Italy, entered the finals: and the Italians won. Mohamed Pierotti from the Italian team Alexis Carrel was chosen the best player and striker.

Apart from sport meetings, the accompanying programme attracted much attention. Tours of the school were arranged, as well as visits to classes. On Friday morning there was a guided tour of the capital of Slovenia, Ljubljana, and the students mounted the castle hill. In the evening there was a concert in the music hall of St. Stanislav’s Institution. After the concert the guests and hosts set off for the city centre and enjoyed an evening out. On Saturday afternoon a trip to Skocijan Caves was organised, which gave the foreign students an idea of Slovenia’s countryside.

Everyone enjoyed the programme: special praise was given to the student hosts who looked after their guests so splendidly. Classical Gymnasium, Slovenia

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### EFEA Publications

#### Reorganization of Responsibilities

Following the reorganization of the Executive decided on by the Steering Committee in September (see the notice elsewhere in this Newsletter), there has been a redistribution of responsibilities with regard to EFEA publications. Zita Götte has now become editor of the Newsletter (starting with this issue), with Len Watson supporting her on the publication side until new arrangements can be made in Germany. Len continues as Series Editor of the Bulletin series and in producing UPDATE. Most importantly, Zita now takes responsibility for publications policy and development. She can be contacted by mail at Viersener Str. 35, D-40549 Düsseldorf, Germany and by e-mail at [zita.goette@bertelsmann.de](mailto:zita.goette@bertelsmann.de).