

ESLN the European School leadership Network.

This program was developed over three years from a European consortium together with ESHA

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

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

1. The Moral Dimensions of Educational Leadership

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

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

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

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

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

2. Professional Development from a European Perspective

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

3. The Leadership of Change in an Emerging Europe

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

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

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

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

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

Ladies and Gentlemen

**We can ascertain that ESLN is a highly successful pilot project.
We now plan the future of this project:**

**In addition to the online version we made the necessary changes
that allow for the use of the materials as an online course for self
study or the use in institutes.**

We decided to develop three new modules to complete the course:

- Module 4: Creating the Learning Centred School
- Module 5: Education Leadership and the Community
- Module 6: Educational Leadership in a Changing Europe.

Through these changes and in our future work

- We must reach all school heads in Europe.
- We should translate the course into other languages.
- We must interest European and national institutions to offer this course as a “training on the job program”.
- We should offer an official accreditation for the program.
- We should identify the program closely with ESHA and its members so that it will be part of the portfolio of services for our members.
- We should support further development and dissemination of the program.
- We should develop an entrepreneurial approach to marketing and disseminating the ESLN programme.
- We should develop strategies to extend the scope and content of the programme including the development of further modules.
- And we are convinced that this program can be adapted and used world wide.

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