



esha magazine

APRIL 2018

Leading,
sharing and
learning



European School
Heads Association

ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published nine times per school year. You are welcome to use articles from the magazine but we would appreciate it if you contacted the editor first.

SUBSCRIPTION

The ESHA e-magazine is free of charge. You can register through the internet at www.eshamagazine.com

THE ESHA BOARD

Clive Byrne (President), Greg Dempster (Board member), Pinella Giuffrida (board member), Chris Hill (Board member), Omar Mekki (Board member))

ABOUT ESHA

ESHA is an Association that consists of 35 Associations of School Heads and Educational employers in 21 countries in primary, secondary and vocational education.

CONTACT ESHA

Visiting address: Herenstraat 35, Utrecht, The Netherlands

Postal address: Post box 1003, 3500 BA Utrecht, The Netherlands

e-mail: monique.westland@esha.org

THE EDITORIAL TEAM FOR THE MAGAZINE

Clive Byrne (editor), Fred Verboon and Monique Westland

LAYOUT AND DESIGN

Coers & Roest ontwerpers bno | drukkers, Arnhem (NL)

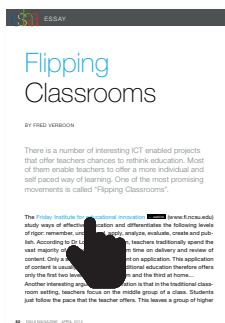
In this issue

APRIL 2018

- 4 Column Clive Byrne
- 9 Agenda 2018
- 10 School leadership including parents and children
- 14 Let us stop cyberbullying
- 18 Breaking the Silence Together
- 25 Schools, parents, students and Junior Cycle Reform
- 25 Wellbeing team leader, jct, offers guidelines for schools
- 34 The Open School for Open Societies project
- 41 ESHA Biennial Conference, Tallinn, Estonia 2018
- 46 Intercultural Learning for pupils and teachers project
- 52 Visit from Iceland to 'de Wijnberg'
- 58 School management Iceland visits Talentencampus in The Netherlands
- 62 Association for Dropout Prevention in Europe — ADPE



Some articles in this issue contain direct links to websites. **Simply click on the coloured text and you'll be automatically linked to a specific website or videopresentation.** Try it yourself and enjoy.





What do we want a well- educated 18 year old to look like?

In Ireland we are now looking to reform the senior end of our second level school system and to ask ourselves as a nation what do we want a well-educated 18 year old to look like. The economic crisis, the fact that things happen in Irish education because it has always been thus but the discussion at the heart of our debate today is 10 years overdue. Prof Ferdinand von Prondzynski asked “Why stop at junior cycle reform and how could we feel that our education system was fit for purpose”. One of his comments during what was a provocative address was “we have tended to organise ourselves in the belief, that the way we are is the way we are going to be, and that nothing much changes”. He was correct because over the next decade we’ve fought about junior cycle changes, debated whether the Leaving Certificate is fit for purpose, explored access to third level and the effect the “points system” is having on events at second level, encouraged new models of school patronage, seen changes to initial teacher training and introduced guidelines on continuing professional development for teachers but we’ve tended to leave senior cycle alone.

As President of the European School Heads Association in discussions about Irish education, my overseas colleagues are amazed and impressed at the fact that of the age cohort starting aged four, over 90% are still in the system aged 18 – an impressive statistic by any standards, so there is general agreement that we in Ireland must be doing something correct. As Beatrice Pont from the OECD implied at the recent seminar hosted by the Irish National Council for Curriculum and Assessment (NCCA) on senior cycle – our system is fine, but are we happy with fine?

International studies tell us that the key to a successful system is to deliver happy, fulfilled and challenged students who can think for themselves. While accepting that our present system enjoys widespread support from parents and from society at large, the reality is that the Leaving Certificate dictates everything that goes on in our education system and doesn't meet the needs of almost a quarter of our students. I believe that this is to the detriment of the system as a whole and needs to change. Professor Tom Collins from Maynooth University asserted that the points system is a very efficient method of filling first year university places and this is the key to understanding our predicament. The Leaving Certificate which was designed to be a measure of attainment at second level is now mainly used as a filter system for third level. The teaching style, the curriculum on offer and the subjects chosen by students, the means of assessment by terminal exam is all to the greater glory of achieving a place in university. Yes we're doing ok. Yes we have a system which is brutally fair and enjoys public support but is it fit for purpose? Is it meeting the needs of all our children and is it where we want to be in the 21st century?

A decade on does our present system recognise the reality of the world our young people are growing up in? When our children

graduate from second level aged 17 or 18 are they imbued with a passion for and a love of learning? As Prof Collins asked a decade ago can they think for themselves and be autonomous and self-directed learners? Will they be lifelong learners, will they be socially effective, problem solvers, environmentally and socially aware, capable of strategic and long-term thinking as well as working in teams? 10 years on the answer in many cases is still no because the Irish 18 year old has cracked the code and knows what needs to be done to achieve the points to get where they want to go. The universities complain that the teaching and learning style the student adopts to best meet their goals is not what universities require or what the country needs.

Having said that, parents in particular, need to be convinced that the world won't end if a student can study a subject and not take an exam in it, that teaching colleagues will make a professional judgement about the achievement of a student, that there can be valid modes of assessment other than the terminal exam and that school based assessment of a pupil's progress can be as equally valid as a terminal exam.

The current points system causes teachers to teach to the exam and in a perverse about turn it is often the teachers who are working harder than the students. The reforms being implemented at junior cycle will cater for the needs of the students but will also nurture the talents of the teachers. Classroom Based Assessments (CBAs) and Subject Learning and Assessment Review (SLAR) meetings are improving feedback to students and improving the professionalism of teachers. If even partially adopted in senior cycle it could be possible to design an individual curriculum catering for the differing needs and abilities of each student to include whole-year and short course modules. There will still be a Leaving Certificate but it won't be so

high stakes because a revised curriculum could be assessed using open book exams, projects, extended essays and also involve wider levels of assessment for character, credits for attendance and punctuality, behaviour and cooperation, participation in extra-curricular with an ability to reward creativity and innovation quotient.

Revised syllabi are being considered for Applied Mathematics, Agricultural Science and Art, when pilot trials are in place to explore science practical exams in Biology, Chemistry and Physics, the Project Maths Cycle has worked its way through the system and as a result of a points incentive the numbers taking higher level mathematics have increased, oral competency is being stressed in Irish with the oral exam now worth 40%, Politics and Society has been introduced as a pilot but will soon be open to all schools. Computer Studies will be offered in a number of schools from September, the rise of oriental languages such as Japanese and Mandarin is becoming more noticeable and over 80 schools will implement Physical Education for exam purposes and there is a further opportunity for students to take the new Phys Ed programme but not for college entry purposes. The renewed emphasis on Wellbeing will help develop the whole student and the competences of students can be emphasised because final school certification will not totally be based on one terminal exam.

Parents and the education partners will need to be convinced that such a schema will not dumb-down our education system. The secret is to trust our teachers and challenge existing pre-conceptions so we can aspire to a second level system which is more responsive to societal needs, which can stand on its own merits, which doesn't encourage artificial hierarchies of high status courses and which ensures equality and equity. The willingness of the third level sector to engage in a debate on entry to higher education is a timely recognition that all isn't well with the present points system. School

leaders remain key levers of change and are willing to engage in meaningful dialogue to communicate the values we seek to promote as a society, to articulate our vision for education, to achieve the best outcomes for our students.

I hope you all return to school refreshed following the Easter break and wish you and your colleagues well as we move into the summer term. ■



Clive Byrne, ESHA President

clivebyrne@napd.ie

 @NAPD_IE

Agenda 2018

APRIL 2018

27th – 29th EPA annual meeting and international conference,
Milan, Italy

JUNE 2018

14th – 16th ESHA General Assembly and international conference,
Netherlands

OCTOBER 2018

16th ESHA General Assembly, Talinn, Estonia

17th – 19th ESHA2018 biennial conference, Talinn, Estonia

School leadership including parents and children

Active, participative citizenship is key for implementing a school leadership framework in any school. Sharing and taking responsibility is an important element in both developing citizenship skills and school leadership. Educating children to become responsible active citizens is one of the most difficult tasks of schools in Europe today. The Paris Declaration of Ministers of Education after the terror attacks clearly call all school leaders to focus on this in order to tackle the most burning problems of today's European communities.

ESZTER SALAMON, HUNGARY (EUROPEAN PARENTS ASSOCIATION)

In ELICIT+, an Erasmus+ project that officially ended in 2016, a training programme has been developed and piloted by a group of project partners led by the European Parents' Association that supports these goals in an effective way. It is designed for the training of a unique mix of participants, the school head, teachers, parents, students and – in an ideal case – the supervising authority, be it a municipality, school authority, church or NGO. The main aims of the trainings are to support democratic ways of living in your own environment, especially the family and school, increased appreciation of knowledge, skills and competences acquired informally and non-formally, increased openness and respect for otherness resulting in better cooperation. As it is designed to build on the responsible use of digital tools, it also supports participants in developing their digital citizenship skills.





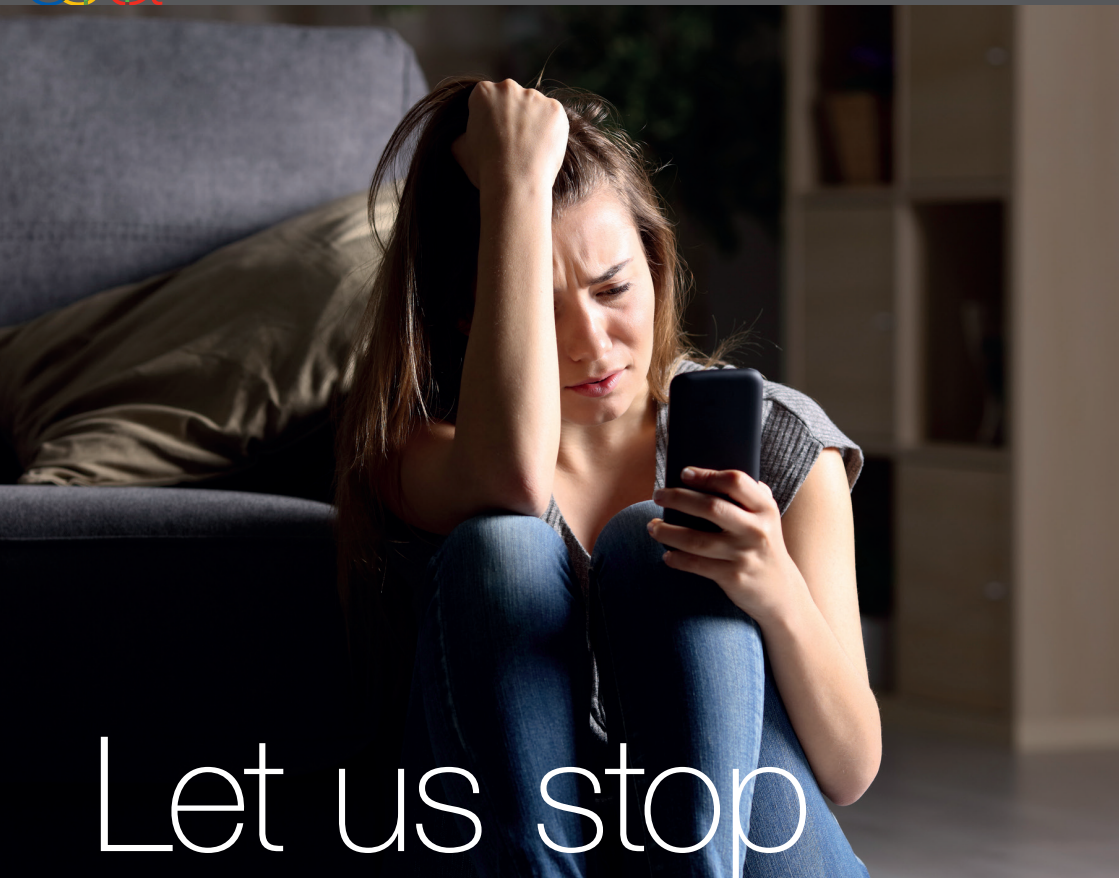
The training manual is available for download [here](#). Trainers are also available to help you implement the training in different timings and format that fits your local context best. Inquire at the ESHA office if interested.

PARENTHelp – SUPPORTING THE INCLUSION OF NEWLY ARRIVED MIGRANT CHILDREN’S PARENTS

Based on a needs analysis carried out in national parents’ associations, the European Parents’ Association implemented a project to address two different obstacles identified: providing answers to basic, everyday questions related to education and beyond, and empowering people receiving new arrivals for inclusion.

The information collected is available on the [ParentHelp Info](#) website. It covers basic questions in the field of education, health care, family support, child care, customs and traditions, special needs, citizenship status, housing, employment, basic services. You can find specific information for children of different ages, as well as adult headaches. The information is provided in English, in the majority language of the country and in the language(s) of the largest migrant groups that have children.

Inclusion efforts are supported by a training that supports a deeper understanding and appreciation of parental engagement, diversity and the importance of inclusion. It also supports school in planning, managing challenges and evaluating progress for better inclusion. During the trainings that have already been carried out in several European countries experience showed that it is equally useful for increased engagement of other, traditionally difficult-to-reach groups such as parents with a low socio-economic status, minorities or Roma. 3-day trainings are carried out by experienced trainers in English, French, German, Spanish, Portuguese, Serbian and Hungarian. Inquire at the ESHA office if interested. A growing library of background material is also provided to supplement the inclusion efforts.



Let us stop cyberbullying

The EU Erasmus+ project working on the skills for school professionals against cyberbullying events

HUUB FRIEDERICH, ESHA CONSULTANT

CHALLENGE BACKGROUND

In previous ESHA magazines (March, September and October 2016) and in workshops during our biennial in Maastricht, the Netherlands, in October 2016, we already paid attention to bullying and cyberbullying.

Sadly, (cyber)bullying remains a reality for millions of teenagers across the European societies. Most of the victims have suffered from (cyber)bullying more than once as the aggression can become repetitive and the violence escalating. The remaining rise of social media has offered a new environment where bullying can occur and cause serious consequences not only for the bullied, but also the bullies and the bystanders of these incidents.

European Parliament highlights that cyberbullying increased among children aged 11-16 from 7% in 2010 to 12% in 2014 (Cyberbullying Among Young People, July 2016).

THE ACTION

The project SPACE intends to answer to the training needs of school teachers. To help them to acquire competences to deal with cyberbullying such as: (1) knowing the dynamics of the phenomenon to plan appropriate action of prevention, information and training and (2) mastering the digital technologies in particular as regards the correct use of the Web, security and privacy to undertake formative actions to their students on these issues.

Many resources and contents about cyberbullying have been developed within projects and actions promoted by schools and other institutions; nevertheless, they remain isolated initiatives, not collected into a single web space and thus tend not to be used.

SPACE wants to address this challenge by the development of a MOOC (Massive Online Open Course) on cyberbullying for school teachers.



THE AIM OF THE PROJECT

The SPACE project intends to:

- develop an online system that host a MOOC and OER (Open Educational Resources) on cyberbullying;
- map and describe the teachers competences needed to prevent and contrast cyberbullying;
- plan, develop and experiment a MOOC for school teachers in order to make them acquire competences to prevent and fight cyberbullying;
- gather, organize and label OER about cyberbullying to publish them in the online system;
- make available a space for a community of teachers sharing practices and solutions;
- make available information material and a toolkit for teachers, trainers, experts, parents and children about cyberbullying.

The main target group of the project is represented by school teachers. Indirect target groups: school manager and non-teaching staff; students; parents; school authorities and decision makers.

Contact the Partners for further information:

AGRUPAMENTO DE ESC.CONDEIXA, Portugal

(Anabela Lemos, anabelalemos@aecondeixa.pt: Esmeralda Cruz,
esmeraldacruz@aecondeixa.pt)

CENTRO SAN VIATOR, Spain

(Alfredo Garmendia, a.garmendia@sanviator.com:
Ainhoa De La Cruz, ainhoa.delacruz@sanviator.com)

IIS MAJORANA, Italy

(Luciano Schiavone, luciano.schiavone@gmail.com:
Anna Gemma, salvatore.giuliano@me.com)

ISTITUTO COMPRENSIVO BOZZANO, Italy

(Maria Rita Metrangolo, mritametrangolo@libero.it:
Gabriela Rodi, gabriela.rodi@damelio.info)

LEARNING COMMUNITY, Italy

(Laura Vettraino, info@learningcom.it: Eleonora Guglielman,
e.guglielman@gmail.com)

MERKEZ ATATÜRK ORTAOKULU, Turkey

(Serdal Şeker, serdalseker29@yahoo.com: Şenol Doruk,
merkezaturk29@gmail.com)

ESHA, Netherlands

(Huub Friederichs, h.friederichs@ijzee.nl:
huub.friederichs@esha.org)

The SPACE Project website: www.spaceproject.net



Erasmus+

Breaking the Silence Together

Child sexual abuse and its
impact on children wellbeing and
educational success

Child sexual abuse is one of the worst forms of violence against children and has a very high incidence. According to the Council of Europe, between 10 and 20% of children suffer sexual abuse during their childhood, without distinction related to social class. The impact of this reality extends over time, becoming a global public health matter.

FOUNDATION VICKY BERNADET, CATALONIA



The impact that the exposure to violence has on all areas of children's development is undeniable. Regarding the development of education, several studies suggest that violence against children has consequences on their school success chances leading to worst educational outcomes, higher levels of absenteeism, repetition and risk of early school dropout. In addition, as a result of the violence-based relationship model, children who are victims of violence show an increased number of disruptive behaviors, which in a school setting, usually lead to punishments and expulsions.

WHY ARE SCHOOLS KEY PARTNERS IN THE PREVENTION AND PROTECTION FROM CHILD SEXUAL ABUSE?

The school is a privileged setting to detect and to response to situations that threaten children welfare and development. Thus, schools must ensure a safe environment for children and must be able to

track their evolution, in order to notify to the competent authorities any identified situation of vulnerability.

However, it should be noted that despite being classified as a form of violence, child sexual abuse has a number of characteristics that make it particularly difficult to identify by both the children themselves, who are suffering it and by the adults in their environment that could act as protective figures.

The taboo associated with the subject, also becomes a barrier to its notification, contributing to the denial and concealment which perpetuates the suffering of children. In addition, the fact that in many schools there is no structured procedure for prevention work and to act systematically suspected or disclosure of a child sexual abuse case of making the school can feel overwhelmed by this issue and is not giving the required protective response.

AN ALLIANCE TO STRENGTHEN THE PROTECTIVE ROLE OF SCHOOLS

Given this reality, the "BREAKING THE SILENCE TOGETHER. Academic success for all by tackling child sexual abuse in primary schools of Europe" aims to give a major step forward to improve the prevention and detection of child sexual abuse in the primary schools of Europe.

The project, with a total duration of 2 years, is implemented by a Consortium of 5 European organizations specialized in child sexual abuse, child wellbeing and/or educational management, from Spain, Greece, Austria, Netherlands and Poland.

At its end, on August 2018, the project will have designed and systematized a program to prevent child sexual abuse in primary schools which will involve both teachers and management teams of schools, students and their families and other stakeholders, with a community-based and collaborative approach.

The resulting program will be the confluence of different processes that will integrate the results of published academic research, the expertise of the partner organizations, the knowledge of national experts on the issue and the implementation of a pilot test accompanied by a participatory assessment process with the different groups involved in each of the participating countries.

The project will provide 5 different tools specifically oriented to meet the expectations and needs of different target groups:

1. Report "Learning from experience". An analysis of former successful child sexual abuse prevention programs with key success factors.
2. Community prevention program. A tool for school principals to lead the implementation of the program within their school.
3. Teachers' manual. A tool for teachers with recommendations and activities to help children understand, prevent and protect themselves from abusive relations.
4. Toolkit for children and families, with strategies and recommendations to work at home.
5. A raising awareness material for the civil society, with key messages regarding the prevention and protection from child sexual abuse.

WHAT HAVE WE ACCOMPLISHED SO FAR?

During the first year of implementation, the project has already achieved some significant milestones, such as:

REPORT "LEARNING FROM EXPERIENCE"

Before starting the field work, the project was meant to dig into specialized research in order to learn from previous experiences in the prevention of child sexual abuse from a community based approach. This analysis has been gathered in the report "Learning from experience" which systematizes successful experiences in community

programs preventing child sexual abuse in European schools. This report has been developed through a process of research and collective reflection with the participation of all members of the Consortium and, as a result, it distils dimensions of success that will guide the design of the prevention program and other related products in the project.

FIELD WORK PREPARATION

The Community Prevention Program will be tested in 6 schools in Spain, Austria and Poland in order to make sure it really tackles the worries and needs of all target groups: principals, teachers, students, families and stakeholders. To prepare the schools for this pilot test, an initial training is taking place in the participant schools, which will lead to the implementation of 18 focus group with each of the target groups. The information collected during this process will enrich the tools' design, ensuring they meet the expectations and needs of the different collectives.

EXTERNAL QUALITY MECHANISM SET UP

The dimension of quality assessment is carried out through Expert Advisory Councils in each of the participating countries. These Councils are composed of academics and professionals specialized in the fields of child protection, child sexual abuse and education. They also involve professionals with responsibilities in the field of public policies on child protection (either local or regional) in order that they become aware of the extent of the problem and take action. Up to date, the Councils have celebrated the first meeting of the two expected throughout the project.

TRANSNATIONAL MEETINGS

So far, two out of three transnational meetings have taken place. These meetings offer the chance to face the project's challenges

in a cooperative and creative way within the Consortium. The first meeting was held in Barcelona in December 2016, while the second was celebrated in Graz (Austria) in July 2017.

During the second year, the project will continue working on the design of all the expected tools and, after the pilot test and the validation from the Consortium and the Expert Advisory Councils, will draft the final version of the materials, which will be available in the project's website. In order to raise awareness and present the tools developed during the project, a total of 4 national seminars (in all of the partners' organization countries) and a final conference which will take place in Netherlands on June 15 2018.



CALL FOR EXPERTISE

In Search for an **Expert to assist the process of Reforming the Educational System in Moldova.**

The Moldovian Ministry of Education, Culture and Research
in Chisinau is looking for:

AN EXPERT TO HELP IN THE PROCESS OF REFORMING THE EDUCATIONAL SYSTEM

The Minister of Education, Culture and Research, Monica Babuc, is
looking for **2 or 3 curriculum experts who could assist her in the
new process of curriculum design.**

If you are interested or might refer to people who are able to assist,
please contact for further information: Prof. Liliana Romaniuc,
Ph.D, President, Asociația Română de Literație (Romanian
Literacy Association), Tel. +40 758073027, office@arlromania.ro ,
www.arlromania.ro

Schools, parents, students and Junior Cycle Reform

Wellbeing team leader, jct, offers guidelines for schools



BETTY MCLAUGHLIN

“Junior cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives.”
Framework for Junior Cycle (2015)

Parents and guardians are the primary educators. They can support their child's learning and wellbeing in the most effective way by listening to them and believing in their potential. Every child can succeed in the new Junior Cycle as a result of its focused reform.

"All of us need 'one good adult' in our corner. This is someone who gets us, who listens to us and who believes in our potential" (Junior Cycle Wellbeing Guidelines, NCCA 2017).

The Junior Cycle for Teachers (JCT), a dedicated continuing professional development (CPD) support service of the DES, has recently added an informative PowerPoint on Junior Cycle Reform to its website that schools can use during parents' evenings or Open Days.

This presentation explains:

- The students' learning experience.
- Structure of the Junior Cycle.
- Subjects, Short Courses, Wellbeing and Other Areas of Learning.
- Assessment and Reporting.
- Junior Cycle Profile of Achievement (JCPA).

Please check out this presentation on:

<https://www.jct.ie/leadership/resources>

There is also a downloadable information leaflet available on:

<https://www.jct.ie/perch/resources/leadership/jcinfofparentspost-primaryleaflet.pdf>

Who better than a parent or guardian to provide the support and understanding that students need in Junior Cycle and beyond?



PARENTS MAY CONSIDER THE FOLLOWING:

INFORMATION: It would be most helpful if parents have an opportunity to understand what JCR is all about. A good starting point is to examine and reflect upon one of our comprehensive brochures on www.jct.ie or www.ncca.ie.

TASK: Recognise that your child could be doing differing types of activities for homework e.g. more active research, presentations, groupwork, using digital technologies. Discuss with the teachers what you can do as a parent to support the new inquiry based, self-directed and more independent experiential learning that your child will be engaging in. For example, you will see your child participating in project work, particularly in English, Science, Business, MFL, Gaeilge, History, Geography, Home Economics, Business, English and Wellbeing.

LISTEN: Listen, discuss and support your child's ideas, ask your son/daughter how they are coping in class, where are the challenges, what is important for them in their learning, how did they cope with the difficulties and/or did they ask for help. These questions will encourage students to reflect upon their learning and this is a huge part of the JCR in terms of making learning more meaningful for students.

SUPPORT: In order to best support, understand and empathise with their children, and, to have the important, focused and helpful conversations, parents need to know that throughout the Junior Cycle, students will be engaged in:

- Reviewing feedback from their teachers and identifying what they have done well.
- Identifying what they should do next.
- Setting and achieving personal goals.

- Drafting and redrafting and correcting their own work.
- Giving feedback to their peers.
- Considering examples of good work and identifying how they can improve on their own work.

CLASSROOM BASED ASSESSMENTS (CBAs): will be undertaken during a defined time period within normal class contact time and to a nationally set timetable. Generally, students will complete one CBA in Second year and one in third year per subject (except in Gaelige). CBAs will be reported on in the JCPA, and issued to students by schools, using the following descriptors:

- Exceptional
- Above Expectations
- In Line with Expectations
- Yet to Meet Expectations



CBAs are a pause in the students' learning that both supports and consolidates their learning. The grade at the end of the three years is no longer the only marker of the young person's achievements. The CBAs will allow your child to work over a period of time supported by the feedback from their teachers and others, ensuring that they can produce their best work. It is also important that you affirm your child that it is not only the grade that matters but rather it is just a snapshot in time. What is important for them in the CBA experience, is what they have actually learned about themselves throughout the CBA experience. Here, it is important for your child to reflect upon how it has helped them to engage with the subject and their personal growth while examining the feedback as a tool to enable them to progress further in the future. Essentially, parents need not be overly concerned about the grade achieved but rather parents should continue to keep the all-important lines of communication open by asking their child what the difficulties are they have encountered and to discuss some possible strategies to help them into the future. There may be opportunities for your child to practice their CBA in front of you. When doing so, you can support them by asking them what kind of feedback they are getting and how are they learning best in the different subjects.

REPORTING in JUNIOR CYCLE: A New reporting structure at Junior Cycle will contribute to the personal and educational development of students. It will support and underpin ongoing learning and assessment. Reporting will:

- Provide information to parents about their son or daughter's achievement and progress in school.

- Support students in their learning by suggesting the next steps to be taken or providing feedback to help students to move forward in their learning and to help students' self-evaluation. As we support students in their learning we are also supporting their wellbeing in schools.

NEW TEACHING STRATEGIES: Parents can log onto www.jct.ie, www.curriculumonline.ie & www.ncca.ie to view the new teaching strategies videos on the JCT website. This will enable you to understand the changes and to see what is different now in classrooms compared to what you learned and experienced in school. This will help you to support your child's learning. Ask your son/daughter 'How did the class go? How did you feel about this task?'. These reflective questions are in keeping with the strong emphasis on student voice that is a major progressive step in the reformed curriculum. Please encourage your child to speak openly and to express their thoughts and feelings, building self-confidence and their all-important communication skills.

Through engaging with these new teaching strategies, in Junior Cycle, students will:

- Be more actively engaged with learning.
- Take greater ownership of their learning
- Have a critical engagement with digital technology.
- Be encouraged to problem solve and think creatively.

KEY SKILLS: It is important to encourage the development of the eight key skills as depicted in the infographic below which are central to the students' learning experience in Junior Cycle.

INDICATORS OF WELLBEING

 <p>ACTIVE</p> <ul style="list-style-type: none"> • Am I a confident and skilled participant in physical activity? • How physically active am I? 	 <p>RESILIENT</p> <ul style="list-style-type: none"> • Do I believe that I have the coping skills to deal with life's challenges? • Do I know where I can go for help? • Do I believe that with effort I can achieve?
 <p>RESPONSIBLE</p> <ul style="list-style-type: none"> • Do I take action to protect and promote my wellbeing and that of others? • Do I make healthy eating choices? • Do I know where my safety is at risk? 	 <p>RESPECTED</p> <ul style="list-style-type: none"> • Do I feel that I am listened to and valued? • Do I have positive relationships with my friends, my peers and my teachers? • Do I show care and respect for others?
 <p>CONNECTED</p> <ul style="list-style-type: none"> • Do I feel connected to my school, my friends, my community and the wider world? • Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts? 	 <p>AWARE</p> <ul style="list-style-type: none"> • Am I aware of my thoughts, feelings and behaviours and can I make sense of them? • Am I aware of what my personal values are and do I think through my decisions? • Do I understand what helps me to learn and how I can improve?

CONSIDER: As a parent/guardian, you might pose some of the following questions:

- How do I support and manage my child's learning?
- Do I supervise homework?
- Do I give my child responsibility for their learning?
- Do I discuss the feedback my child receives from teachers to encourage them and support them to move forward in their learning.

THE NEW WELLBEING PROGRAMME: How we feel about ourselves and others influences everything we do. Wellbeing is essential for successful learning and a happy life. The new Junior Cycle recognises this. It emphasises the importance of supporting learners to develop the knowledge and skills they need to maintain positive mental, emotional, social and physical wellbeing. The wellbeing curriculum is about promoting a caring, learning environment that enables students to develop confidence and positive relationships.

Learning through health and wellbeing promotes independent thinking and positive attitudes/dispositions. More self-assured students will gain an awareness of the effect they have on others. Students will acquire capabilities to make healthy lifestyle choices now and into the future. Achieving educational potential while maintaining a healthy balance in life are desired outcomes for students. Students will have opportunities to engage with and to experience the six wellbeing indicators: active, aware, respected, resilient, aware and connected.

POSITIVE OUTCOMES FOR STUDENTS: Given the support and necessary new learning experiences which are central to the Framework for Junior Cycle (2015), the principles of learning and the development of key skills, students will undoubtedly become confident, happy, successful and self-directed learners, eager to learn, creative, active, connected, resilient, ambitious, experiencing joy and success in their lives while feeling affirmed and Supported

Parents may find the following videos helpful:

NCCA Student Voice: <http://www.juniorcycle.ie/Curriculum/Student-Voice>

Carol Dweck: https://www.youtube.com/watch?v=QGvR_0mNpWM

TED Talk: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

Please do not hesitate to contact us on info@jct.ie or betty.mclaughlin@jct.ie if we can be of any assistance to you on Junior Cycle Reform and all its facets.

The Open School for Open Societies project

The OSOS project encourages an open school approach. An open school opens up to the community and uses the school's environment to enrich the learning experience of the students. It imports external ideas that challenge internal views and beliefs and uses these insights to innovate education. Furthermore, an open school is a more engaging environment for learning and makes a vital contribution to the community: student projects meet real needs in the community outside school and draw upon local expertise and experience. And finally: learning in and together with the real world creates more meaning and more motivation for students and teachers.

FRED VERBOON, ESHA DIRECTOR



Nineteen European organizations, such as universities, schools, policy making organisations, science centres and organizations representing school heads and physics, are participating in the European education project Open School for Open Societies (OSOS project).

The OSOS project will enable schools to:

- reach out to members of their community and build lasting relations
- offer students the unique possibility to learn from real life projects,
- develop students' competences such as team work, problem solving, entrepreneurial and presentation skills,
- improve students' motivation and self-esteem,
- build a network of stakeholders and benefit from their knowledge and resources

THE FIRST OSOS SCHOOLS

The Open Schools for Open Societies project aims to support 1.000 schools in 11 participating countries to become Open Schools. What has the OSOS consortium achieved during the first months of the project?

In Europe, the levels of autonomy for schools differs significantly. In some countries, schools can decide to participate in the project, while in other countries these decisions are made on a local, regional



or even state level. Because of these different levels of autonomy, some project partners experienced challenges with engaging schools in their countries, while other partners had many interested schools that preferably participated in the first phase of the project.

In Greece, ninety-nine schools applied to participate the project during the first year. An assessment committee had to be established in order to select 10 schools and 5 runners-up. The national coordinator in the Netherlands, NEMO Science Museum, has selected 15 first schools. Portugal, Ciencia Viva, starts with 18 schools and the national coordinator of Spain, the University of Deusto, starts with 13 schools. ORT from Israel will support 10 Schools, just like the university of Finland in their country. In Bulgaria, 4 schools have already expressed their interest to become part of the national OSOS Open schooling Hubs.

It seems that only after 8 months, 126 schools have committed to become Open Schools. According to Fred Verboon, the director of the European School Heads Association, the Open Schools for Open Societies project offers a clear vision that every school should adapt. Schools need to become connected with their local and regional communities. Verboon truly believes that it takes a city (in this case a local community) to raise and educate a child.

'In Israel, some of the schools have already started their projects, while the others will begin in the following weeks. The subjects of the projects are very diverse and deal with matters concerning the community in different ways – mapping polluted areas and improving yields in agriculture using technology; finding solutions to help disabled people; offering new aspects to city tours tourists can take; and even confronting the problem of stray asteroids threatening (hypothetically?) to crash on Earth...'

Are you interested in joining the project? Please take a look at our website: <https://www.openschools.eu/join-osos/> and contact your national coordinator.

OSOS GOES INTERNATIONAL

The OSOS project has received positive feedback from the international community only a few months from its existence. Our Portuguese partner Nuclio has given a worldwide tour that included presentations and workshops related to OSOS in Kentucky (US), in São Paulo (Brazil), in Cascais (Portugal) in Dublin (Ireland), in Brussels (Belgium) and even at the premises of the European Space Agency in Noordwijk (The Netherlands).

SUPPORTING 1000 SCHOOLS

The project aims to support 1000 schools with the implementation of the Open Schools approach and projects. In order to support that many schools, national coordinators have been appointed to engage and support the first 10 OSOS schools in each country. In 2018, based upon the experiences of the first OSOS schools, the Open Schools for Open Societies platform will be made available for all 1000 participating schools in 2019. The first step towards the OSOS platform has been completed by Ciência Viva (Portugal). Ciencia Viva has produced the so called OSOS Support Mechanism, with the main goal of helping the participating schools and their communities in all aspects of the open schooling approach.

‘Opening up schools to their communities is a strategic aim of the country’s national policy as well as to motivate students and teachers to engage in meaningful learning and creative activities. Through this project, we expect to disseminate this open schooling culture all over the school community in Greece’ Institute of Educational Policy in Greece

NEED INSPIRATION?

The OSOS website, <https://www.openschools.eu/inspiration/> , already includes interesting good practices that can be act as accelerators during the implementation of the open school approach in the participating schools. Besides the good practices on the web, the project partners collected more than 50 good practices and these will be shared with all participating schools of the first phase in the next few months. Good practices are a very important part of the project, because they will help innovative schools to progress more and develop their innovative ideas to new localized projects that could provide new solutions for the school and its community, bringing the gap between formal and informal learning settings and creating new opportunities for personalization at different levels (student, teacher, school).

The Heerbeek College realized that it is important for students to know what is going on in their environment. They engaged the regional companies and institutions with the aim to show their students what happens with the knowledge they acquire in their school. The teachers of the Heerbeek College also visited the companies and institutions, They learned what skills are required for their students in order to be successful. [Click to watch the video.](#)

OSOS SUMMER SCHOOL 2018

Are you a School Head or a Teacher seeking to bring innovation to your school and open it to the local community? The OSOS Summer School aims to offer a high-impact and transformative experience in personal and organizational level through a series of workshops, good practices and... challenges. Contributing to your own professional development, we will provide open school strategies and tools to implement the necessary changes in order to introduce openness in your own school. During the OSOS Summer School, personal

and individualized support will empower you to engage in innovative practices. Instead of suggesting a one solution fits all approach, you will learn how to choose existing or design new open school activities addressing real needs of the local community.

School Heads and Teachers participation in the OSOS Summer Academy courses can be funded by the ERASMUS+ Program. Eligible countries for ERASMUS+ funding are the 28 EU member States, plus Iceland, Lichtenstein, Norway, Switzerland, Turkey and FYROM.

More info about the training and the Funding opportunities of Erasmus can be found at <http://osos.ea.gr/> or please contact osos_summer@ea.gr for further information.

ESHA Biennial Conference, Tallinn, Estonia 2018

17th-19th October 2018

Welcome to Estonia! The history of formal education in Estonia dates back to the 13–14th centuries when the first monastic and cathedral schools were founded. The first primer in the Estonian language was published in 1575. The oldest university is the University of Tartu which was established in 1632.



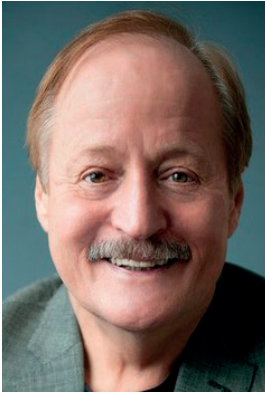
But today we would rather look to the future, not the past. Estonian education system has supported our students to excellent PISA test results. Named 'the most advanced digital society in the world' by Wired, opens up new opportunities for modernization of teaching and learning on all levels of education.

Estonian School Heads Association is honoured to host the ESHA Biennial Conference in Tallinn, Estonia on October 17-19, 2018. We welcome you to share ideas, best practices, inspiration and contribute to discussions about innovation in education.

Some topics and questions to be addressed at ESHA 2018: When we discuss technological innovation in education, should we choose evolution or revolution? This is one of the main questions we'll address in Tallinn. How to balance between traditional and innovative approaches to learning and teaching practices? Should we expect innovation from the top or should we let schools and students themselves lead the change? Should governments finance the change or are there enough free resources and private interest? What technology and platforms to choose?

In parallel with discussions on the future of education, we also invite you to enjoy Tallinn and Estonia which at current moment is holding the presidency of the Council of the European Union. The REGISTRATION is now open via www.esha2018.eu. You can register for conference, gala dinner, site visit and accommodation with some attractive early bird offers.

At this moment we are honoured to announce the following speakers;



Ian Jukes, co-founder and executive director of the infoSavvyGroup21; Ian Jukes has been a teacher, an administrator, writer, international consultant, university instructor and keynote speaker. He has worked with clients in more than 80 countries and made more than 10,000 presentations. To date he has written or co-written more than a dozen books, 9 educational series and 100 articles. First and foremost, Ian is a passionate edu-

cational evangelist. From the beginning, Ian's focus has been on the compelling need to restructure our educational institutions so that they become relevant to the current and future needs of the digital generation – and to prepare them for their future and not just our past.



Linda Liukas, programmer, storyteller and author of Hello Ruby; Linda Liukas is a programmer, storyteller and illustrator. Her children's book, Hello Ruby, is the “world's most whimsical way to learn about technology, computing and coding.” In 2014, Liukas launched a Kickstarter campaign for the book and raised \$380,000. Liukas founded Rails Girls, which has organized workshops in over 230 cities, teaching the basics of program-

ming to more than 10,000 women. In 2013, the European Commission gave Linda Liukas the title of “Digital Champion of Finland”.



Florian Hoffmann, founder and president of the DO school; Florian Hoffmann is a social entrepreneur and innovator in the field of education. The DO School is a social enterprise that educates, trains and mentors talented individuals to turn their ideas into action. The DO School currently has campuses in Hamburg and New York. Florian's work has been covered widely in publications such as the Financial Times, the Wall Street Journal, Fast Magazine and others. He contributes to the public debate on education and innovation and has been teaching the DO School method at a variety of universities including Columbia University, Oxford University, the University of Geneva and others.



Ewan McIntosh, author and founder of No Tosh; Ewan McIntosh is the founder of NoTosh, the no-nonsense company that makes accessible the creative process required to innovate: to find meaningful problems and solve them. Ewan wrote *How To Come Up With Great Ideas and Actually Make Them Happen*, a manual that does what it says for education leaders, innovators and people who want to be both. School leaders and innovators struggle to make the most of educators' and students' potential. Ewan and his team at NoTosh cut the time and cost of making significant change in physical spaces, digital and curricular innovation programs.

PROGRAM

Wednesday October 17, 2018

School and other site visits around Estonia

Thursday October 18, 2018

Plenary sessions, parallel streams, gala dinner

Friday October 19, 2018

Plenary sessions

See also www.esha2018.eu

Meanwhile, please enjoy some photos of the host country and get familiar with the structure of the conference.

Looking forward to meeting you in Tallinn!

Yours sincerely,

Toomas Kruusimägi

President of the Estonian School Heads Association

Intercultural Learning for pupils and teachers project

In our increasingly multicultural society Intercultural Learning becomes more important every day. We need to provide students with relevant competences in order to be active in school and society. Building on these needs the Erasmus+ project 'Intercultural Learning for pupils and teachers' offers school leaders and teachers of secondary schools trainings and tools to include intercultural learning in every subject and aspect of the school life.

FRED VERBOON, ESHA DIRECTOR



THE TOOLBOX

The Toolbox of the Intercultural Learning for pupils and teachers project is one of the main outcomes of the project. The Toolbox contains many lessons and has been published! You can find it here.

The Toolbox is divided in 4 sections:

- whole school approach,
- cross-curricular activities,
- subject related activities,
- international mobility

For now it is available in English, but soon translations will be available in French, Italian and German. The toolbox is in the testing phase until June 2018. However, the feedback of the pilot schools has already improved the usability of the many tools.

TRAINING

The partners of the consortium have organized trainings for interested teachers in their countries. In total, 14 training seminars have been organized in the participating countries. The trainings in Germany, Spain, Poland, Belgium, The Netherlands, France, Turkey and Italy have resulted in 250 trained teachers.

INTERESTED TEACHERS CAN STILL ATTEND THE FOLLOWING TRAININGS AND EVENTS:

Intercultural Learning training on 18-19 April 2018 in Thüringen, Germany

ASD Germany will organize a 2-day-training in Germany on April 18th and April 19th. The training will be given by Margret Roessler. Please contact Margret on margretroessler@web.de for further information.

Spectrum of Education VI on May 2-6, 2018 - Istanbul, Turkey

The Spectrum of Education forum will focus on Global Citizenship education. This trainings opportunity is organized by AFS, a partner of our project. More details can be found on: <https://egitim.type-form.com/to/NOFWIW>

The consortium partners also highly recommend the following seminar.

GAP Seminar 2018: 'Immigration and Quality Education', 26th to 29th of April 2018 in Palermo, Italy

The Palermo Seminar will explore, learn more and elaborate on how schools and teacher education institutions can handle Immigration and migration from the perspective of Quality Education. This seminar is organized by The Learning Teacher Network.

USEFUL PLATFORMS FOR INTERCULTURAL LEARNING

The platform is of the Intercultural Learning for pupils and teachers project certainly is not the only useful platform on intercultural learning. The project partners applaud the following initiatives for their outstanding platforms on Intercultural Learning. These platforms are useful resources for all educators that are interested in Intercultural Learning.

British Council

The website of the British Council includes several programs on global education, global citizenship, intercultural and global awareness ecc.

School Education Gateway

School Education Gateway is a platform of the European Commission, in 23 European languages, offers resources, ready-to-use tutorials and teaching materials, events, Erasmus opportunities. Of particular

interest is the Teacher academy which provides training online, the latest course named Competences for 21st Century Schools focused on issues and challenges related to making competence-based education a reality in the classroom (presentations, concrete examples, case studies) collaborative learning)

PESTALOZZI Programme

PESTALOZZI Programme is the Council of Europe's programme for the professional development of teachers and education actors. The aim of the Pestalozzi Programme is to carry the message of the Council of Europe and its values – democracy, respect for human rights and dignity and the rule of law – into the practice of. It organises training activities on key concerns of the Council of Europe in such as education for democratic citizenship, human rights, multi perspectives in history education, media literacy, etc. The site also provides nice tools such as online questionnaire called Are you intercultural in 19 languages, bibliography etc.

The European Centre for Modern Languages

The European Centre for Modern Languages has published the guide Developing and assessing intercultural communicative competence for teachers who intend to work on intercultural communication. This page offers self-study materials for teachers and other educational stakeholders. There are four modules: a discovery module; a module concerning the relationship between pluralistic approaches and language education policy; two modules presenting specific uses of FREPA in the classroom.

GO2B project

The GO2B project partners have developed a system to validate non formal learning during exchanges, using digital badges. Students of secondary schools taking part in exchange programs learn how to

operate in intercultural settings by doing (informal learning) and they are developing skills that have value in global employment market. GO2B projects explores how the competences gained can be showcased and recognized.

The learning Teacher Network

The Learning Teacher Network is a network that aims to train practitioners and educationalists to become advocates of education for sustainable development: future generations will not be adversely affected by the actions of the current generation.

UNESCO Global Citizenship Education

Compilation of resources from various organizations and on various topics including Intercultural Learning hosted by UNESCO.



The overarching theme is Global Citizenship Education (GCED) and it includes materials within the various GCED dimensions.

The skills portfolio

“The Skills Portfolio is the new essential tool for every participants in a mobility project. It allows people to conduct a self-assessment of their skills according to the 8 key-competencies of the European Union before, during and after a mobility experience. Thanks to this Portfolio, you will:

- evaluate your competencies already acquired
- identify the competencies you wish to acquire”

Intercultural Training for School International Co-ordinators

The ICTPIED project offers a training on intercultural education that consists of six modules which are interlinked, but whose content can also be use independently. One key feature is the inclusion of a number of intercultural scenarios which feature some of the key issues faced by those in school who manage international activities.

READ MORE ABOUT THE INTERCULTURAL LEARNING FOR PUPILS AND TEACHERS PROJECT..

Read more about the organizations taking part at this project here. Please visit our website intercultural-learning.eu and subscribe to our newsletter to receive more information on the training courses offered and the project development!



Visit from Iceland to 'de Wijnberg'

ANNEMARIE GRAUS, PSYCHOLOGIST / MONIQUE HOPMAN, MANAGER

ESHA CONFERENCE

Together with the European School Heads Association (ESHA), the Dutch association for school leaders (AVS) organized an international conference on education in October 2016 in Maastricht, the southern part of the Netherlands. Theme of the conference among other things was 'Wellbeing for 21st century kids'. In addition to informative lectures and workshops, there was also the possibility to visit schools in the area. De Wijnberg was one of the participating schools at the time.

DE WIJNBERG

De Wijnberg is a school for primary and secondary special education and provides education for children aged 4 to 18 years at different locations in Venlo, Venray, Roermond and Weert in the Netherlands. De Wijnberg is a residential treatment school and offers appropriate special education to pupils with a serious disharmonious developmental profile. There is close collaboration with the Mutsaersstichting, an institution for youth mental healthcare.. Together with the Mutsaersstichting, de Wijnberg forms a Full Service Centre in which an integrated program of education and healthcare is organized. De Wijnberg and the Mutsaersstichting work from the vision 'A child - a family - a plan', which focusses on the child or the young person, the parents / guardians, brothers and sisters, friends and fellow pupils. Education is aligned with the development possibilities of the pupil. It is organized in such a way that the pupil can go through an uninterrupted developmental process, with the development perspective being the central goal.

SCHOOL VISIT

In the context of the ESHA conference, de Wijnberg welcomed a number of guests from different countries, including the Pelamerkurskóli from Iceland. Pelamerkurskóli is a primary school in the southwest of Iceland.

During their short visit to de Wijnberg, the guests of Pelamerkurskóli were taken along to explore the Full Service Centre of de Wijnberg and the Mutsaersstichting with a bird's eye view. They got a lot of impressions during their visit and took home lots of ideas and impressions.

ONE YEAR LATER

About a year after the ESHA conference in 2016, de Wijnberg received a question from the Pelamerkurskóli. Still fascinated by what they had seen a year earlier, they asked about the possibilities for a new visit to investigate the way in which de Wijnberg measures and evaluates the social-emotional development and the didactic development of the pupils. Furthermore, they indicated that they were still interested in the way in which de Wijnberg, in addition to teaching in the classroom and in the school, uses the surroundings outside the school in the curriculum.

PROGRAM

In order to meet the research question of the Pelamerkurskóli, as well as the possibility to learn from each other, a wide range of activities and moments of reflection were planned. In the first place, attention was paid to getting to know the Full Service Centre of de Wijnberg and the Mutsaersstichting.

Pelamerkurskóli: "On the first day we met de Wijnberg and the Mutsaersstichting. We received a thorough presentation of the school and its surroundings. We saw that the area surrounding the school is very large and that the school is located in a green and wooded area. The Full Service Centre makes extensive use of this outdoor space, both for offering education and for carrying out therapies".



In addition to getting to know the Full Service Centre, the way in which the special education at de Wijnberg is evaluated was discussed. In order to evaluate educational, social and emotional goals, the Wijnberg developed a school-specific standard. The school-specific standard of de Wijnberg is the benchmark for internal quality regarding pupil care, phasing of education, behaviour and learning and contains guidelines and starting points to provide the best possible education for the pupil.

Pelamerkurskóli: De Wijnberg works according to a given system where the school-specific standard is an important starting point. It takes into account the possibilities and talents of every pupil. The school works according to precise criteria to guide and develop children individually as well as in groups. The progress of each



student is being monitored according to the criteria described in the school-specific standard.

Finally, there was sufficient time to get acquainted with the 'green' environment surrounding the Full Service Centre. The effort in using nature and the attention being paid to healthy living with regard to the development of children is frequently being investigated nowadays. This research shows that there is a clear positive relationship between these two factors. At de Wijnberg this idea has been endorsed and much has been invested in 'green' education. To get the Icelandic guests acquainted with this idea, they attended a lesson in 'experienced-based learning' and were present at the 'Green Thursday', a thematic day in the open air with various activities focused on the green surroundings within the Full Service Centre.

Pelamerkurskóli: "On the 'green Thursday' together with the children, we attended a special program consisting of three parts: we made artworks from bamboo, cooked potatoes on a fire in the open air and played a game in the outdoor classroom".

The visit of our Icelandic guests got a nice follow-up from our colleagues from the Talent Campus Venlo. A visit that we certainly did not want to retain them from and therefore absolutely recommended. During the visit to de Wijnberg, a lot of information was exchanged and there was a lot of mutual learning. It was a nice visit, from which a wonderful international collaboration was started. Learning, cooperation and collaboration does not only take place within the school, Full Service Centre, school partnerships or country, but also crosses borders.

For more information visit: <http://www.dewijnberg.nl/>

On behalf of team 'de Wijnberg'

School management Iceland visits Talentencampus in The Netherlands

ANGELICA VAN GASTEL



Ingileif Astvaldsdottir, head of the Pelamerkurskoli in Akureyri in Iceland, her deputy director Unnar and ergo therapist Sigga arrived at our Talent Campus Venlo on November 6th 2017. In the Talent Campus Venlo we offer primary education, special primary education and special education behaviour and special education for mentally retarded children, in close cooperation. This in addition to regular and special childcare.

Our guests from Iceland wanted to know how the education system was set up in the Netherlands and we could show many elements from the school system under our roof!

After getting acquainted and an introductory conversation, we made a tour through the building. The TalentCampus in Venlo has, in order to do justice to the diverse educational needs of the pupils, different areas which we call:

- Villages: small-scale, with a considerable degree of structure and predictability;
- Cities: that are already more dynamic;
- Metropolitan areas: on a larger scale and where more self-direction and communicative skills are expected from the children

Children are part of a basic group (expert-related), and also use other groups during the day, depending on their development prospects and educational needs. Many pictures were taken during the visit. Ingileif and her colleagues were impressed by the light building and the materials they saw.

In order to get closer to educational practice, our guests successively visited a lesson in a group of expertise in primary education, a lesson in a group of expertise in special primary education and a lesson from the professional teacher in music in special education. They noticed that the children were well-behaved.

In the last hour of their visit we, together with team leader Carool Maesen, had a fascinating conversation about their observations and experiences with us. We also discussed their experiences within their own school, an Eco-school with 'Outdoor-education'. Of course we wanted to know more about that! Iceland has four schools for special education and many regular schools have a policy of inclusive education. Pelamerkurskóli is a regular primary school with inclusive education in the southwest of Iceland. The school provides education for children between the ages of 6 and 16 years and covers 10 schoolyears. Currently the school is visited by about 70 students from the surrounding area. Children are brought to school by busses from the region. The school has 19 staff members. The core values of the school include promoting the social-emotional and cognitive development of children from a positive self-image and respect for fellow human beings. To accommodate children with additional needs, they use physical education and outdoor activities to expand their curriculum. In 2009 they received an award for this. Iceland has four schools for special education and many regular schools have a policy of inclusive education. Class sizes in Iceland is bound to a max of 27, at this moment they are trying to lower that number.

Basic language in the school is Icelandic, from 10 years old Danish is a compulsory course at school. At a later stage English is added to the curriculum and again later students can choose a language like French, German or Spanish.

The Pelamerkurskoli school is situated in the middle of nature, which is also used for education: a part of the courses is given outside, in addition a connection is made with farmers in the area: on the farms they learn about nature and farming. In addition, the teachers and their groups make drawings of the mountains and forests to learn about flora and fauna. They go skiing with all pupils, Christmas trees are chopped by the children themselves (and are replanted in the spring). The school year consists of a lot of sport and movement. We would have liked to hear more about it, but unfortunately our time was up.

It has been a beautiful morning! It has been pleasant and stimulating to exchange educational vision and educational practices with people with 'hard to pronounce' names from a distant world who are regularly lit by the Northern Lights and then feel such a great professional affinity.

Angelica van Gastel,
 Director Development Talent Campus Venlo
<https://www.talentencampusvenlo.nl/>



Association for Dropout Prevention in Europe - ADPE

Keeping all aboard

Early school leaving (ESL) has been recognised as a pressing concern all across Europe for many years, with its severe social and economic consequences. European countries have been discussing possible solutions. We learned that there is a desperate need for immediate practical help in the frontline, and professionalization of the combat against ESL.

FRED VERBOON, ESHA DIRECTOR

The ESL Plus project – funded by the European Commission – focuses on inviting experts, relevant institutions, and professionals at policy levels to constitute a Europe wide network called the Association for Dropout Prevention in Europe. It works together to reduce the extent of ESL. Therefore, the main intension of the initiative is to pool knowledge and experience by a user friendly online portal. The common goal is to enable students to complete their secondary studies successfully. A great deal of specialised knowledge and expertise has been accumulated on prevention, for early school leaving. It is our shared responsibility to work together to safeguard students at risk.

The Association for Dropout Prevention in Europe will act as a special interest group for teachers, school leaders, Early school leaving experts and organisations and policy makers. For each of these audiences, the ADPE will offer the following value:

Teacher educators and school leaders

- Professional support to combat ESL

Experts and relevant projects, organisations

- Close collaboration and connection with other experts and networks at national and international levels

International and policy-level professionals

- Connection with experts and organisations at national and international levels as members of the same network
- Access to a high quality professional content on the ESL portal
- Events and visits to leading organisations
- Membership of the association

ESHA invites all that are interested in early school leaving to participate in the final conference of the ESL project. The conference will be announced on the project website <http://www.dropoutprevention.eu>. During this conference, we will officially launch the Association for Dropout Prevention in Europe and recognise all the work that has been done by many experts in the field of early school leaving.

The online portal will facilitate the work of the association and offers:

Teachers and service providers / practitioners in any type of ESL activities

- A structured database of good practices at individual level, frontline experience in identifying and managing students at risk
- An opportunity to share good practices – the best ones will be awarded

Teacher educators and school leaders

- A short self-evaluation questionnaire that can help them understand their own challenges better and get access to tailor-made content
- A structured database of good practices at institutional level to start or complete developments
- An opportunity to share good practices – the best ones will be awarded
- A common learning area and marketplace where practitioners can contact their colleagues all across Europe, download supporting materials, take part in relevant webinars

Experts and relevant projects, organisations

- A common knowledge centre on wiki, edited and developed by the experts themselves

- An e-library containing the most up-to-date, relevant researches and studies
- A place where experts can present their expertise, share their results and good practices

International and policy-level professionals

- a user friendly application containing ESL-related data and information about different countries in a comparable way. This application will show a comprehensive picture about the ESL situation of the countries and their measures at policy level.

WHO ARE WE?

A project consortium of 7 partners led by:

- Tempus Public Foundation, the national agency of the Erasmus+ programme in Hungary
- Expanzio Consulting Ltd., an education and evaluation related consultancy firm from Hungary;
- European School Heads Association (ESHA), the leading network for European school leaders;
- University “Alexandru Ioan Cuza” of Iasi from Romania;
- Lower Saxony State Institute for the Quality Development of Schools from Germany;
- Gothenburg Region Association of local authorities from Sweden, an organisation that is in charge of education planning in the region.

ARE YOU INTERESTED?

Check out our project website (www.dropoutprevention.eu) and complete our short questionnaire to provide additional information on your interests. We will contact you, and offer you more opportunities based on your answers.



European School
Heads Association