*Entreprenariat Éducatif Européen*

**HOW DO SCHOOL PRINCIPALS LEARN TO WORK WITH STAKEHOLDERS.**

**A EUROPEAN PERSPECTIVE**

*I was a leader of 6 different schools for 22 years, 4 in France, one in Berlin and one in Switzerland: 2 kindergarten, 2 primary schools, 3 lower and 3 upper secondary schools and a vocational school among them.*

*I have also been involved in the Executive Board of European associations of school heads for 17 years, such as ESHA, and AEDE-France as well as a Council Member of the ICP, the International Confederation of Principals between 2004 and 2015. I am also working in cooperation with the European Parents Association (EPA) since 2000.*

**This presentation focuses on European best practices** and is the result of my work as a practitioner involved in professional associations of school principals since 1998, and also in numerous European projects on School Leadership ( **ESLN** - European School Leadership Network (2004-2006), School leadership and Governance (EFEE/ETUCE 2011-2013) and recently **EPNoSL**, **European Policy Network on School Leadership** http://toolkit.schooleadership.eu

It is possible for school principals to bring into their own school some autonomy and to run the school in a democratic way with **all the stakeholders** involved in creating a culture of distributed leadership.

Leaving behind models of strict "command and control" and looking for a new political relationship, based on shared information and negotiation, school heads **have a specific role**. **They have to learn how to work with internal and external stakeholders**.

**Who are the stakeholders?**

I participated in 2014/2015 in a European project called "**European Policy Network on School Leadership**", bringing together all stakeholders from 25 European countries, including : the teachers, the students, the parents, the policy makers, the school administration authorities (local, regional and state/national), the teacher training agencies, the researchers.

**As I am working in cooperation with the European Parents Association (EPA) since 2000,** I would like to first highlight the parents' and students' role among the internal partners, then the necessity to change teacher recruitment and initial training to adapt to the new teachers' role, and finally concerning external partners, the role of professionals coming from the business world.

1. **Involvement of students, teachers, parents and school leaders in a collegial work**
2. **Changes in teacher recruitment and initial training**
3. **Cross collaborative activities between business and education world**

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**1. Do we want parents and students as "stakeholders"or «partners», who share the responsibility for the education process?**

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➕ **About parents:**

Either based or not upon the legal basis as the Charter of Fundamental Rights of the EU, the fact is that the official discourse introduced references to **the importance of school/family cooperation in students' achievement,** and paved the way for recognizing the rights of families to systematically influence and participate in schools' policy, gaining **the status of partners;** They have the right to have a say in the main decisions affecting school life, on assuming rights and responsibilities to cooperate in the building up of better and more effective schooling for all.

Partners don't need only school knowledge (information), but also have, while partners, to be considered as users of school information and co-producers of the necessary feedback to consolidate the quality of schooling.

Without a meaningful feedback, participation will be reduced and will exclude some parents, and in parallel will exclude a number of students.

In some countries, school heads, politicians and other citizens still consider parents neither as stakeholders nor as partners, but as "clients" , who shouldn't be involved in school governance,

But it has been proven that:

- When parents are involved by being given responsibility for a certain area, their involvement will not be individualistic, for their own children only.

- There is a considerable amount of experiences throughout Europe, showing the advantages of families being involved in school life as real partners, not just attending general meetings, or meetings with teachers of their own children or class events, but voluntary serving on a committee.

- The accessibility to information and knowledge becomes a central factor to understand and manage the flow of data, but it can also turn into a central factor of exclusion. To make this discourse become familiar to the parents and families, we have to involve them in an effective participation in **the analysis of the school.**

➕ **About students:**

- Involving students, giving them a voice within school and allowing them participate in decision making, can critically contribute to the enhancement of the social capital of schools. Participation is an important learning experience and a form of active citizenship within the safe environment of the school, preparing for an active and responsible citizenship in the society.

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- The competence-based education places the student in the centre of the teaching-learning process, stressing the fact that he/she is the subject of learning and not the recipient, so he/she must be active, learning by experience, by doing, by conviviality and sharing, as well as by being engaged in the design of school life from curriculum to timetables.

- Some experiments -like Slash 21 in the Netherlands- have shown that 13 years old students are able to choose what they want to learn, able to decide when and how, able to know why, connecting learning with their own future. Other experiments have shown that 3-year-old children are able to create rules for their kindergarten group without influence of adults, proving that all children attending an education institution should be involved in a meaningful way, with facilitation methods suitable for their age.

To recover democracy in the relationships with their partners and stakeholders, schools are deemed to be **accountable, as a condition to be trustful**.

- Therefore, educational work, students' achievement and outcomes, need to be defined and scrutinized by the internal and external communities together.

➕ **If we want to give students and parents new roles and responsibilities, the first step is to involve them in the internal evaluation of the school.**

One of the successful practices in Finland is based on this method, while most of the countries still have inspection bodies.

At the end of the Nineties, a European project called "evaluating quality in school education". was launched in several European countries by the European Commission. One of the tools of this pilot project was a practical guide to self-evaluation.

I met this year John Mac Beath, Michael Schratz as well as Denis Meuret and I could tell them that I still recommend the "**self-evaluation profile**" [1] (John Mac Beath, Denis Meuret, Michael Schratz, Lars Jakobsen) that I had the opportunity to put into practice in my school three times.

**Result 1 : School leaders have to build their partners' social capital [2].**

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2. **Competence-based learning and changes in teacher training**

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Access to studies leading to become a teacher should not only be based on purely intellectual criteria, but **including personal and social skills.**

The influence of "Informal Education", for example: long-term and frequent involvement in youth work or training abroad involves high "soft skills" development such as: communication, teamwork, decision-making, organizational skills and self-confidence, intercultural and leadership skills.

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Formal, non-formal and informal education have to converge in order to shape a new educational model within a long-term project. If we consider that a majority of European students spend just 200 days at school in a year and about 165 days outside of school, we are easily convinced that not only teaching is important, but just as important is the informal learning through activities carried out by parents, cities, associations, science centres, Universities and other partners.

We have to take these skills acquired informally or non-formally into account, because 4 of the 8 "European key competences" [3] are transversal and teachers must have these key competences in order to collaborate with others and to **work with and within society. A school needs teachers** with professional skills and personal commitment. They also have to be facilitators, team members, researchers, lifelong learners, reflective practitioners.

**Teachers will have to recognize that teaching goes beyond traditional subject boundaries, that "co-construction" is at the basis of knowledge.**

To change learning methods at school, we have first to remind our teachers of some evidence about learning [4] ( Joyce, B.R. & Showers, B). I posted this statement on the door of the teacher's room in our school:

- 5% of learners will transfer a new skill into their practice as a result of theory.
- 10% will transfer a new skill into their practice as a result of theory and demonstration.
- 20% will transfer a new skill into their practice as a result of theory, demonstration and practice.
- 25% will transfer a new skill into their practice as a result of theory, demonstration, practice and feedback.
- 90% will transfer a new skill into their practice as a result of theory, demonstration, practice, feedback and coaching.

Instead of huge institutions, we need to implement a "school-based innovation" [5], (David H. Hargreaves), allowing personalized learning with:

- not an "age" but a "stage" approach
- "bottom up" instead of "top-down"
- "empowerment ", allowing teachers and school heads to have expanded responsibilities.
- 3 long terms replaced by 5 or 6 terms
- flexible time management in the school : variable blocks of time are a flexible resource for teachers
- a new design for buildings and learning spaces,
- flexible student groups

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European projects – like **ELICIT+** (European Literacy and Citizenship Education) [6] are aiming at developing key competences for the future European citizen, and first of all the "European teacher". The skills are declined around 7 areas: curriculum, European cultures, intercultural education, motivation and personal development, use of information and communication technologies, ethics of the school, evaluation;

The main objective is to establish a sustainable and growing network of training modules and training locations for teachers, parents and other actors in education to educate a growing number of European pupils, students and adults to become responsible European citizens who can be competitive in the global community.

The project consortium is composed of 24 partners from 13 different European countries including universities, education institutes, associations, NGOs, schools, local authorities. The target groups are adults involved in education (formal, informal and non-formal) and students at all levels, from schools to universities.

At the end of the project, there should be an important number trained: parents, teachers, student-teachers, and pupils in a framework of recognized European and international competences. In addition, the project will follow a clear exploitation and sustainability strategy in order to guarantee the transfer of the core project results into the mainstream such as by **establishing regional round-table groups with relevant stakeholders** or by **linking the project to other relevant networks**.

**Result 2 : European initiatives like** E**rasmus+ will connect the future teachers and school leaders with European institutions, research institutes, universities, science centres, companies and associations, among them those involved in science, arts, financial and entrepreneurship education.**

## 3. Cross collaborative activities between business and education world

Companies and schools have a lot in common and much to share: Self-commitment, personal development, innovation driven by ICT. To let students develop awareness, autonomy, the ability to make choices and take responsibility, discover their own motivations and potential, we have to involve companies in the daily life of the schools. They can influence the design of student learning methods and of school buildings, enabling teachers to work with assistants, external partners, practicing teamwork.

European projects on science education have been very successful, connecting the teachers with science centres (see "Hands 'on, Brains 'on"), with Universities and other partners (see "Science in schools"). then InGenious.

Successful and inspiring practices in Europe are mostly introduced by **a public-private partnership -- Foundation -** initiating change at school.

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Among all the initiatives I presented two years ago in Beijing, I would like to emphasize particularly on science education, financial education and entrepreneurial education led by partners, I am still working with, who are still developing new activities and new networks.

- **Jetnet** http://www.jet-net.nl/english Jet-Net, Youth and Technology Network Netherlands, is a joint initiative of leading Dutch technology companies and secondary schools. Together they provide students with practical content for the science curriculum, with a great variety of activities and also allow students to gain a better understanding of their future career prospects in industry and technology.

- **The "Entrepreneurial Skills Pass**" proposed by **the Austrian Chamber of Commerce of Vienna - WKÖ in Austria** https://www.wko.at/Content.Node/kampagnen/ufs_en/index.en.html recognized by the European Commission as a key device for developing all "entrepreneurial" skills but also "intrapreneurship", that is to say not only essential to the creative future business but also one that will work in a company where you will also need the same skills: organization, animation, decision making, teamwork, self-confidence, etc.

- Developing financial literacy through private-public partnerships, training teachers and students **: CYFI Child and Youth Finance International** is an NGO, working worldwide http://childfinanceinternational.org to make it possible that every child can have access to financial inclusion. By the collaborative work with a lot of partners (private and public), they could elaborate a Learning Framework and Curriculum Certification for financial education.

**Result 3 : Companies should be allowed to provide training content and to be more involved in the assessment of skills**

**Conclusion:**

- **"Without autonomy, no distributed leadership, no training for stakeholders."**

- **Information is not enough: to ensure equitable access and social justice, internal evaluation and feedback from the stakeholders are necessary.**

- **"Without students' involvement, no active citizenship."**

- **"Without a collaborative work with a lot of partners, our schools will not be able to prepare our youth for the future."**

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**[2] The EPNoSL Toolkit – School Leadership for Equity and Learning :**
**http://toolkit.schooleadership.eu**

**[3]  8 European key competences :** see the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC

**[4]  Joyce, B.R. & Showers, B**. 1983 in ESLN (European School Leadership Network)

**[5]  System Redesign – 1** –The road to transformation in education - David H Hargreaves – Sept, 2007, Ed. Peter Chambers, for **SSAT**

 **[6]  ELICIT+ : http://www.aede-france.org/ELICIT-Project.html**

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