Nanjing Conference – Contemporary educationist

Dear colleagues.

Thank you very much for inviting me to your conference.

I am very happy to be here because I have a close relationship to China. In my active time as Principal of a high school, my school had over many years' a partnerships with the Ba Yi High School in Beijing and the Nan Yang High School in Shanghai. And during this time I had the chance to learn a lot *about and from* Chinese schools.

Today I have been asked to speak to you as Honorary President of the European School Heads Association (ESHA) about the newest developments and processes in education.

ESHA, the European School Heads Association, is a professional organization for European School Heads. Members of ESHA are national organizations for school heads and deputy school heads within primary, secondary and vocational education. Nearly all European countries (both EU and non-EU) are represented within ESHA by one or more organizations.

ESHA is an international community in which experiences, visions and views between the members are exchanged and in which new ideas are born.

Aims for ESHA are:

- to develop step by step equal working conditions for principals in all European countries
- to guarantee the same access to education, the same quality in our schools for all European children
- discussing and developing views within the ESHA-membership on innovative education and on school leadership
- promoting these views at the European level
- influencing the policy of the European institutions (Commission, Parliament)
- promoting international exchange and cooperation
- supporting the member organizations to play their role at the national level
- emphasizing the particular role of the school head and promoting conditions that improve the quality of school leadership
- to have a European curriculum, standards, equivalent exams and equal employment chances

The title of my speech is:

Towards the Future – New challenges for School Leadership and Teacher profession development

Ladies and Gentlemen,

I have just come back from a World Principal Convention in Toronto/ Canada, and there, I followed an international panel with representatives of three PISA winners: Shanghai, Finland and Alberta in Canada.

Prof. Chen Yukun, Director of the National Training Centre for Secondary School Principals from the Ministry of Education in China said at the end of his speech that the PISA results are very important, **but** that the main task in education for the future in China will be the equalization in standards, curriculum, exams, quality of teaching and equal access to education especially between the cities and the rural areas.

And, Ladies and Gentlemen, **this is exactly the point where we meet - China and Europe** - where we have got the same questions and the same necessity to find solutions.

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If you have a look on the map of the Federal Republic of Germany, you see that we have in our small country in comparison to China, 16 states with full autonomy in education, and that means we have 16 ministers of education and many different school forms. And Germany is only one of over 40 states in Europe - with as many different languages and huge social differences and mentalities

In the protocols of the Lisbon Treaty, the European Union decided to set the same goal as what we heard from Prof. Chen and you can imagine that the task we have to work on in Europe is also huge, regarding the aims and challenges of mobility, European market and politics and a common European standard in education and vocational training.

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How can we create equal conditions for our schools in Europe?
What do we have to do to reach these goals?
And what is the role of Principals in this process?

Schools change more and more from centralized or top down governed institutions to autonomous or semi-autonomous schools.
 Autonomy, Achievement, Accountability are the key factors in this process.

What is our understanding of Autonomy?
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- School Budgets
- Staffing of Schools
- Curriculum Development
- Accountability
- Be free of 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.

If schools are more or less autonomous they have to accept
- The responsibility for the results of their work
- Evaluation to see if they achieved in reaching their goals.
- Accountability on their own budget.

But these more or less administrative regulations are not enough if we want to create a modern way of schooling according to the new challenges.

To win the future we need fundamental changes in our conventional thinking and policies

We need:
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Truth, Trust, Tradition and Time – the 4 big T'S

Truth means
- To understand that schools are not businesses or companies and that there is a difference between leading schools and managing enterprises.

Therefore 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.

Trust means
We need trust to and between our students, teachers, school heads and principals. The trust between the school and the parents and between the school and the government authorities. Without trust there is no respect and education needs mutual respect.

Tradition
You can learn from others but everything you do you have to do it in the tradition of your culture. The future is built on the shoulders of the past.
And last but not least

Time
We need time, to change from teaching to learning, time for deep, creative and broad learning.
Time to deploy and unfold the talents of every child instead of drill, reduction on subjects and knowledge which only fits to tests.

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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.
The continuously and permanent drill only in cognitive matters kills the personal development, the creativity, the courage to explore new things.
School Leaders have to make these 4 T`s possible in their schools and there are

Three important guidelines within this work to become and to be a good School Leader:

1. The Moral Dimensions of Educational Leadership

Education is about values - to educate a person is to seek to develop their full human potential. As well as academic success

2. Professional Development.

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. What we need are basic information about professional deep learning and systemic development and a European Curriculum.

 3. The Leadership of Change

Change may not be regarded as a danger. We have to accept the necessity of change and to understand change as a process which assumes school heads as leaders of 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.

All this together seems to be an enormous change in thinking, planning and acting and this is what we need: New tools of recruiting, qualifying and further educating the School Leaders

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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 on 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. These are the core competences in the modules for school leadership training.

Ladies and Gentlemen, what is
The Purpose of Principals: Leadership and Management
- Leadership
  School Leadership
  Group Leadership
  Communication and Perception
  Conflict Management: Diagnosing and Intervention on how to Treat Conflict in schools
  Conference Leadership
- Organization
  School Administration and Educational Management
  Work Organization and Time Management
  Collaboration with Non-School Organizations
  Budget and School Development
- Change Management
  School Development
  Process-Oriented Work
  Overcoming resistance
  Appointment processes

- Personal Management

Leadership and Development of Personnel
Team Development
Foundation of School Related Counseling/Training
Dealing with Conflicts and Criticism
Appraisal Interview and Appraisal of aptitude

- Quality Management
Classroom Development
Classroom Observations and Debriefing (Auswertung)
Project Management
Evaluation

The **training** *for the newcomers*, especially aimed at embarking on a new career as a school leader, for those still inexperienced in the regulations of the state school laws, should be put on a sound basis, is related to school leaders` work areas and the competences and capabilities that the school leader needs in these fields.

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The modules should cover topics such as:

1. Chairing a conference

2. Leading a project and school development

3. Evaluation

4. Hosting discussions

5. Personnel development and personnel management Performance reports and official assessments,

6. School laws, but also finding your own role as a leader

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For **training on the job** or further education of Principals courses have to deal with

The Purpose of Principals: Leadership and Management

- Leadership
- Organisation
- Change Management
- Personal Management
- Quality Management

Both approaches however link some common interests, which seem to be important for the success in each context.

- You receive basic fields of knowledge about "school leadership"

- You bring together school leaders` knowledge and know-how with their personal learning process.
- You strive for continuous and systematic learning
- You aim at professional cooperation in and outside of the school and support networks between those who are responsible for school leadership
- You enable (encourage) personal exchange of viewpoints and friendships.
- You consider leadership philosophies as part of social discussion and responsibility, and leadership procedures as a part of the social (change) process.

School Leadership has in all school forms and countries a high influence on school quality and- not directly but indirectly- on student's results. There is no good school without a good school leader. (Rolff, Basel 2008)
At the same time the reality of the school Leader function changed from „primus inter pares" to a real leadership position.
This makes a new concept of school leadership necessary
School autonomy, together with accountability and student achievement, has been one of the main topics in discussions and conferences during the last few years.
Therefore different forms of school **leadership styles** are being discussed worldwide

Many international studies tried to describe this new role of a Principal with many different terms for leadership styles like: instructional style, structuring style, participative style, entrepreneurial style etc.

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But all these surveys could **no**t find one single leadership style which is the best for leading schools. Quantitative analysis underlines this but cannot clearly point out what really makes a good school leader.

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This can be a cocktail-mix of different leadership styles and the ability to use different styles in different situations. (LISA Leadership Improvement for Student Achievement – European Project 2010) The leadership style of a principal depends on many different factors and has also to do with the personality of the single school leader.

But you can see a tendency at least in the schools of the Americas and Europe:

Basically, a paradigm shift away from a centralized school, to autonomous, self responsible units has been observed. This has had existential implications for the management of a school, but the roles and responsibilities in the individual schools and school associations have grown enormously.
Autonomous schools need a different concept of school leadership. The Head teacher / Principal cannot be the only leader in the school with this new type of leadership. Even in countries without school autonomy or where schools are partially

autonomous, the tasks for school leaders have increased so much in volume that new leadership structures are necessary.

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Distributive Leadership, like a new survey (Mielke/Ofianka/Rössler, 2011) about **Deputy Heads** shows, seems to be the leadership style of the future

Distributive leadership requires mutual trust. It is also necessary to have procedural arrangements in the case that a distributive situation does not work. This international and national (Germany) study gains insight in the thinking of principals all over the world about shared leadership.
"Distributed leadership" is increasingly seen as a desirable aim – under this the degree of autonomy given to deputies is significant, and they carry their own accountability for the outcome of their work. Most experienced secondary deputies would now expect to have significant responsibilities which they carry on their own with only 'light touch' intervention and advice from the head. Most deputies would not expect to be given hour-long tasks – this would be seen as very patronizing."
"Distributed leadership" is giving broad aims to members of the team and leaving them a longer time scale, and much greater freedom about how to achieve the aims.

What do Vice Principals think about a new definition of their role?

There are certainly many Deputies who are satisfied in their position but are also considering developing their career further.

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In our survey 7 scenarios of the professional working relationship between principals and deputies were offered as choice:
The tandem, Pilot and co-pilot, the right hand of the Principal, the Adlatus of the Principal, the organizational person, the relay runner in the team and
the "grey eminence."
These covered the spectrum. There was no use made of other possible scenarios.
Three of the seven postulated scenarios were chosen by 98% of the respondents.
Preference was given by 47% to the scenario of pilot and co-pilot followed by the tandem model (30%) and the right hand of the boss (21%).
The scenario of the relay runner as someone with absolute equality within a group was chosen by only 2%.

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Many ticked a number of scenarios because they could not identify one model. All of the members who had chosen multiple scenarios tended towards the three most popular. All scenarios were absolute in their finding that the individual leader model is obsolete. The roles of the Principal and the deputies correspond with one another and are as models adequate regardless of whether they are paternalistic or participative.
The identity of schools as social systems had developed out of the common acceptance of sensible structures in which the school leadership as well as other colleagues on staff may or may not have specific roles.

The results of this study are a first approach to the complex issue of management of future schools under more and more changing conditions.

It is clear that in the international cooperation a lot of experience does not have to be duplicated and can be based on positive results. In addition to the development of the new role for Vice Principals additional competencies in school management have to be developed and defined by a "middle management", with head of departments and other functions like didactic leader, leader of the steering group (staff members and parents) etc.

The results of the survey about Vice Principals show that we are moving towards distribution and away from delegation, as this builds more autonomy, capacity, is better for leadership development and personal responsibility,

We think that autonomous schools need even more; we need middle management positions, with Deputies /Assistant Heads / Vice Principals and Heads of Departments

School Leading Teams and Teachers

This school leading team has to set goals, to guarantee the quality of the school and the teaching; it is responsible for the best possible results of their students. But in this new understanding of schools: all this has to be developed together with the teachers, parents and students.

In relation to the teachers we need in the same way a new thinking on the teacher's side away from only subject related teaching to cooperative teaching.

That means to understand themselves as responsible partners for the whole school development and not only for their subjects.

The new teacher has to foster innovation and creativity, to cooperate with all teachers of the school, team work means to work together, share ideas , results , materials and knowledge and have a shared responsibility and accountability not only for the own results of their own students but also for the results of the school.

This is a change from individual to cooperative working.

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It
- fosters intrinsic motivation
- engages educators and students in continuous Improvement of instruction and learning
- inspires collectively or teamwork
- affects all teachers and students
- promotes internal and external accountability

And it shifts
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External accountability to capacity building
Individual to group solutions
Technology to pedagogy
Fragmented to   systemic

(M.Fullan, Toronto 2011)

What are the key factors for a new role of teachers in autonomous schools?
Over many years further education of teachers was based on better teaching in their subjects, new strategies of learning, new methods or didactical ideas, techniques to survive the everyday problems in school, how to react in special situations with undisciplined students and so on.
All these single and individual trainings could help the single teacher. But for the school development these courses were seldom helpful.

The key factors for a successful school development are collaboration, flat hierarchies, team work and networking to increase the collective effectiveness of the staff "to raise the bar and close the gap of student learning"(M.Fullan).
It is the main leadership task of a principal together with his leadership team to strengthen a sustainable collaborative school culture which leads to academic success, to have a vision and to set goals in consensus with the school community.
As well as the role of the school leader changed, the role of the teachers must change and will become more complex than ever before.
Not only that he has to work together with others both vertically and horizontally, interdisciplinary and in projects.

The mission statement for future teachers covers six fields
- Teaching
- Counseling
- Diagnosing (systemic analysis of student's result and the necessary consequences
- Innovating (continuous advancement of subject-matter specific instruction, school related curricula and cross curricular cooperation
- Organizing concepts for the whole school as learning isles, weekly schedule plans, excursions, extracurricular activities…
- Evaluation and data driven further development of instruction based on central exams

This purpose requires **a new teacher's formation** with the following elements
- from teaching to learning
- to be the organizer of learning processes for the students
- to generate and develop self directed learning
- to train cooperative learning

What can we do to further professionalization of our teachers?
- Offer and deliver a great repertoire of methods
- Employ NIT-Learning (New InformationTechnology)
- Enhance school intern cooperation
- Organize school regular intern training in line with the school goals
- Install new and higher paid leadership functions for special tasks in the school development process (monitoring, evaluation,
- foster peer coaching and self evaluation
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Support creativity and innovation
Ladies and Gentlemen I come to the end of my reflections about the school of the future repeating and underlining the importance of the school leader in these processes.
He /she has - after consultations with all groups in the school - to phrase the vision and set the goals, to supervise and control the operational sequences, to motivate and support

innovation and guarantee a sustainable school development. He/she has to be a leader with clear goals and engaging and involving (participation) all persons in the school community to reach these goals.

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For this purpose you need continuity in a cooperative leadership team over some years. To change a school is not done in a quick action, it is a never ending task and challenge. Thank you very much

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