



Arion Programme
Study visit for education specialists and decision makers

JARFALLA, SWEDEN
24TH – 28TH OCTOBER 2005
15,06 – SE – THE HEADS OF SCHOOLS

GROUP REPORT

Theme: 15 – The heads of schools
Visit: 6
Place: Jarfalla, Sweden
Hosting: Christina Ericsson Eggegardh
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DATA ON YOUR STUDY VISIT:

Reference: 15,06

Country visited: SWEDEN. Period: 24/10/2005 28/10/2005

Theme of your study visit: The heads of schools

Group rapporteur: HERIBERT BECKER

Number of participants: 14 Originating from 12 different countries.

List of participants (names and countries of origin)

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WORKING FACILITIES

Did you receive sufficient information on your programme before your departure?

∅ On travelling arrangements: YES. IN TIME AND COMPLETE

∅ Content related documentation. YES

Did you receive this information in time? Please specify if necessary. YES

Did the working language meet your needs? Please specify. YES

CONTACTS ESTABLISHED

Did you have the opportunity to inform the members of your group and your host about the education system of your country and about the theme of the study visit?
Please specify.

YES. EVERYONE WAS GIVEN THE OPPORTUNITY TO INFORM THE GROUP MEMBERS AND THE HOST ABOUT THE EDUCATIONAL SYSTEM OF THEIR COUNTRY, REGION AND POLITICAL AFFAIRS.

Did you have sufficient contacts with:

The heads of schools

YES. THEY GAVE US AN EXACT ACCOUNT OF ALL LOCAL EDUCATIONAL PROCEDURES AND READILY SHARED PROCESSES AND THEIR MANAGEMENT SYSTEMS.

The teachers
YES

The pupils
LIMITED, BUT SUFFICIENT IN RELATION TO THE THEME OF THE VISIT.

Will you maintain contacts with:

Representatives of the host country

YES. WE TALKED TO MANAGERS OF THE COUNTY AND JARFALLA AREA AND WE PLAN TO SET UP PERMANENT CONTACTS.

Members of your group

YES. WE WISH TO MAINTAIN CONTACTS WITH ALL PARTICIPANTS AFTER THE VISIT AND WE PLAN TO BUILD A WEBSITE AS A GROUP COMMUNICATION PLATFORM.

Do you envisage further involvement in a project in the framework of the Socrates II programme as a follow up to your participation in the Arion programme?

- As an initiator HOPEFULLY, YES
- As a collaborator HOPEFULLY, YES
- As a resource person. HOPEFULLY, YES

Has your visit contributed to the development of a SOCRATES project (Comenius or other action?)

NO

REPORTING ELEMENTS

SUNDAY, 23rd OCTOBER

18.30 ASSEMBLY FOR ALL PARTICIPANTS IN THE HOTEL WELCOME AND WERE GIVEN A WARM WELCOME: WE DISCUSSED ASPECTS OF ORGANISATION, PLAN FOR THE WEEK AND EVERY MEMBER RECEIVED INFORMATION ABOUT THEIR SCHOOL VISITS AND A MAP OF STOCKHOLM.

MONDAY, 24th OCTOBER

08:50 OFFICIAL INTRODUCTION BY CHRISTINA EGGERGARTH

09:00 REPRESENTATIVES OF THE LOCAL GOVERNMENT INTRODUCED THE AREA OF JÄRFÄLLA.

POINTS OF DISCUSSION:

- DATA OF THE REGION
- *APPENDIX 1: WELCOME TO JÄRFÄLLA, A COLOURED BROCHURE*
- THE ECONOMY OF THE AREA,
- THE MUNICIPAL BUDGET OF JÄRFÄLLA,
- THE STRUCTURE OF THE MUNICIPAL GOVERNMENT,
- THE MANPOWER OF GOVERNMENT
- **APPENDIX 2: MUNICIPAL AUTHORITY ORGANISATION [1 PAGE]**
- **APPENDIX 3: ORGANISATION AND MANAGEMENT IN THE MUNICIPALITY OF JÄRFÄLLA [6 PAGES]**
- THE SCHOOL SYSTEM
- *APPENDIX 4: CURRICULUM FOR THE PRE-SCHOOL*
- *APPENDIX 5: CURRICULUM FOR THE COMPULSORY SCHOOL SYSTEM, THE PRE-SCHOOL CLASS AND THE LEISURE-TIME CENTRE*
- THE DEVELOPMENT IN THE PAST AND IN THE FUTURE

THE EUROPEAN DIMENSION WAS RAISED AS A SPECIAL POINT OF DISCUSSION:

- HOW MANAGEMENT WORKS AND HOW MANAGEMENT TEAMS EVALUATE THEIR WORK
- **APPENDIX 6: BASIC FACTORS TO ACHIEVE MOTIVATED EMPLOYEES AND MANAGERS [1 PAGE]**
- **APPENDIX 7: THE REQUIREMENT LIST [2 PAGES]**

FIRST, THE SESSION OPENED WITH MEMBERS OF THE SEMINAR RAISING QUESTIONS. THIS WAS FOLLOWED BY ARION PARTICIPANTS DESCRIBING HOW MANAGEMENT WORKS IN THEIR SCHOOLS. WE LEARNED THAT THE NATIONAL EDUCATIONAL SYSTEMS OF THE REPRESENTED EUROPEAN COUNTRIES VARIED WIDELY. BUT - AND THIS WAS IMPORTANT – WE LEARNED, THAT OTHERS' MEANINGS AND FEELINGS ARE ALSO RIGHT AND TO HEAR OTHERS IS IMPORTANT TO FIX OUR OWN POINT OF VIEW.

10:00 FLORA VILLALOBOS, FROM THE SOCIAL DEMOCRATIC PARTY DESCRIBED ONE OF THE MAIN PROBLEMS, WHICH IS TO INTEGRATE IMMIGRANTS. SHE WAS BORN IN CHILE AND CAME TO SWEDEN WHEN SHE WAS A CHILD. SHE IS VERY INTERESTED IN USING THE SKILLS OF IMMIGRANTS FOR THEMSELVES AND FOR THE SWEDISH SOCIETY. SHE TOLD US THAT SHE HAS PUBLISHED HER IDEAS OF CHANGING STRUCTURE AND BEHAVIOUR.

AFTER DISCUSSION, WE AGREED THAT THIS IS A COMMON ISSUE ACROSS ALL COUNTRIES OF THE ARION GROUP. ONE RIGHT WAY DOES NOT EXIST. WE DID OPEN OUR MINDS.

11:15 SPECIAL LUNCH FOR GUESTS AND HOSTING HEAD-TEACHERS WITH A DELICIOUS SWEDISH DISH. EVERY PARTICIPANT INTRODUCED HER OR HIMSELF AND HER OR HIS SCHOOL.

13:00 PRESENTATION OF THE PARTICIPANTS AND THEIR SCHOOL. THERE WAS NO GIVEN STRUCTURE. EVERY PARTICIPANT GAVE A PRESENTATION ON THEIR PARTICULAR POINTS OF VIEW ON THE "HEADS OF SCHOOLS" THEME, WHICH GAVE THE OPPORTUNITY FOR LIVELY DISCUSSION.

15:00 REPORT WRITING

18:30 WE WERE OFFERED A BUFFET DINNER AT THE NT - GYMNASIET AND A WALK THROUGH THE MAIN FACILITIES OF THE SCHOOL. THE FURNITURE WAS PARTLY VERY DIFFERENT TO THE OTHER ARION COUNTRIES. GENERALLY, THE GROUP WAS VERY IMPRESSED WITH THE STYLE, DESIGN AND FURNITURE. THE FOOD WAS HOMEMADE AND TYPICALLY SWEDISH.

TUESDAY, 25th OCTOBER 2005

09:00 SOME PARTICIPANTS PRESENTED THEIR SCHOOLS, THEIR WORKING PRACTICES AND EDUCATIONAL SYSTEMS.

10:00 PRESENTATION ON THE LEADERSHIP MANAGEMENT IN THE MUNICIPALITY

- APPENDIX 8: ADMINISTRATION OF PRIMARY SCHOOLS / ADMINISTRATION OF PRE-SCHOOL, PRIMARY AND SECONDARY EDUCATION- AT LOCAL LEVEL / ADMINISTRATION OF PRIMARY AND SECONDARY EDUCATION AT PREFECTURAL LEVEL/ PARTICIPATION .../ GENERAL ... [3 PAGES]
- APPENDIX 9: JÄRFÄLLA KOMMUN: THE TASK OF A HEADTEACHER IN THE MUNICIPALITY OF JÄRFÄLLA, SWEDEN
- APPENDIX 10: SKOLVERKET – THE SWEDISH SCHOOL SYSTEM [2 PAGES]
- APPENDIX 11: SKOLVERKET – PRESCHOOL CLASS [1 PAGE]
- APPENDIX 12: SKOLVERKET – COMPULSORY SCHOOL [2 PAGES]
- APPENDIX 13: SKOLVERKET – UPPER SECONDARY SCHOOL [2 PAGES]

11:30 LUNCH AT NT-GYMNASIET PREPARED AND SERVED BY STUDENTS

13:00 PRESENTATION BY ANITA HARD SEGERSTAD, ON IN-SERVICE TRAINING FOR HEAD TEACHERS (UNIVERSITY OF UPPSALA). SWEDEN INVESTS A LOT OF ENERGY AND MONEY TO TRAIN HEAD TEACHERS. FOR ALL THE MEMBERS OF OUR TEAM IT WAS NEW AND VERY INSTRUCTIVE. ONE OF THE MAIN INNOVATIONS ABOUT HEAD TEACHERS'S TRAINING IN THE UNIVERSITY OF UPPSALA WAS THE EXPERIMENTAL WORK (ASSESSMENT) EVERY PARTICIPANT HAS TO UNDERTAKE.

SOME OF THE MAIN POINTS ARE:

- ALL HEAD TEACHERS HAVE TO BE TRAINED.
- TRAINING IS NOT ABOUT TEACHING IT IS ABOUT LEARNING
- A HEAD TEACHER DOES NOT HAVE TO HAVE A TEACHING BACKGROUND.

WEDNESDAY AND THURSDAY, 26TH AND 27TH OF OCTOBER

JOB SHADOWING

- BOTH THESE DAYS WERE USED FOR ARION PARTICIPANTS TO ACCOMPANY HEAD TEACHERS DURING THEIR NORMAL ACTIVITIES. ALSO, THEY SPENT TIME SHOWING US SCHOOL PROFILES, EXPLAINING THEIR VISIONS AND RAISING POLITICAL PROBLEMS REGARDING EDUCATION.

OUR OBSERVATIONS

1 – AUTONOMY

OUR GROUP FOUND THE LEVEL OF AUTONOMY AND RESPONSIBILITY THAT SWEDISH HEADTEACHERS ARE GIVEN TO BE EXTREMELY INTERESTING. NOBODY WITHIN OUR GROUP WORKS AT THIS LEVEL.

2 – SCHOOL RELATIONSHIPS

- WE RECOGNIZED THAT THE RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS WERE VERY FRIENDLY, THE RELATIONSHIPS BETWEEN HEAD TEACHERS AND THEIR STAFFS HAVE BEEN SHOWN AS PARTNERSHIPS. THE TEACHERS WERE GENERALLY COOPERATIVE AND HELPFUL.

3 – EQUIPMENT

- THE COMFORTABLE DESIGN OF THE STAFF ROOMS AND EQUIPMENT WAS HIGHLY REGARDED AND APPRECIATED BY OUR TEAM.
- THE CLASSROOMS WERE FURNISHED IN A MODERN STYLE AND PRACTICAL.
- SPECIAL ROOMS WITH HIGH TECHNICAL STANDARD EQUIPMENT WERE PURPOSELY DESIGNED FOR DISABLED STUDENTS.
- I.T. EQUIPMENT WAS USED AS A FIXED TOOL AND LESS FOR MOBILE LEARNING. WE EXPECTED THERE TO BE MORE COMPUTERS.
- THE BUILDINGS WERE IN A GOOD CONDITION AND GENERALLY VERY CLEAN.

4 – CONFIDENCE

THE SWEDISH HEAD TEACHERS WERE ONLY PARTLY CONFIDENT ABOUT THEIR PEDAGOGICAL RESULTS. ONE GROUP HOPED FOR MORE SUCCESS AND OTHERS WERE SATISFIED WITH THE RESULTS THEY ACHIEVED. THE SWEDISH GOVERNMENT IS TO ADDRESS THIS ISSUE.

IT IS TO BE MENTIONED THAT MOST OF SCHOOLS VISITED WENT TO GREAT LENGTHS TO INTEGRATE STUDENTS WITH DISABILITIES AND STUDENTS WITH DIFFERENT CULTURAL AND ETHNIC BACKGROUNDS.

You should also explain in this section how these findings might be interesting in your own country.

APPENDIX 14

Which models, ideas or projects of the educational system of the host country could you try to transfer into your own education system? How could such input improve your own education system and/or teaching methods?

APPENDIX 15

- ∅ How did your participation in an Arion study visit contribute to the European dimension of your work?

APPENDIX 16

FOLLOW UP

Do you have any further suggestions for the future development of the Arion scheme?

YES. IF THERE'S NOT A FORMAL FOLLOW-UP, THERE IS NO CONTINUOUS WORK BY A TEAM THAT WAS BUILT DURING THIS WEEK. THE GROUP WORKED WITH A HIGH LEVEL OF ORGANISATION, A UNIQUE SENSE OF RESPONSIBILITY. IF ALLOWED TO CONTINUE THIS PROCESS, IT COULD PROVIDE AN EXAMPLE FOR CONTINUOUS WORK TO DEVELOP SCHOOLS' EUROPEAN DIMENSION BY THE LEADERSHIP OF THE HEADS OF SCHOOLS OF THESE TWELVE COUNTRIES. A MINIMUM OF ONE MORE WEEK WITH THE SAME TEAM WOULD ACHIEVE MORE PRACTICAL RESULTS. OTHERWISE, THESE VISITS COULD BE REGARDED AS HAVING ACHIEVED MODERATE RESULTS. SHOULD THIS SUGGESTION BE UNEQUIVOCALLY UNDERSTOOD, WE WOULD APPRECIATE THE OPORTUNITY TO CONTINUE WORKING AS A TEAM OF EUROPEAN SPECIALISTS, INTEGRATING, WITHOUT ANY EXCEPTION, ALL OF THE PARTICIPANTS. WE PROPOSE ONE NEXT MEETING IN AUSTRIA, BECAUSE OF THE GEOGRAPHICAL CONVENIENCE FOR ALL MEMBERS.