



Nanjing Conference 2011

Contemporary Educationist



EUROPEAN SCHOOL HEADS ASSOCIATION
EUROPÄISCHE SCHULLEITERVEREINIGUNG
ASSOCIATION EUROPÉENNE DES CHEFS D'ETABLISSEMENT

Federal Republic of Germany with 16 States





**ESHA unites
47 members**

24. THE NETHERLANDS
25. NORWAY
26. POLAND
27. PORTUGAL
28. ROUMANIA
29. RUSSIA

ESHA is present in
36 European countries!

1. AUSTRIA
2. BELARUS
3. BELGIUM
4. BULGARIA
5. CYPRUS
6. CZECH REPUBLIC
7. CROATIA
8. DENMARK
9. ESTONIA
10. FINLAND
11. FRANCE
12. FYROM
13. GERMANY
14. GREECE
15. HUNGARY
16. ICELAND
17. IRELAND
18. ISRAEL
19. ITALY
20. LATVIA
21. LITHUANIA
22. LUXEMBOURG
23. MACEDONIA
30. SERBIA
31. SLOVENIA
32. SPAIN
33. SWEDEN
34. SWITZERLAND
35. UKRAINE
36. UNITED KINGDOM

Autonomy

What is our understanding of Autonomy?

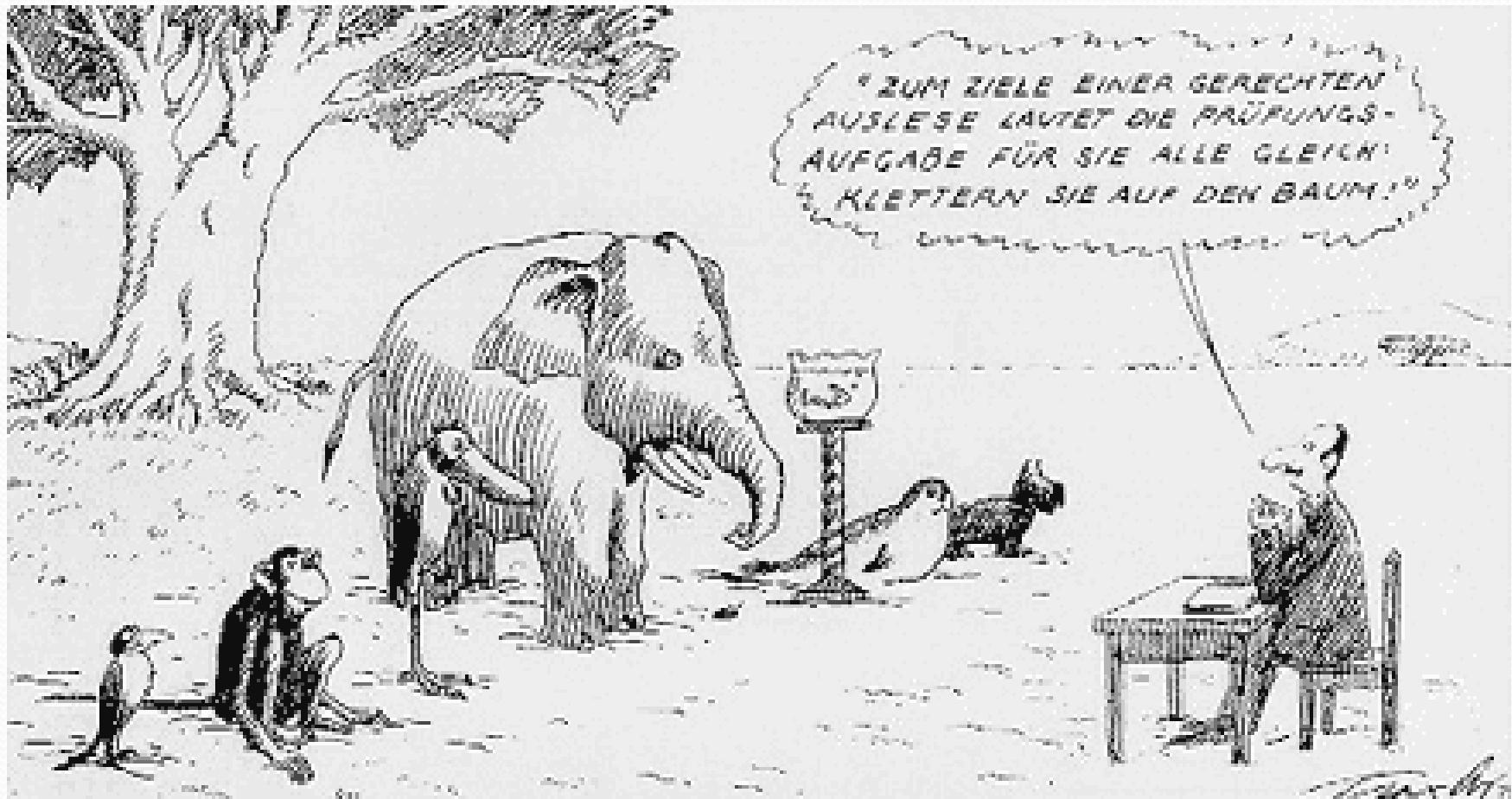
- **School Budgets**
- **Staffing of Schools**
- **Curriculum Development**
- **Accountability**
- **be freer from bureaucratic interference and imposition.**
- **be more transparent with school leaders both trusted and challenged in their role.**
- **more consistent in addressing pupil needs.**
- **provide a higher quality of opportunity for all our students.**

The moral dimension of Leadership

The 4 Big T's

Truth, Trust, Tradition and Time

The task for the test: climb the tree



The Qualification of School Heads

- **school heads need a systematic and professional formation**
- **New school heads have to be trained for this profession before they apply**
- **certain aspects of leadership training are essentials in Europe**

training for the newcomers

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

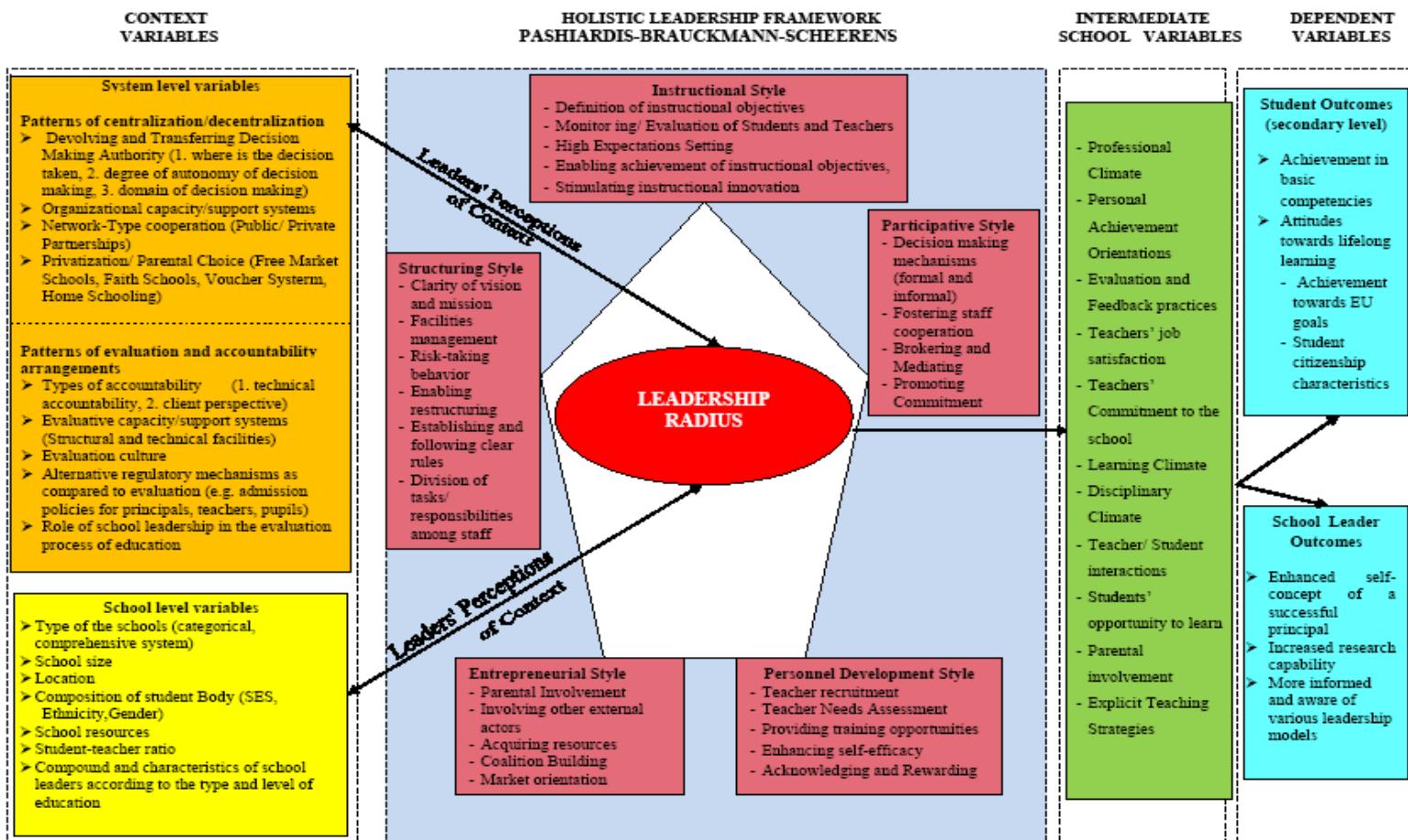
Training on the job or further education for Principals

Core Competences for school leadership training

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

LISA Project: Holistic Leadership Framework

Pashiardis/Brauckmann 2010



School Leadership has in all school forms and countries a high influence on school quality. There is no good school without a good school leader.

Quantitative analysis underlines this but cannot clearly point out what really makes a good school leader.

This can be a cocktail-mix of different leadership styles and the ability to use different styles in different situations.



SURVEY

Deputy Heads – an approach

TEXT BY BURKHARD MIELKE, ROLAND OFIANKA
AND MARGRET RÖSSLER

Pilot and Co-Pilot

- Australia
- South Australia
- Bulgaria
- Germany
- France
- Isle of Man
- Japan
- Lesotho
- Macedonia
- New Zealand
- Netherlands
- Russia
- Scotland
- Sweden
- Singapore

The right hand of the Headteacher / Principal

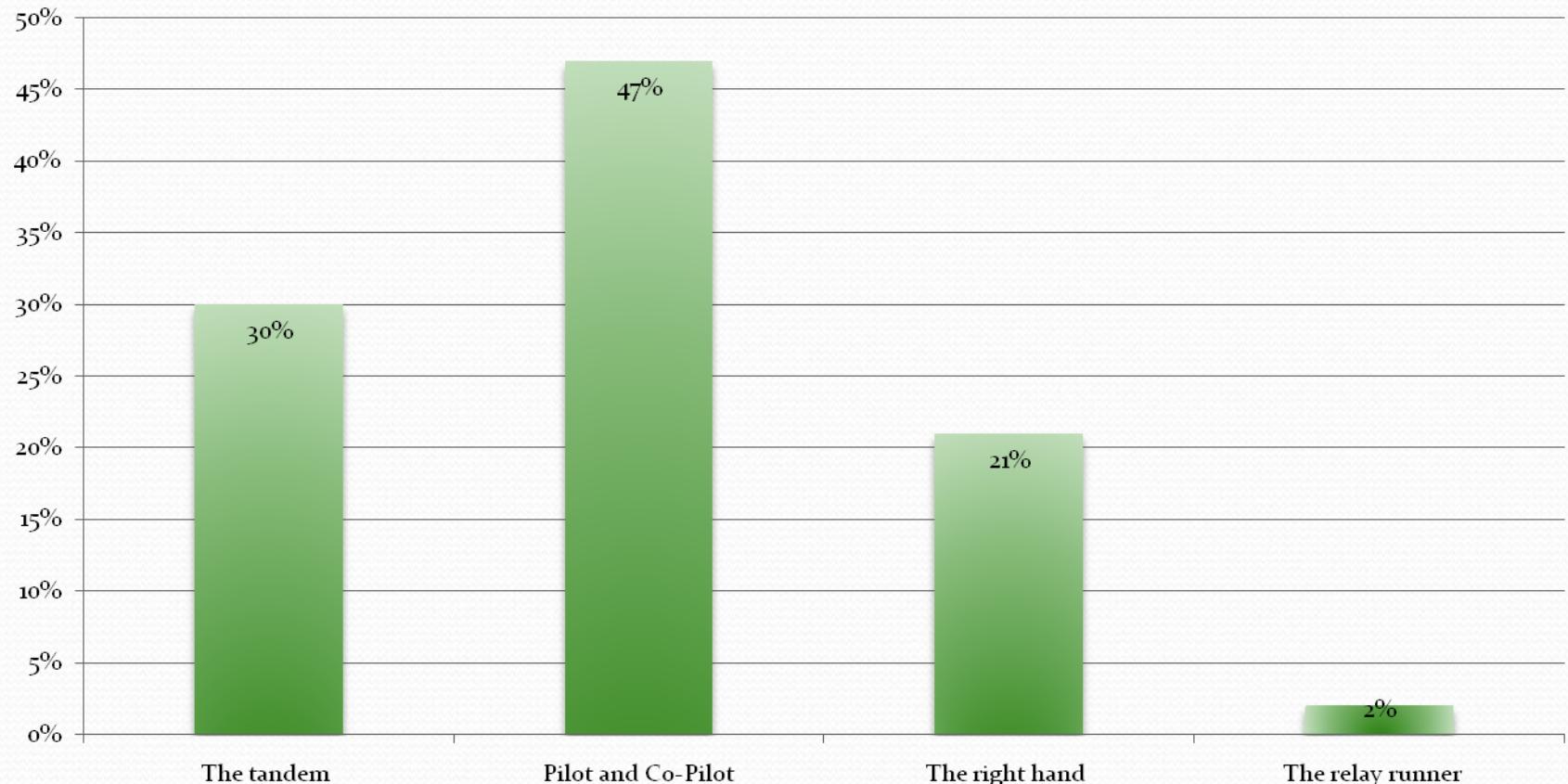
- Australia, NSW
- China
- Belgium, German Community
- Belgium, West Flanders
- England
- Italy
- Poland
- Spain, Balearic Islands
- USA, Montana

The

• India

Graph 3 – Scenarios of the professional working relationship

Mielke/Ofianka/Rössler



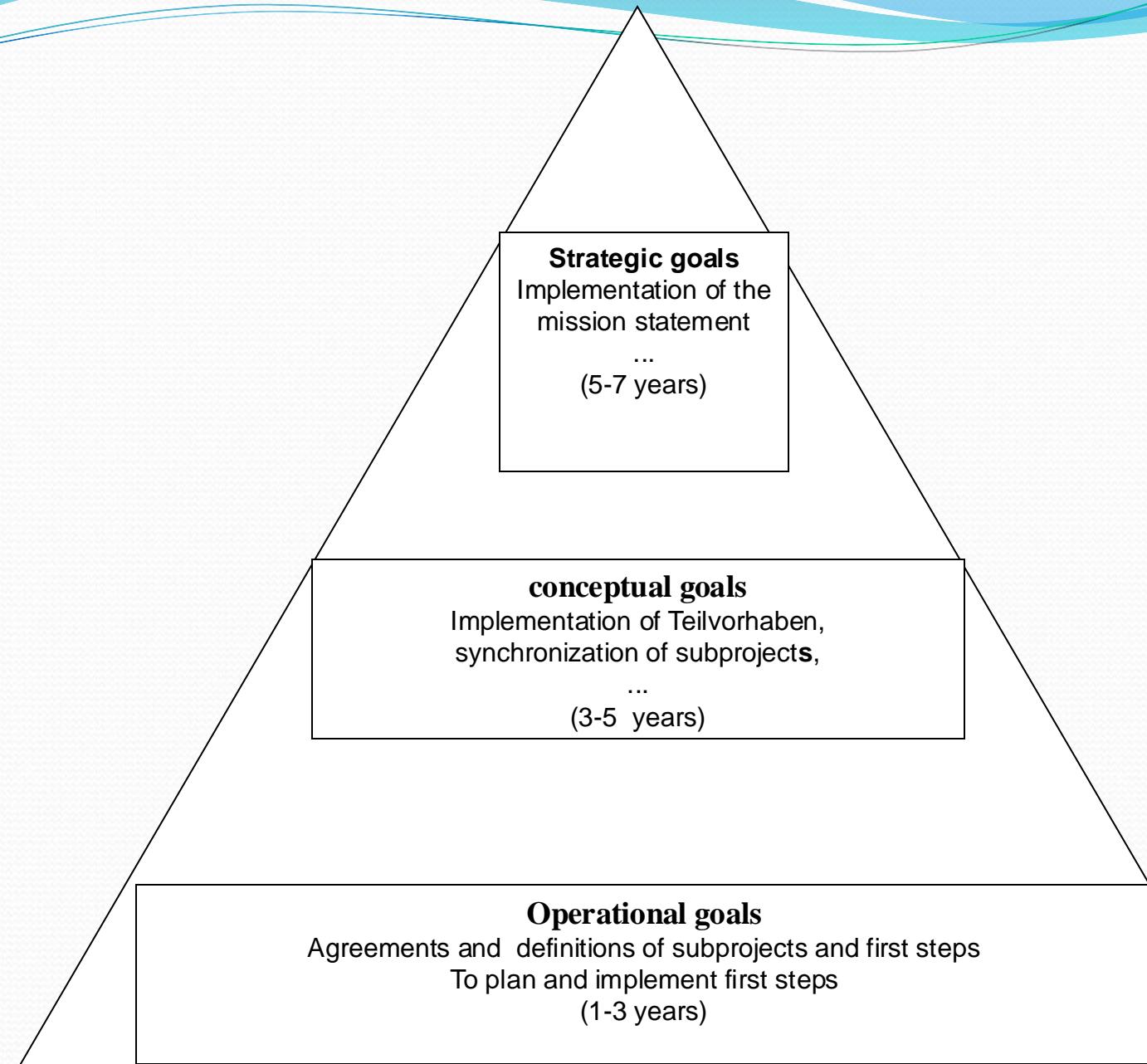
Reform Policies/Strategies

- Fosters intrinsic motivation
- Engages educators and students in continuous improvement of instruction and learning
- Inspires collective or teamwork
- Affects all teachers and students--100%
- Promotes internal and external accountability

Wrong vs Right Drivers

- External Accountability vs Capacity Building
- Individual vs Group Solutions
- Technology vs Pedagogy
- Fragmented vs Systemic

M.Fullan



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Council Member of the International Confederation of Principals ICP
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Project Director - The Pacific Institute
Board Member of the ASD – School Leaders Association of Germany
Consultant, author and speaker