



**Council meeting Poitiers & Bordeaux
8-12 July 2014**

OFFICIAL WELCOME (transcript)

1. JEAN- MARIE PANAZOL – DIRECTOR ESENESR

Welcome to ESENESR which is the training facility for the most important people within French Education; it is appropriate for ICP to be meeting here.

Every year 8000 heads of departments etc come to this ESENESR for training. ESENESR is responsible for 45 000 days of training per annum.

In the French context, 'a leader in education is someone who knows the official literature and is capable of applying but is also capable of making his own decisions.' Sound training for efficient school leadership must be based on exchange or mutual experience and ideas.

You cannot improve if you only look at yourself, you must look outside.

2. MARC ROLLAND, MINISTERE EDUCATION NATIONALE _ FRANCE

Mr Rolland heads the delegation to the European and International relations and cooperation for the Ministry of Education (DREIC) The role of this department is to prepare recommendations and projects to represent France in EU, European and world wide.

Every 6 months the council of the EU changes and this year it is Italy and their role is to use education to make the students well prepared to face the challenges of the difficult modern world- post GFC and world conflict.

Education is critical in helping young people. It is a shared concern across the world. The National Ministeries create the national policies but it is at the level of the individual school that it must be most forcibly informed or informing practice.

3. JACQUES MORET, RECTEUR - ACADEMIE DE POITIERS.

Academies are generally organized on a regional basis.

The Minister send his apology as he cannot be here today, but he will be very interested in the outcomes of our joint work. The Minister is convinced that school heads are a very important link in the field of general pedagogical work of the school, leader of school life/School community/ staff and their Professional Learning, and the transmission of ministerial policy.

On the Minister's behalf I would like to say thank you for your engagement. ESENESR represents the core of French training for school leaders...this is where most are trained.

Major focuses:

Liberty of teaching :

Education it is free and compulsory from 6 -16 years. National French schools are secular but all religions can develop but are kept to the side of education within the school. No political opinions can invade or enter the French schools.

Equity or equality are key to our education and yet despite all the fine declarations, our schools do not meet expectations eg PISA over the past 10 years has shown that the gap between low and high socio economic has increased.

This is a general concern and the Ministry has decided to give new roots to our education system. A number of reforms have been introduced:

- Priority to primary education,
- Rebuilding teacher education including redefining the job of being a teacher as the descriptions were made 100 years ago.
- A new organisation of the school day focusing learning at the most appropriate moments and updating curriculum and syllabus
- IT and computers into the school,
- Increase the fight against dropouts and absenteeism
- Improvement of education for children with special needs especially in the most under privileged areas of the community.

France is to succeed then everybody at every level must cooperate but most importantly the school heads are the most important person in the system.

Success is based on local dynamics and school leaders are best placed to understand this. ESENESR is at the heart of the system because this is where the school leaders are trained.

ICP's agenda is very important and consistent with our current strategy and policy.

4. LISA VINCENT – ICP PRESIDENT

Thank you to our esteemed guests for their very warm welcome and for setting the agenda for the Council Meeting. Each of the addresses provided some insight into French education and described the pivotal role played by school leaders and the complexity of that role. Together the Council will focus on principal training and assessment, what each principal brings to the role and what makes learning happen in our schools. All speakers also identified the challenges currently facing school leaders providing opportunities to ensure that each and every student succeeds.

We live in a very interesting environment.

Over the next few days we hope to provide high quality presentations and information from members and guest presenters. There are obviously some similarities between our contexts but we also need to recognise that there are differences and then consider how applicable the information or best practice is in your respective environments or contexts. The richness of the program is also determined by the participation of the group – take every opportunity to listen, learn and explore and seek clarity and understanding in all interactions.

Before we formally commence the program, we would like to thank the team, especially Marie – france, who worked with the ICP Executive to put together the Council Program and for gathering together so many highly respected speakers. It is not easy developing a program via email and skype; but if we are to be a truly international organization then we must be willing to accept cultural difference and organizational differences.

5. NELLY GUET – ASSOCIATE MEMBER OF ICP

As a long term individual member of ICP Ms Guet expressed her gratitude to ICP for the great gift she has gained from being part of ICP. It was a dream to bring other French organisations into ICP and then for Council to come to France and today we see this dream is becoming a reality. 2017 in Bordeaux. Finally a big thank you to the team of people who put this together.

6 ANTOINE GOODBERT: DIRECTEUR AGENCER ERAMUS- FRANCE

We welcome you to our city later in the week. Bordeaux is a neighbor but it takes a little distance.

PRESENTATIONS TO COUNCIL

NB Please note a change to the Council agenda; OECD will be represented by Tue Halgreen.

DAY ONE – 8 JULY

What makes Schools and School systems successful? PISA 2012 – What we can learn from that?

Tue joined the OECD as an analyst in 2012 and the PISA team in 2013. He works on the project management of PISA. Before that he was an advisor on assessment and evaluation policy for five years in the Danish Ministry of Education. While in the Ministry, he led the implementation of a national student assessment program and coordinated the country's participation in international education studies. Tue holds master's degrees from the Universities of Lancaster and Copenhagen. He speaks Danish and English and is currently learning French.

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The full presentation is available on the ICP website.

Interesting points:

Between 65 and 70 countries participate in PISA every year.

There are 34 member countries in OECD.

Although Reading, Mathematics and Science are the focus there is increasing interest in the softer skills and in 2015 collaborative problem solving will be included.

Policy makers often trade off high achievement and high equity but this does not need to be the case.

Although there is a lot of commentary around girls in Mathematics and Science, it is in reading performance that gender differences are the most pronounced. In every single country in PISA, girls perform better than boys in reading.

The correlation between Socio Economic Status (SES) and performance is often greater within schools and between classrooms than it is between school however the greatest variance between schools can be found in Germany and this is a reflection of the school system. There is also a correlation between money and results: it is important to have the resources but it is important to ask how the money is spent e.g how equitably the money is distributed

DAY TWO – 9 JULY

2. School Leadership, Principal Training and Assessment.

Can we have the power point?

Jacques B Latille

Recruitment and training of headmasters in France

Recruitment and training at the national level for a second career, civil servants....people come from being a teacher, 5% administrator but not educators, 15% public servants but not teachers.

Have a long history and a lot of skills that we must take into consideration.

A single body of civil servants but two major types of positions:

Principal – take care of foreign affairs – 750 recruitment and 650 become principal by competition and 100 by promotion. This influences the ways that we need to train them. The perspective of career development is very different. The latest intake the youngest applicant for 28 and the oldest 60.

Assistant principal – take care of home affairs (for 3 to 6 years)and then they can apply for a position for a new assignment as a principal but that is assigned by the minister of education not local.

Initial training is led by national operator _ ESENESR

but implemented at three different levels: the national level, the regional level(academie), the establishment level(local)

There is a national level or national

36 days first year and then 15 and 15 in the second and third year.

Some principles of initial training (1):

Three main objectives:

Develop a professional identity of headmaster

Develop a common culture part of the NATIONAL education system with inspectors. – policies that are used by the ministers
Develop a common culture as part of public service. (this is not about education culture but it is also important to realise that you might not be a headmaster)

Some principles of initial training (2)

- A professional training
- An alternative training (in the school)
- Various modalities (conferences, real situations, study file, practical analysis, e-learning)
- Accompanied training over 30 months (63 days at all)
- Individualized training

About continuing education and training

4 main objectives:

a) prepare for career advancement (40, 000 people)

at the ESENESR

at regional level

b) be able to implement public policies in school

equality girl or boy

c) self assessment

d) accompany changes in the profession

self development (prepare diplomas, competitions)

IMPROVE SCHOOL LEADERSHIP - Bernard Hugonnier (Can we get this powerpoint)

Why the OECD is working on school leadership?

If effective school leadership can improve school outcomes by influencing:

The motivation of teacher (OECD 2006)

Capacities

The school climate and environment

There is a pressing demand for
Attracting
Training
Developing the next generation of school leaderships

Diagnosis of the profession

Improving school leadership, policies and practices, 2009 Vol 1 and 2

School leadership situation

Policy recommendations.

TALIS 2013 results : an international perspective on teaching and learning June 2014.

The role has dramatically changed but the preparation and training is no longer appropriate.

Working conditions and salaries are not very attractive

\$ main reasons why school leadership has changed:

4 main reasons

1. school autonomy has raised new responsibilities

running a small business

managing human and financial resources

adapting the teacher performance

2. accountability for outcomes has raised

- a new culture of evaluation
- strategic planning, assessment and monitoring
- use of data improvement

3. leadership has become more learning centred

new approaches to teaching and learning

supporting collaborative teaching practice

raising achievement and dealing with diversity

4. Leadership functions have expanded and intensified.

More and more tasks have been added to workload

Most of the leadership tasks are carried out by one individual
Coherent frameworks

Policy responses

Redefine school leadership responsibilities for improved student learning

Policy and practitioners need to ensure that

Develop a distributing school leadership not only within a school but across schools.

The UNESCO Road map for reform (2005)

Attracting and retaining principals

Increase loyalty to the ministry

Know the public policy

Know the program that must be delivered in the school

Manage the finance

Alta van Heerden presentation – provided perspectives

John Maxwell: Leadership makes a difference

Wallace foundation

What makes a school administrator an effective school leader: Derrick Meador.

Bob Pratt – OPC perspective

From school leadership to system leadership - Roger Leighton

For the past 18 years Roger Leighton has been Headteacher of The Sydney Russell School in Dagenham, London - a 1,700 pupil mixed 11-18 secondary school. Despite serving students from one of the 10% most deprived areas in the UK, during Roger's tenure exam

results have risen from significantly below national averages to significantly above. The school is over-subscribed with first choices from prospective parents. Roger has recently overseen a £25 million re-building program at the school, providing the best classrooms in the UK. The school achieved 'Outstanding' status in its most recent Ofsted inspection and is a Teaching School and National Support School. Roger has also played a leading role in developing Free Schools in London, opening in September 2013 as Executive Principal the largest Free School so far - Riverside School, a new-build 1,800 pupil secondary school – and planning a Special Free School and a Primary Free School for opening in 2015. He has been designated, a National Leader of Education, by the UK Government.