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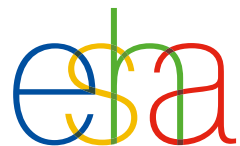
Starting the 2020/21 school year

esa

European School
Heads Association

COLOPHON

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ESHA is an Association that consists of 37 Associations of School Heads and Educational employers in 24 countries in (pre-)primary, secondary and vocational education.

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SOCIAL MEDIA

In this issue
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2020/21 school year as a synergy of collaboration and connectedness

With another school year starting, the minds of all us, engaged in the field of education, tend to be filled with mixed-like emotions. Yes, we are looking forward to all the challenges the 2020/21 school year will bring, yet the vast majority of us are still a bit overwhelmed with all the endeavours we faced in the previous school year, impacted strongly by the Covid-19 pandemic situation.

Taken all this into account, the professional life of an educator has always been anything but mundane as being quality-like teachers and education-al leaders goes hand in hand with being dedicated learners. Therefore, we must trust ourselves to have learned enough of what will keep us in good stead throughout all the experience we will encounter in the future months. I remain a firm believer in educators being the driving force behind progress, development and growth in all the areas of human activity. However, it takes more than theoretical knowledge and good intent to educate in the manner as

rightfully deserved by students. This is the particular lesson we learned last year. Yes, the teaching plans and the Curriculum are the necessary "raw material". Nevertheless, the availability, communication skills and the positive charisma are the true fibre of both successful teaching and learning. These are the qualities, which we need to nurture, not only in the attitude to others, but also and firstly in how we understand and value ourselves. In this way, we educators will pass on the motivation for education to the students who will embrace learning as integral and appreciated part of their lives. This engaging attitude towards education must have it foundations built already at an early school age and in order to achieve this, schools must become learning communities, acknowledging the importance of life-long education and adopting an initiative attitude towards learning.

It is strong interpersonal relationships and ongoing support for students' participation that create a positive learning environment in which both students and teachers feel valued and empowered. Experienced and effective school leaders set the tone of the educational institution they are managing. Fostering a positive school climate is indeed an important aspect of school quality. It encourages and motivates teachers and students to work together for the common success. If the students feel their school environment not only stimulates their academic performance, but also takes care of their personal welfare, this will result in the greater self-esteem of the students who will consequently develop mutual empathy and respect for the teachers and the overall school environment. Simultaneously, in an encouraging school climate teachers will feel respected and will as such be able to perform their work efficiently and effectively. After all, it is essential to understand that all education is a collaborative process. Sharing ideas and practices should be integral to the role of educators and in order to achieve this we indispensably need human interaction. The education reality of today has strongly convinced us that such successful learning

communities share resources and strategies as well as transform and innovate best practices into a next-or even better- practice. Is it not this synergy of education and interaction precisely the reason that education today is the very core of all the development and progress and as such the central inhabitant of the global village? As we are educating students who are already at their school age proficient information technology users, we educators must adapt to this new digital age and not only follow, but in fact aim to lead its course of development

Apart from this, living and educating in the digital age forces us to remain innovative. Therefore, we need people with knowledge, skills, and competences to put the innovative ideas into practice. These people of tomorrow are the ones we are educating today and to at least some extent, we must enable them to teach us in return as well.
It is my belief that last year the field of education has learned numerous valuable lessons, particularly in respect to adaptability and capacity. We literally took the proverb "When one door closes, a window opens" and transferred live classrooms into online ones.

It is often said you cannot have life without love. The same is true for the field of education where educators and students are intertwiningly connected. We are all facing our own fears and dilemmas on the threshold of another school year, so let us embrace everything that comes our way together, with mutual respect, understanding and encouragement. I wish you all a successful, productive and enjoyable school year 2020/21. ■

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Back to School: Organizing Spaces and Measures after Covid- 19

"If the structure does not permit dialogue, then the structure must be changed"

PAULO FREIRE

IS GETTING BACK TO "NORMALCY" AT SCHOOL AFTER PHASE I OF COVID-19 THE PRINCIPAL ISSUE OR JUST THE PRINCIPAL'S ISSUE NOWADAYS?

Now it is Phase II. School principals are entrusted with many responsabilities, from security to organizing spaces. The Italian Ministry of Education and its regional authorities currently ensure that no headmaster will be left alone, while school leaders in turn continue to make sure that no child will be left behind. During Phase I Distance Learning seemed to be the only solution to continuing the formative offer and to promoting school success, with only rare exceptions (i.e.absences and disciplinary interventions). Teachers were

appropriately trained for the Covid -19 emergency (webinairs, networking) and criteria were established in order to evaluate distance learning. Smart working and "agile working", or rather simplified administration, were the key-words in school management, not without a number of problems to cope with: janitors and administrative personnel had to be organized, with priorities here and there, according to school requirements and the school worker's personal needs; office work had to be taken care of in presence for activities defined as "not deferrable" in, generally speaking, one or two days of the week; loads of extra work were taken home with a series of government decrees to read and apply, the decision-making to allocate devices (computers, tablets) to the students most in need, and the urge to monitor office work throughout the whole week, either in presence or not.

By the end of June 2020, exams at lower secondary education and higher secondary education were fulfilled: the former through Distance Didactics (DAD), the latter in presence by recruiting, through law enforcement, a consistent number of headmasters, with or without their own request.

And so what next? What are principals expected to do at this point? In our district in Rome, XVI, the largest, we have compared ideas and asked each other for availabilities space-wise. The municipalities and the engineers are currently on-the-spot investigating the school buildings and while doing so the Security experts (RSPP) make sure that distancing is always secured (1meter at least). This means that space availabilities between one school and another may be reduced or nullified.

Meeting each school has made it possible for the municipality to be informed about the single school's crucial points:
• school hours cannot be shortened according to previous legislation

- only 1 out of ten classes may be doubled according to the new provisions
- on September 14th the school- year should start according to Lazio school calendar
- there is not enough financial aid for single desks or to satisfay all requests

In the meantime, each school has been granted a consistent budget for furniture and back- to- school security equipment (plexiglass, masks or whatever).

IS ALL THIS ENOUGH?

Some principals are on the verge of burnout, some resign or retire, others say that they must be content with what they have and that in the end "All's well that ends well".

WHAT IS OUR POSITION?

In order to fulfill our school mission (Inclusion, NCLB), we believe that the following measures could be useful?

- constituting a Back to School Commission over the summer, within our own human resources, including experts of all kinds (teachers, lawyers, architects, engineers, those involved in social services, psychologists)
- carrying out our already initiated project on New Time Out Spaces for wellness at school, this time with a special focus on the new context after Covid 19
- promoting projects and agreements with private structures, for instance- Project Tornasole with Bulgari Foundation and Spotlight/ Save the Children Torre Maura (Rome)
- making as much use of outdoor spaces as well as indoor spaces following the Montessori method
- focusing on Teacher Training and New School Management

- asking for help (Helpdesk) in case of insufficient Human Resources, especially in times of "fragile workers" and while working in high risk areas (Rom, low budget families, eccetera)
- keeping in touch with our Erasmus Plus partners in order to compare best practices
- networking with the School District

In times of "miracle-workers", perhaps miracles may not occur: principals are not like Caliban in The Tempest and they do not possess the magic wand like fairies. In times of health still at high risk (the antivirus is yet to be found) and the need for caution, we could improve at Risk Management not necessarily by mathematical formulas but mainly by cooperating and working in synergy with the government, the stakeholders and the local authorities. What is for sure is that after the Covid pandemic some kind of New Deal for Education, in terms of attentive planning and mishaps reform, is called for.

THE PROBLEM-SOLVING IS A MOST CHALLENGING TASK

Common sense can always come in handy and why not even seek a New Pedagogy where the learning –teaching environment becomes more and more flexible and more student-family- society orientated: for instance school hours and the school schedule could be reorganized or reconceived according to family situations and the needs of the territory Briefly, back to school measures are not so much a matter of My Way (i.e. the principal's choices), but rather a matter of how problems can be solved together in terms of "Our Way". ■

Maria Rosaria D'Alfonso
School Principal
IC Via Emilio Macro Rome
ESHA Ambassador

Share your inspiring practices on teaching in the digital age for our EEPN research

CHALLENGES AND SOLUTIONS IN THE DIGITAL AGE

In the first year, the network chose to focus on how to make teacher and school leader careers more attractive in different European countries in its first year, 2019. In its second year that started in August 2020, EEPN will work around the very topical theme of new roles and competences for teachers and school leaders in the digital age. We are inviting all readers of the ESHA Magazine to share their inspiring practices with European colleagues. Contact us if you have a good practice to share (eszter.salamon@esha.org).

WHAT ARE WE EXPECTING?

The European Commission (EC) has requested the network to work on new roles and competences of teachers and school leaders in the digital age. Some preliminary questions were raised by the EC to guide the work, namely

- Which barriers and opportunities are brought into school education by the digital age and which opportunities does this create for teachers and school leaders to transform their competences and practice?
- What support do teachers and school leaders need in order to make the most of digital age opportunities and to foster a culture of innovation, sharing and continuous improvement in schools?
- How to make effective use of digital technologies for teaching and student learning; collaboration; and network-building?
- How is and should Initial Teacher Education adapt to the changing role of teachers and school leaders brought about by digital transformation?

The consortium has decided to work along the lines of five thematic strands to explore the evidence base for the above questions as well as support the formulation of policy recommendations for European, national, regional and local levels.

As a first step, we will research following aspects of digital age challenges:

- Digital technology
- Collaborative learning and collaborative school leadership
- Teacher and school leader entrepreneurship
- Communication, critical thinking, literacy and multilingualism
- Active citizenship

All strands will focus on relevant education research, inspiring policy initiatives and inspiring practices, including EU-funded projects, bringing in the perspectives of all network members: academia, stakeholder representatives (teachers, school leaders, teachers and parents), policy makers and social partners.

National policy makers are to be engaged from the very beginning by the respective national partners to solicit policy and practice examples from them in order to achieve an early commitment to EEPN, building a strong base for later dissemination of results.

THE OVERALL AIMS AND METHODS OF EEPN

The network aspires to help its members to combine their forces and to work together in order to inform and facilitate the development and implementation of appropriate policies on teachers and school leaders at different governance levels in Europe – and to do this more richly and fully than any single one or all individual network members separately could achieve.

The centrality of synergy in EEPN is clearly evident in its objectives. The first set of specific objectives of the network calls for

- creating and continuously developing a broad, sustainable and inclusive network;
- facilitating dialogue and co-operation among experts from policy, research and practice; and

- promoting and supporting continuous collaboration among partners in the network and with other relevant stakeholders at international, European, national, regional and local levels, including other networks and projects funded through EU programmes.

Through this intensive and continuous collaboration and exchange, the network aims to promote and support evidence-informed policy-making. In addition, the second set of specific objectives of EEPN stipulates that the network will not simply analyse, but importantly also co-create knowledge on the opportunities, challenges and policy approaches in different education systems.

What is more, drawing on the multitude of perspectives, voices, expertise and experiences of the network partners, according to the third set of specific objectives, EEPN aims to identify, share and promote good policy practice and stimulate innovation and strategic development in policy, implementation and provision at different governance levels, with a focus on the involvement of national, regional and local stakeholders.

Last but not least, synergy should also enhance EEPN's efforts to disseminate its results and recommendations within and beyond the network, informing EU-level debate, targeting policy-makers at different governance levels, practitioners, researchers and stakeholders across Europe, as well as contributing to the European Commission's relevant dissemination mechanisms and tools.

PREVIOUS OUTCOMES ON TEACHER AND SCHOOL LEADER CAREERS

EEPN chose to focus on how to make teacher and school leader careers more attractive in different European countries in its first year, 2019. An important body of work by the network was the delivery of four desk

research papers on the topic from different perspectives.

Two desk research papers offer analyses of good, inspiring practices from different school systems, one from a practitioner and parent perspective, another on policy implementation and experimentation. Another desk research has been done on current education research on the topic while the fourth one identified and analysed relevant European Commission funded projects. The four papers together analyse examples from various European countries and from different phases of teaching careers considering how effectively these practices, projects, policies address the most important issues school systems are facing in connection to teachers and school leaders.

The aim of the research was to offer a basis for policy development and implementation at different governance levels as well as for informing the work of the European Commission (EC) on teacher and school leader careers for inclusive quality education in all European Union Member. The research formed the basis for formulating and promoting policy recommendations in the field of teacher and school leader careers by EEPN later in 2019 and will also support the future work of EEPN until 2022/2023. During the research phase, sometimes the same or very similar examples have been chosen, offering a solid base for tentative recommendations.

While teachers have been identified as key actors in achieving the EU targets and goals, experience and statistics show that there are several aspect of teacher career paths that need to be addresses to overcome the main challenges in relation to attracting and attaining teachers to be able to make them a reality.

Desk research was looking into solutions successfully addressing the following main challenges: teacher and school leader shortage, leaving the profession early, demotivation, burn-out, low social status,

inadequate salaries, professional development needs and supporting daily work, maintaining and increasing quality and inclusion in education. All these appeared essential for teachers' and school leaders' inspiring professional career paths regardless the perspective of the research.

Key findings for policy makers on increasing the attractiveness of teaching professions:

1. The qualification and the responsibilities of teachers and school leaders should be reflected in their salaries.
2. Higher level of formal education and research-based studies tend to increase the prestige of the profession and contribute to better quality of training.
3. Accountability and autonomy are interconnected. Autonomy afforded to teachers and school leaders contributes to the professionalisation of the jobs thus increasing their social status, accountability and the quality of their work, however relevant support is needed.
4. Initial teacher education must include practice in order for novice teachers to be better prepared for the transition from training to job and decrease early leaving from profession.
5. Professional support to novice teachers is crucial for preventing early leaving from the profession.
6. Continues professional development is important at all stages of teacher careers, thus it is important to introduce such schemes for various professional career stages, including CPD for teachers before retirement.
7. School leaders need to be trained in topics relevant to their function, including management, pedagogical leadership, appraisal of teachers and inclusion of parents, students and local communities in school activities and governance.
8. Continuous professional development offered should be based on

teachers' and other school staff needs and such, to provide proper learning

9. Empower school leaders and teachers to analyse their needs

10. Offer programmes to schools that are longer, module-based and take a whole-school approach.

11. Support peer-to-peer learning and mentoring between teachers, between school leaders, between schools.

12. Shared leadership/ distributed leadership enhances cooperation and positive school climate.

13. Alternative paths to school leadership position and creating a career progression path for the position of school leaders would help offer motivation for the positions.

14. Career path systems for teachers should have a progression path, be aligned with appraisal system and reflected in teacher salaries.

15. Appraisal systems should be based on development principles, evaluate quality of teaching, be fair and transparent.

The European Education Policy Network on Teachers and School Leaders is a Europe-wide network of relevant organisations (policy-makers, practitioners, researchers and stakeholders) to promote co-operation, policy development and implementation at different governance levels, and to support the European Commission's policy work on teachers and school leaders. This network is building on existing activities developed at European level, especially initiatives and projects supported through European Union programmes in the field of education. The coordinator of the 4-year project that started in January 2019 is the European School Heads Association and the network currently includes 29 partners from 18 countries. ■

More information about the network activities you can find on the project website:
https://educationpolicynetwork.eu/

Learning about nutrition through an escape game?

The why's and how's of game-based education

Play and playfulness is often used to engage young children. As we grow up the playful element of learning is often left aside. So why would it be beneficial to use more game-based learning for all ages? And how could this help students learn about healthy food habits and good nutrition?

Teaching and learning through games has been well-documented and researched since the early 1900's and has grown concurrent with educational leaps. However, the theoretical concept was already forming with Plato over two thousand years ago, when he explored play as means for teaching.

"All learning has an emotional base" – Plato

Game-based learning vs **Gamification**

Game-based learning	Gamification
Learning is happening through the game.	☑ Use of game mechanics to engage students.
game with defined rules and objectives	☑ collection of tasks with points or rewards
point is to win, possibility of losing	☑ point is to motivate people, losing may not be possible
fundamentally rewarding	☑ being rewarding is optional
hard and expensive to build	☑ easier and cheaper to build
content created to fit the story and scenes of the game	☑ game-like features added without changing the content

elt Food GAMES OF FOOD

When talking about playful learning, young children are often in the forefront in research and practical implementations (1). The added value game-based learning brings to the teaching experience is used more and more with adolescents, as well as adults. After all, learning should be fun, right?

GAME-BASED LEARNING

What does game-based learning mean? Firstly, it should not be confused with gamification (see image). Using quizzes or rewards to engage students in the educational material is gamification. Game-based learning is playing a game that itself is educational and learning through the material in the game.

There are many things one can learn from games, e.g. Monopoly teaches strategy and budgeting, Minecraft creativity and collaboration. Including educational components to games are a clever way to motivate and engage students. Game-based education enhances learning by positively effecting motivation and interest of students (2). These strategies may be of particular importance to reinforcing a learning module, to capture those students that were not keen on the original study material. When play and learning are combined, they create a space of learning where spontaneity, social connections and creativity enhance the experience. Participants are also more comfortable taking

risk when it is a part of a game, and this can prepare them for real life situations (3). Educational games could help us improve the sets of skills needed going forward, the so called 21st-century skills.

THE 21ST-CENTURY SKILLS

Today, skills that are intrinsically human are becoming highly valued. These 21st-century skills are for example critical thinking, creativity, flexibility, social skills and leadership (4). Technological advancements are changing how we live, work and learn. Teachers must adapt in response to these changes and develop student knowledge to suit the future we are entering. Repetitive tasks are being taken over by computers, making the future job market demands different than those today.

EDUCATIONAL ESCAPE GAMES

Recreational escape games have become increasingly popular over the last decade. Naturally, escape game mobile kits have also become more readily available. Recent studies have effectively developed

educational escape games that increased motivation and self-perceived learning in college students studying, for example, nursing, pharmacy, and medicine. Educational escape games are similar to their predecessors, the traditional escape rooms, as they are filled with immersive puzzles designed to excite players and require teamwork to succeed. The key difference is that educational escape games goal is to teach, stir interest, and help increase motivation to learn. Puzzles are primarily driven by specific learning objectives and should always be created by experts in education.

Games of Food is an EIT Food funded project that uses game-based learning to teach about sustainable diets and healthy nutrition. The first developed game is Zombie Attack, set during a zombie apocalypse (5). The players are engrossed in a setting, where their (and humanity's) only hope of survival is dependent on their ability to learn about a balanced diet, which repels zombie attacks. As you might imagine, calculating the energy content of foods while trying to escape zombies is quite different than reading it in a book!

Hundreds of players have already taken part in playing Zombie Attack in at least five countries. The preliminary results on the educational impact of Zombie Attack are overwhelmingly positive, showing that players are more motivated and encouraged to learn about nutrition after playing the game. In addition to increased intrinsic motivation, the short-term knowledge gain was measured via pre- and post-tests. We observed that the knowledge significantly increased for most of the participants. (5) Previous studies show that increasing nutrition-related knowledge and interest are vital for behavior changes related to diet (6). More recently, the game was tested in a nutrition education intervention trial for students 11-14 years old in England and Finland, with results similarly positive but pending publication. This was the first research on escape games as an education tool in school-aged children.

WHY NUTRITION EDUCATION?

With childhood obesity on a steady and unceasing rise, especially among European countries (7), there is a need for health promotion in educational institutions as well as home. Promoting health and balanced nutrition in schools are especially important for two reasons: 1) dietary habits from youth often follow into adulthood, and 2) students are learning to make autonomous decision in life.

Environmental sustainability is also topic covered in the puzzles. For instance, there are puzzles that focus on sustainable protein intake; teaching players about greenhouse gas emissions of different protein sources and how to reduce ones carbon footprint through meals without compromising nutrition quality. Moreover, the escape game increases social skills by forcing all players to engage and interact with one another, effectively communicate under pressure, and work strategically together to achieve a common goal.

The Games of Food project is now developing a second game, Mission Nutrition aimed to educate children from 11-18 about a balanced diet

and healthy lifestyle through playing the escape game as space explorers. Stay tuned on gamesoffood.com for updates of the project and availability of the games and further research. ■

For more information about EIT Food, take a look at their website:
https://www.eitfood.eu/

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"How many moods in foods!"

A short virtual journey of three Italian schools in search for true integration and inclusion through cinematographic language

The Italian Ministry of Education, in cooperation with the Ministry of Cultural Heritage and Activities has been investing energies and financial resources to promote the audiovisual culture and cinematographic language in Italian schools.

With the National Programme Cinema for School it has released Guidelines for the teaching of cinema and audiovisual techniques among the young generations, starting from primary schools. Calls for proposals addressed to schools required a partnership with cinema professional organizations in order to organize cinema labs, promote audiovisual festivals and spread the love for cinema among the young generations.

In Italy The National Guidelines for the Curriculum issued with a Ministry of Education Decree in 2012 underline the variety of different cultures and languages in contemporary society and the importance of mutual recognition, respecting everyone's identity. They invite teachers to adopt new forms of communication, such as multimedia and audiovisual language, to promote lifelong learning and transmit to young generations the old traditions and memories, evaluating both tangible and intangible assets, such as the Art of Italian cinema.

In Campania Region three schools in partnership, Don Milani Primary School of Giffoni Valle Piana, CPIA State school of Salerno (Provincial Centre for Adult Education) and Patroni Comprehensive School of Pollica, in cooperation with Giffoni Film Festival, the most well-known children's festival in the world, presented a shared project that has been financed for the ongoing school year.

The title of the project How many moods in foods! introduces the leit motif of the course. Starting from their different food traditions, 27 pupils of the Don Milani e Patroni schools aged 10-12 and 20 foreign adult students of CPIA school coming from Greece, Brazil, Cuba, Russia, Cameroon and Haiti made a virtual journey into each other's plate, learning the importance of eating healthy food, safeguarding the environment, preserving their ancient traditions, discovering and respecting other people's life styles, traditions and cultures. The final product has been the shared shooting of a short film, made by both the young pupils of the two primary and secondary schools and the CPIA adult students. Due to the outbreak of COVID-19 in Italy, the 30 hours of the course were held online on Google Meet platform. The course plan included initial plenary online sessions attended by all participants who introduced themselves and made acquaintance with the other virtual classmates, guided by two teachers-tutors and two

professionals from Giffoni Film Festival. Subsequently the classroom split into two groups, the Don Milani and IC Pollica pupils in one group and the CPIA adults in the other one, both groups working on the same theme. Only the last lesson was taken in presence outdoor for the final shooting session, respecting the recommended social distance and COVID-19 restrictions.

At first the distance learning modality showed some cons, mainly related to the lack of physical and social interaction, especially among young pupils. Nevertheless, these cons were overcome, also thanks to the use of some teaching strategies, such as quizzes on cinematography. In each online lesson, theory was followed by a section devoted to quizzes and assessment tests, aiming at raising the pupils' interest and passion for cinema and motivate them to attend lessons regularly. As a matter of fact, while checking their learning progress and achievements, kids had fun and interacted with their class, building up a strong online learning community, as shown by the high percentage of attendance, that was about 90%.

Students learnt more about cinematic techniques, they were able to experiment the cinema strategies at home at their own pace, and then shared their experience in the virtual classroom. The last step of the project was the shooting session, when pupils put into practice all the shooting techniques and notions learnt during the online meetings.

Food has been the access key to several different topics: from figurative art with Arcimboldo's paintings celebrating fruits and vegetables to music and dance, with the traditional ritual dances of CPIA foreign

students from all over the world, to the Mediterranean Diet whose birth-place is Pioppi, a small village in the Municipality of Pollica in Cilento, where the famous American scientist Ancel Keys lived for about 40 years and did his researches on the local population, finding a scientific relationship between their food habits and longevity. Pupils interviewed Delia, an old lady living in Pioppi who was Ancel Keys' cook from 1965 to 2000 and is the depositary of his teachings and of the old local recipes.

Through this journey in this ancient land between the sea and the mountains students discovered that Cilento is not only the cradle of ancient food recipes and healthy lifestyle, but it also preserves the use of old traditional musical instruments, such as the local guitar played with both the fingertips and the palm of the hand, and the tofa, conch shell (Triton's trumpet) modified as a wind instrument and blown by mariners when entering the harbor with the fish catch. They also studied the evolution of some types of fresh produce in several cultures, comparing recipes and finding both contrasts and similarities. An example is the use of aubergines in different dishes of the Mediterranean cuisines, such as parmigiana aubergine pie in Italy and moussaka in Greece, a dish introduced by a Greek student of CPIA school.

Around the virtually laid table cultures intercrossed, convivially inter-acted and food became the means for pacific relations, exchanges,
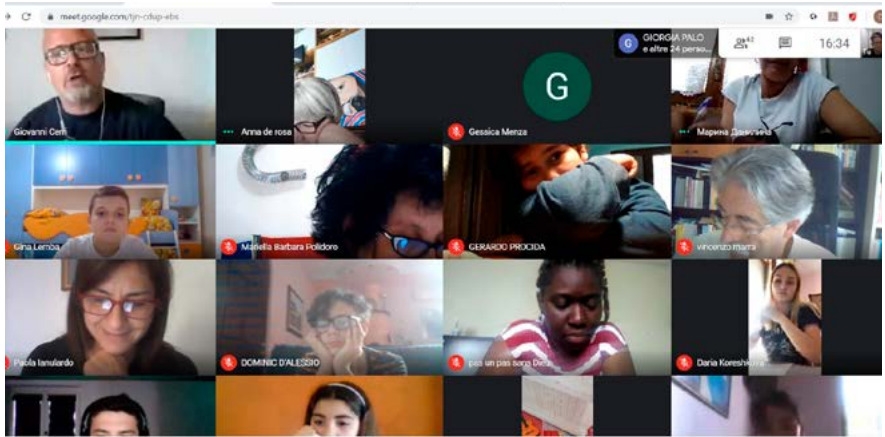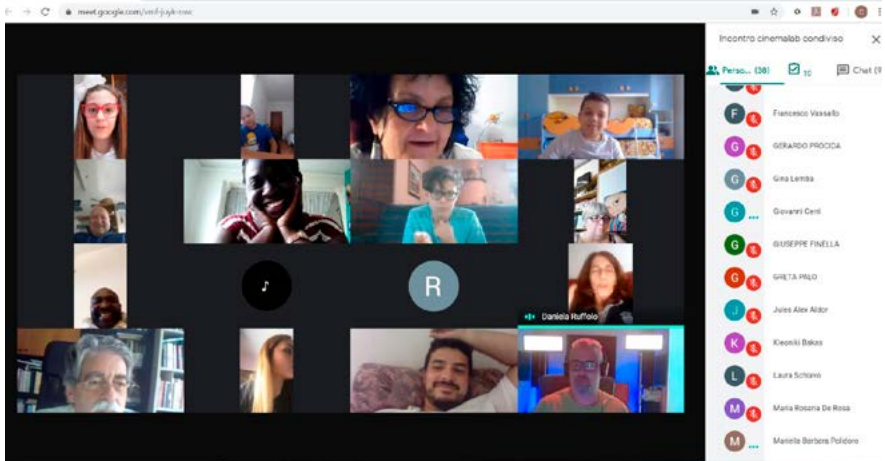
debates and solidarity. It was the tool for inclusion, as it is shared by all, notwithstanding their race, language, political and religious creed, a means to integrate people, migrants, as it creates connections among different cuisines and food traditions. Foods express people's moods but also their cultural ancient roots, their inner soul and identity.

Despite geographical differences, students discovered we all share ways of being and lifestyles, especially in the Mediterranean basin,

where the legacy of the Arab dominion is still strong. They learnt that the Mediterranean sea has always been a melting pot and a hub of human genes and cultures, a confluence of traditions that have developed our sophisticated cultural heritage and culinary system. Dining rituals, the variety of products and eating habits show the interconnection among the peoples of the Mediterranean area, their contamination, and food speaks for us all, telling the millenary story of pacific exchanges among cultures, based on mutual respect and inclusion.

All participants, both adults in need of a welcoming school and pupils yearning to be in touch with their fellows and teachers notwithstanding the COVID lockdown, experienced a new way of studying.
The adoption of Distance learning to realize this school project has been a challenge, but notwithstanding the lockdown and distance learning limits, the results of the final survey were quite encouraging. Educators and learners connected with each other, the project was capable of increasing students' curiosity. It developed their attitudes, improved self-esteem by providing them the tools to understand reality and use the universal language of cinema.

Last but not least, a key aspect of this project is its high rate of repeatability and replicability. The experience can be reproduced by any school, thanks to the universal themes of the project, that are food, local and family food traditions and the match good food-good health. Moreover the choice of the cinematographic language for the story-telling has a great narrative impact and broad appeal on both viewers and actors, ensuring the success of the project and the spread of its message. ■

Daniela Ruffolo
School Principal of Don Milani Giffoni Valle Piana
Ornella Pellegrino
School Principal of CPIA Salerno

Special arrangements for children with Additional Support Needs

Special arrangements for children with Additional Support Needs (special educational needs) at Tribunals Service in Scotland

"Their aspirations became my inspiration"- May Dunsmuir, Chamber President (Health and Education Chamber), First-tier Tribunal for Scotland, speaking at the opening in February 2020 of the sensory hearing facilities. ('Hearing' refers to court hearing and not to senses).

The sensory hearing facilities have been designed to reduce 'sensory overload' for children and young people who attend Additional Support Needs (ASN) Tribunals, the majority of whom have autism, with debilitating sensory sensitivities. The facilities have been designed by children for children.

When a child has ASN, the Tribunals Service makes decisions where there are disagreements about the child's school education. These can include, among others, deciding whether or not a child should have a

Co-ordinated Support Plan (CSP), deciding appropriate school place-ments, deciding whether the child has experienced discrimination at school as a result of their disability and so on. Children aged between 12 – 15 can make their own application to the service. Current cases involve children between the ages of 2 and 18. The majority of children who access the Tribunals Service have autism.

For children who have sensory sensitivities and difficulty with process-ing information, the idea of a Tribunal or court hearing is overwhelming. It is an unfamiliar setting with unfamiliar people and processes, unfamil-iar sounds, away from their comfort zone of familiarity, causing distress and anxiety. The sensory hearings facilities are designed to be a safe space, an area of sensory tranquillity helping children feel calmer and more able to manage and to be confident about having a say in any decisions that are being made about them.

Children from a variety of backgrounds in Scotland were asked about their experience at Tribunals and invited to say how their participation could be improved and how the barriers could be overcome. These children became 'child consultants' for various aspects such as hearings, images, website, training, décor etc. They contributed on colours, fabrics, furniture, layout of hearings rooms and waiting areas. A low arousal environment, free of physical distractions, was created… no pictures on the wall unless specifically requested, softer colours rather than primary colours, although some are bold nonetheless, a variety of fabrics and textures to appeal to the senses. Children may enter the building by a separate entrance and elevator and avoid the noise and busy-ness of the security screening at the front door. This elevator leads straight to the floor where the hearing will take place, a straight corridor, no zig-zagging. Waiting rooms are situated right next to hearing rooms to avoid long walks through corridors or seeing unfamiliar faces.

Children decided that, in the hearing room, a round table would be the best, "like King Arthur's round table, where all the knights were equal" and chairs of equal height for everyone around the table. Screened break-out areas are included with beanbags and snacks so that children can take a break when needed but still be part of the process. Children may personalise the environment by bringing objects that make them feel calm, or send in advance photographs of pets or family members or anything they wish, that can be projected on to the sensory wall of the hearing room, providing them with some familiarity and comfort. Windows have roller blinds to increase or decrease natural light. A separate calming sensory room is available where children can take a break away completely to de-stress.

There are three hearing rooms with adjacent waiting rooms. There is also a 1:1 evidence room in hearing room 2 which can be requested by

a child. It is a place to go with one person who will ask questions which have been pre-agreed by the Tribunal. This room has a two way mirror and microphone so that the child is seen and heard in the hearing room, but cannot see, hear or be overwhelmed by people around the table.

Maree Todd, Scotland's Minister for Children and Young People, endorsed the service and thanked May Dunsmuir for her contribution in improving the experience of children and young people with ASN. May Dunsmuir thanked the schools, individuals and agencies who have supported this work and spoke passionately about the children whom she has encountered over the years and remembers to this day, and about the child consultants whose aspirations became her inspiration in an effort to remove barriers. It seems like they have thought of everything. ◼

Bernadette Casey MSc, SQH
Vice President, Association of Head Teachers and
Deputes in Scotland (AHDS)
Member of the ESHA General Assembly.

More inclusive school?

Join the MultInclude Learning Community to share with others

The MultInclude Learning Community, one of the outcomes of the multiple inclusion project ESHA is a partner in is developing fast. We are inviting all school leaders that are interested in evaluating the inclusiveness of their school, thinking about potential improvements and also interested in sharing and discussing with others. Once you register, you can use the online scoring matrix to evaluate the inclusiveness of your school along 7 dimensions and 4 domains.

PRAISE FOR THE MULTINCLUDE SCORING MATRIX:

"I love it when complex concepts are translated into hands-on processes. And so, I'm a big fan of the Mult!nclude project's tool for self-assessing #inclusion within schools." – Mari Varsányi, teacher, trainer and consultant specialising on Intercultural and Inclusive Eduaction, the Netherlands

The matrix was developed on the basis of analysing 72 inspiring practices from Europe and beyond. The aim of the analysis being to find the "good" of these practices and to identify dimensions of better inclusion. Based on the analysis a questionnaire of 163 items was developed long the lines of the following 7 dimensions and 4 domains:

DIMENSIONS:

1. Admission and Access
2. Social Interaction
3. Student and Participant Support
4. Management
5. Teaching
6. Extracurricular activities and Community Outreach
7. Assessment and Recognition

DOMAINS:

1. Intellectual and Social Development
2. Educational Resources
3. Cultural Differences
4. Classroom Environment

By using this matrix, your school or a group of teachers from the school can explore the areas the school is currently scoring low, decide how important the given area is for your school. It is a snapshot that can then be used as a starting point for developing or improving internal

strategies and processes as well as to decide on action for improvement. For example, if a school identifies a need to update their management or teaching practices in the domain of catering for cultural differences, they can develop a plan for that.

MultInclude also offers an online course that you can register for here: https://multinclude.eu/activities/multiply/mooc-registration/ While the Scoring Matrix focuses on the school, this gives you an opportunity to develop your professional skills and competences.

As a member of the Learning Community, you are also invited to share your experiences with other members by writing an equity blog entry and starting a discussion through that. We are also building a library for Learning Community members that you can access after you log in. In case you are considering to use the matrix, you can start by reading this really provocative article on the project's website: https://multinclude.eu/2020/01/28/have-we-included-everyone/ ∎

How do you increase leadership teams?

How do you increase teamwork in leadership teams?

It is important to have good leadership teams in schools, but too often they do not function as teams at all. How do you increase teamwork in leadership teams?

12 important questions

If the leadership team is to function as a genuine team, the members must clarify some basic questions among themselves.

1. What is the shared purpose of the work in the leadership team?

2. What results do we create that the school benefits from?

3. What kind of meeting structure should we have?

4. What rules should the team have for communication?

5. What are our mutual expectations?

6. How should the team handle disagreements in a productive way?

7. How should conflicts be handled when they arise?

8. How can we create a learning culture in the team?

9. How can we contribute to individuals learning in the team?

10. How can we support team members' individual leadership endeavors?

11. How do we incubate new members of the team?

12. How do we evaluate the progress of the team?

The leadership team as an arena for learning

The leadership team should be a development arena for the members of the group. To become a learning arena the leadership team can for example:

- Solve individual members' individual leadership challenges through joint processes such as group coaching and reflective team methods.

- Train on actual leadership challenges together, such as challenging meetings, conversations and processes.

- Learn through joint acquisition of research and best practice of professional school leadership and development.

- Stimulate innovation processes through creative learning.

BY OLE ALVIK,
EDITOR AT THE NORWEGIAN SCHOOL
HEADS ASSOCIATION

There are many well-functioning leadership teams in schools. Teams where members help each other to find good solutions, dare to be creative together, use their time effectively and support each other when needed. Unfortunately, there are also many examples of the opposite: Leadership groups where members are fighting over scarce funds, trust and openness within the group is limited in fear of sanctions and conflicts remains unsolved until they have grown to be unmanageable. Most leadership teams will probably position themselves somewhere on the scale between these extremes; they may work well enough, but with room for improvement.

What is it that makes some management teams work well together, while others never seem to find the key to good collaboration and efficiency?

Mr. Jan Merok Paulsen is an affiliated professor at Oslo Metropolitan University in Oslo, Norway.

Jan Merok Paulsen is an affiliated professor at Oslo Metropolitan University where he was previously responsible for the training program for school principals. He received his Ph.D. in leadership and organizational management and he has written several books and scientific articles about leadership in the education sector. His latest book, Strategisk skoleledelse (Strategic School Leadership), was published in Norway last year.

In the book you state that there are great variations in whether leadership teams manage to realize their potential. Why is it so difficult to make leadership teams in schools function well?

• Everyday life in a school is governed by a series of unforeseen events. Most "crises" are small, but you have to prioritize what should get the management's focus. All leadership teams I have worked with have had challenges with their priorities. But having said that; becoming a successful team is first and foremost about good leadership and good group processes.

The role of the principal

What should principals do to create great leadership teams?

• First of all the principal must understand his own role in the team. He or she stands in an asymmetric power relation to the other members. The principal has a higher rank in the formal hierarchy and therefore more authority than the rest of the team. The principal must be aware of this in his interaction with the other members of the team.

At the same time the principal's success depends heavily on trust given from the other team members. They must have confidence in him or her if the team should work well together. Trust isn't something that the principal can demand, Paulsen points out.

• The principal must earn the other members trust. He or she must demonstrate authentic leadership behavior and demonstrate that he comply his own principles and stated values.
• And this goes both ways. The principal must give the middle leaders enough trust and space to take their own initiatives and give them backup and support when needed. They should never doubt that they have the principal's support when needed.

Psychological safety

One of the most important tasks facing the management team is to establish, maintain and develop psychological safety within the group. Team members must have a common experience of the team as a risk-free zone. They should feel safe to address all kinds of relevant problems without experiencing sanctions from the group. The principal has a central role in creating psychological safety in the group, Paulsen points out.

- You can't just say it, you have to show it. The principal must demonstration that there is room for disagreement and openness in the team. That everyone can feel free to share their thoughts, ideas and frustrations.

- I don't mean that management groups should be "comfort zones". But an import effect of psychological safety is that the group members are more likely to bring up difficult topics, even though it can lead to disagreements and tough discussions. They dare to disagree and to correct each other. That is fundamental for good teamwork. The quality in decision-making will increase when they trust each other, feel safe and don't have to be afraid of any sanctions from the team due to their professional opinions.
Psychological safety is important for innovation in organizations.

- A leadership team with strong psychological safety will be more open to new ideas. They are less afraid of failures and if they fail they are more open to learn from their mistakes.

Middle leaders' role conflicts

In a leadership team there is a mix of different roles and possible conflicts of interest. The majority of the members, the middle managers, have their primary management responsibility in their own departments.

But as members of the leadership team they must have a broader focus. If everyone focuses primarily on their own interests, the results of the team will suffer.

• Many leadership teams are conflict arenas with an ongoing struggle for resources, project funds, different ideologies and pedagogical issues. Everyone know that they should contribute to the team's results as a team, but at the same time they are measured and evaluated on the results they achieve in their own departments. Unfortunately a lot of the teams are not able to address this problem and cope with it in an appropriate way.

A gathering of leaders is not a team

If the leadership team becomes a battleground, teamwork will suffer. The leadership team becomes a gathering of leaders who meet regularly to advocate their own interests.

• In such management groups, it is required to reduce the competition aspect and work for a greater degree of teamwork. For example, the principal can ensure that the leadership team works with issues where the members need each other's cooperation to create results. This means that issues that involve mutual dependence are given dominance in the management group's meetings and agendas.

An important learning arena

The leadership team is an important learning arena. The discussions in the leadership team can contribute to how the middle managers execute management in their respective departments. The leadership team also has a potential to develop into a training arena for leadership skills in general.

That is, skills that is important to meet the challenges that middle leaders face in their daily work. Especially for new middle leaders, the

leadership team can be an important workshop for learning leadership and mastering the transition to the leadership role.

• If a new leader is not to learn practical leadership in his or her own leadership group, where else should he or she learn it, Paulsen asks rhetorically. ■

The article was written by Ole Alvik, editor at The Association of School Leaders in Norway. He has extensive experience as editor of management magazines and he has a master of management from The Norwegian Business School BI.

Teachers around the globe come together through the OSOS-R4C virtual school

The OSOS-R4C Virtual Summer School aimed to familiarize participants with the open schooling approach that provides a powerful framework for school heads and teachers to engage, discuss and explore: how schools need to evolve, transform and reinvent; how schools facilitate open, more effective and efficient co-design, co-creation, and use of educational content tools and services for personalized science learning and teaching; how schools can become innovation incubators and accelerators.

More than 30 teachers from all over the world were introduced to an **integrated framework** fitting all the pieces together: providing mechanisms to monitor and assess the progress at different levels, introducing and helping to sustain a culture of change, supporting community and capacity building, providing tools and resources for innovative projects.


The summer school offered a series of webinars that included:
- The Open Schooling Roadmap
- The R4C School Innovation Model
- Identifying the real needs of your school
- Using self-reflection tools to set up a roadmap and an innovation-strategy that transforms schools to innovative ecosystems
- Introducing RRI Principles in your school projects
- Schools as learning organisations
- Building synergies around Europe with common projects

It has been designed to promote the use of self-reflection tools as a vehicle to support innovation and systemic change in schools. It proposed an innovation support framework and a roadmap to schools seeking to introduce a change culture that ensures a meaningful uptake of sustainable innovation.

The OSOS-R4C Virtual Summer School focused on the use of self-reflection tools as a valid way to support innovation and systemic change in education. Participants explored how schools may move from self-reflection to developing a comprehensive plan of action that utilises the results of a self-evaluation exercise, but, crucially, in combination with fundamental principles and mechanisms of European educational policy for schools

Participants examined at how schools can be supported in using these tools to understand the current position of the organisation and build on the results to define and implement suitable action plans by applying a step by step support mechanism for school heads and teachers. ■
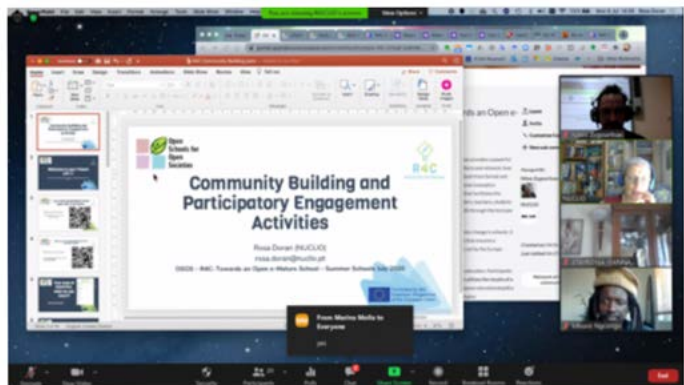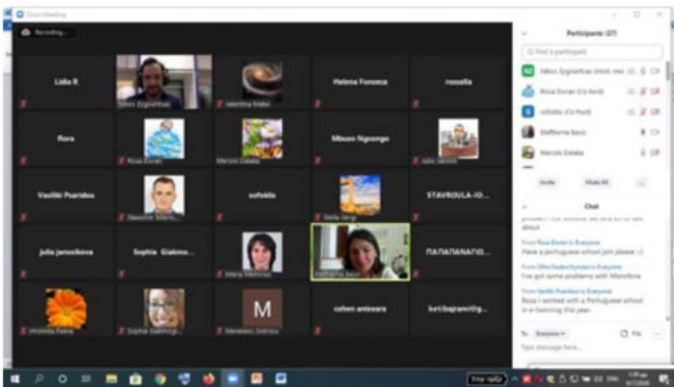
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PISA OECD tested Global competence in 2018!

Are you ready for the results and planning the way forward?

In the last years OECD has invested resources in the promotion of global competence as a key 21st Century Skill, and defines it as the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

As part of this endeavour, OECD developed an [assessment framework](#) and tested global competence, for the first time ever, within the **Programme for International Student Assessment (PISA) 2018**.
We are now less than two months away from the virtual worldwide launch of the results of the **PISA 2018 Global Competence Assessment at the AFS Global Conference** on 22-23 October 2020.

The AFS Global Conference is organised by AFS Intercultural Programs in collaboration with the Organisation for Economic Co-operation and Development (OECD).

Programme highlights include:
• Global Release of PISA Global Competence Assessment Results and Q&A with Andreas Schleicher, OECD
• Roundtable Discussions of the Implications of PISA Global Competence Assessment Results for Key Stakeholders (including Educators, Policymakers, Students)
• Participant-Led Sessions: Best Practices in Global Competence and What's next?
• Moving Forward to Advance Global Competence Education using PISA Results.

Join the conference to explore what implications this milestone assessment will have for students, educators, policymakers and other education stakeholders.

Quick links:
• Conference Programme
• Registration Fees
• Concept Note

The seminars of physics… remotely
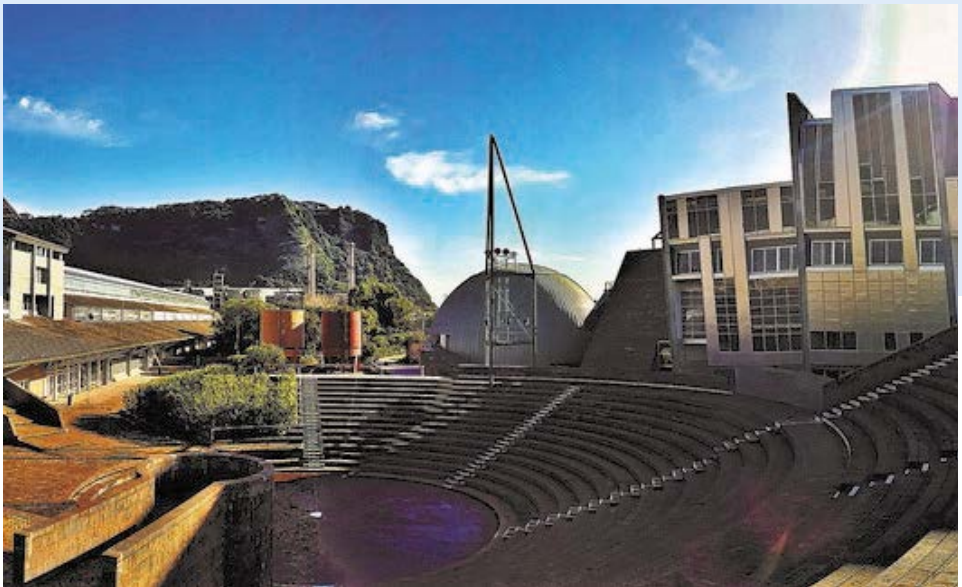
Città della Scienza, a science centre in the south of Italy. In the picture: Corporea (an exhibiton devoted to the human body), the Planetarium, the Laboratory classrooms, the Amphitheater and the Conference center.

Physics seminars, a distance learning experience during the Covid-19 time involving some Italian high schools that are joining the Reflecting for Change - R4C project.

Poster of the cycle The Seminars of Physics... remotely.

THE SEMINARS OF PHYSICS IN CITTÀ DELLA SCIENZA

The Science Centre of Città della Scienza is the first Italian interactive science museum, a place for experimentation, learning, entertaining; to meeting and to build a constructive dialogue with science and technology. The Physics seminars, which have been held in the spaces of the City of Science for 8 years, are attributed to the Third mission of the Italian research centers and universities which concern their fundamental role in dialogue with society.

The Persistence of Memory a painting of Salvator Dalì illustrated by Pierluigi Paolucci during his seminar Did Salvator Dalì ever meet Albert Einstein?

The Large Hadron Collider – LHC at CERN illustrated by Pierluigi Paolucci during his seminar Did Salvator Dalì ever meet Albert Einstein?

The cycle of popular seminars takes place in Città della Scienza and is organized by the National Institute of Nuclear Physics (INFN), by the Physics Department of the University of Naples Federico II. The seminars are addressed to high school students and deal topics that include all research areas of both the INFN and the Department and tell the most fascinating and crucial issues of modern physics: from macro to micro-cosmo; from the study of neutrinos to the discovery of the Higgs boson and the concept of mass; from the concept of energy to the physics of the stars and the most catastrophic phenomena in the Universe.

The intent of these seminars is to combine formal learning with non-formal learning, also to promote courses and careers in the STEAM disciplines and to help train people capable of playing an active role in increasingly democratic and technological societies. The ultimate prospect is that of an enhancement of the cultural and social function of Città della Scienza for the purpose of promoting forms of sociality and sustainable economy.

THE SEMINARS' CYCLE AT THE TIMES OF THE COVID-19

This year's edition of the cycle was brutally interrupted by the advance of the Covid-19 pandemic, which in Italy was particularly virulent. To limit the spread of the infection between young people, the Italian Ministry of Education already prohibited school trips on 22 February, and on 9 March closed all schools on the national territory. Therefore, distance learning began, in a very different way from school to school, which is accompanying Italian students until the end of the school year.

It was therefore decided that the cycle The seminars of Physics would restart with meetings via web: at a distance but close in the last part of the school year. The programming of the cycle was then resumed also in acceptance of the note of the Italian Ministry of Education of

An exhibit devoted to the Human fear in Corporea exhibiton, Città della Scienza.

The entrance to the Corporea exhibition, Città della Scienza.

17 March 2020 which underlines "the importance of supporting and continuing to pursue the social and educational task of doing school, but not at school, and doing, precisely, community".

The seminars are held in the last week of May, from 26 to 29 May 2020 during school hours, freely accessible from the Facebook platform of Città della Scienza. The seminars were articulated into two moments: the speaker devoted the first part to the presentation of the topic under discussion, during the second part the researcher answered the questions posted by students on the Facebook platform.

THE SCHEDULE OF THE SEMINARS OF PHYSICS

In the first appointment Pierluigi Paolucci (INFN) illustrated an interdisciplinary path between science and art, from classical Physics to Relativity. The transition from classical to relativistic Physics was tackled by adding some artistic references (Dalì, Magritte...) to the scientific path that show how the world of art has sometimes been inspired by the world of science.

At the second meeting Valentina Scotti, a young and passionate researcher of the Physics Department, an excellent example for the new generations, spoke about cosmic rays. He called them messengers of the Universe by stressing that every scientific discovery is the result of numerous trial and error.

The last meeting was conducted by Roberto Di Capua (Physics Department) who spoke to the students about the effects of the Second Principle of Thermodynamics from which there is no escape! There is no escape because no physical law foresees, or contains, the idea that time cannot flow in two ways. Yet unfortunately it is not so. ∎

THE SCHOOLS INVOLVED AND THE R4C PROJECT

Students from some high schools participated to the distance seminars: some schools have already involved in the OSOS - Open Schools for Open Societies project, such as the Istituto Superiore Nitti in Naples; others instead that the Città della Scienza is involving in the R4C - Reflecting for Change project, such as the Istituto Superiore Europa and the Duca di Savoia high school.

In Italy, during the lockdown period, with students at home struggling with distance learning, the school (students, teachers, parents, managers, etc.) has made a leap forward both the use of new technologies and the involvement in teaching activities of other actors. Some reflections have also matured on the role that each of us has or can have in the community and new readings of the life model that we have chosen too. The same requests indicate from the R4C project declined for the school world.

In R4C approach, innovation is understood in terms of a school's pathway to digital maturity (e-maturity) and its comprehensive relationship to the use of ICT, as well as a school's pathway to openness demonstrated in its relationship with external stakeholders, in parental engagement, in fostering the well-being of its community as a whole, in its ability to combine the delivering of the curriculum with a study of local challenges, in its willingness and capacity to share its achievements with other schools, and in its engagement with contemporary Responsible Research Innovation (RRI) challenges.

Nobody-saves-himself-alone! In Italy a slogan that has accompanied these lockdown months and that has asked to all citizens an effort, not only for role and function in the community but as individuals who belong and form that community. The situation caused by the Covid-19 pandemic has shown both the need to ensure efficient services, even during a serious emergency, and at the same time how individual behavior can determine a global trend.

The schools involved in the R4C project are supported in this paradigm change with self-reflection tools that increase awareness, strengthen logical thinking, help the development a scientific mentality. R4C is a Forward-Looking Cooperation Project that promotes the use of self-reflection tools to support innovation and systemic change in education and training institutions. These projects highlight good practice in using and, in particular, following-up results from the two self-reflection tools developed by the European Commission, namely HEInnovate for higher education institutions and SELFIE for schools. The R4C consortium organize and coordinate large scale pilots with schools in Greece, Portugal and Italy. The project implements with a bottom up approach in 300 primary and secondary schools, in urban as well as in rural areas while the sample for the validation of the proposed approach that consist of 1,500 teachers and 15,000 students.

CONTACT

Do you want to know more about The seminars of Physics? Are you an Italian, Greek or Portuguese high school teacher interested in the R4C project? Visit our websites or you can follow us on Facebook and Twitter. ◼

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Next issue
OF THE ESHA MAGAZINE
WILL BE OUT IN DECEMBER 2020

The deadline for submitting an article for the next issue is 27 November 2020

Do you have interesting success stories?

A perfect programme?
Good experiences with the job shadowing project?
Liked a seminar you attended?
Have found a great solution everyone should know off?

Did you do research and found something great?

Found knowledge you have to share?
Found out something great?
An answer to all our questions?

Do you have an upcoming event you want everyone to know?

Something that shouldn't be missed?
A thing you have to go to?
A date which no one should forget?

Or do you want to read something about a certain theme?

Children's diversity
Coaching and mentoring school leaders
Hybrid integration
Inclusion
Social innovation
....

Please contact (luca.laszlo@esha.org) us so we can make great
next issues of the ESHA magazine for you!

European School
Heads Association