



# European Forum on Educational Administration

# NEWSLETTER

## Forum Européen des Administrateurs de l'Éducation

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**Editorial Note**

The editor welcomes contributions from Forum members. These can include letters to the editor, notes of books published on themes of cross-European interest, requests for assistance from the members, or other matters.

These should be sent (preferably in English) to the editor by E-Mail. The dates for sending are **1st of April and 1st of November** every year.

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### IMPLANTATION OF A SYSTEM OF MANAGEMENT OF THE QUALITY IN A VERSATILE SECONDARY EDUCATION HIGH SCHOOL

In this article we are going to try to introduce the reader in the process of implantation of a System of Management of the Quality, based on the Norm international ISO 9001:2000, in a polyvalent high school.

It is a fact that, for the society in which we live, to know that a school establishment is allowed by the administration to teach a certain formation is not sufficient today. The potential customer of an establishment wants, besides, the recognition of an external and independent organism that guarantee that the establishment offers a formation of quality; that all processes are guaranteed: from the offer of formation to the demand of enrolment; the beginning of the school year; the welcome of the pupils; the process of teaching-training; the assessment; the complaints; the practical training in enterprises.

But that supposes the implantation of a system of quality management according to the Norm International ISO 9001-2001 for a school establishment and the concession of the Quality Certificate. For a school establishment, to have a Certificate of Quality supposes a certain work. For the body teaching, it will suppose an extra work but for the Direction it will be an enormous effort.

**The professorship is going** to prepare a programming in the beginning of the school year and will be in charge of the daily and monthly follow-up to note, if the case arises, the deviations of application produced, to explain them and to expose the measures planned to remedy them. Besides, once per year, a Commissioner to the accounts of an external enterprise, will supervise all processes achieved by the school centre. This control by an external person to the centre is not usual for the professorship that, in Spain, is not valued by the administration.

The **direction** prepares a yearly general scheduling in which it must incorporate a set of complementary documents as the revision of the quality politics, a scheduling of the objectives planned in progress for the school year, a set of indicators of the system and a scheduling of the internal audits to supervise the evolution of the system, a plan to measure the satisfaction of the whole personal. All it is important because it permits a scheduling of all the activities and documents of the centre what facilitates the working.

As we can deduct some a priori, to implant a **System of Quality Management in an educational establishment**, really suppose an important effort. But, long-term, this system will give us some satisfactions, the organization will be better, all programming will have the same formats, a notebook of side of

the homogeneous professor, a basis of documents pre-established with common formats that will facilitate us and will indicate the task up to date day. Finally and even though it doesn't seem it, the external customer, pupil, father, mother, enterprise, all will discern, also, that, in this centre, all operates a manner more agile and transparent.

But now the most arduous task imposes itself: the one to implant the system of quality management, to create the manual of application, to define the processes, the instructions, the registers... are going to try to introduce to the reader in a brief manner in as to carry through all this relative process in an Educational Centre.

### What is the Norm ISO 9001?

Does everybody have his own idea of "quality"? But remember that the quality is going to accompany by the Norm ISO 9001:2000. But that means this set of acronyms and numbers? It constitutes a set of Norms with a vast recognition and acceptance international, elaborate to help the organizations of all type and all size to implant and to maintain systems of efficient quality according to the eight following paragraphs:

1. Object and field of application.
2. Norms for consultation.
3. Terms and definitions.
4. System of Quality Management.
5. Responsibility of the Direction.
6. Management of ressources.
7. Realization of the product.
8. Measure, analysis and improvement.

So that a system of management functions, it must lean on two important documents: **the Manual of Quality** that defines the system of quality management and **the Manual of Process** that will contain a set of documents describing the processes of type of organisation and functional in the setting of activity of the system of quality management.

In the system of quality management, we should work with **documents** and **registers**. The following picture shows the role of every element.

Documents
They define how themselves achieve the actions
They change with time
State revision and date of entry in strength
One doesn't archive what is outdated (except historic copy)

Registers
They gather the result of the secret actions
They don't change with time
Coding and date of realization
They are archived (during a pre-established period)

The Politics of Quality is the basis of the System of Management of the Quality. This politics should clearly be defined, adequate to the goal that one wants to get and distributed to all sectors of the Center by the Direction. It must be reviewed periodically.



We must define the coherent, significant, measurable objectives that permit the information of the evolution of the system. These objectives of the management system should be defined by all sectors of the organization.

But the whole system of quality management has the need to be reviewed frequently to be able to value its evolution. The revision must be planned, coherent and efficient. This revision, responsibility of the Direction, will have as starting point, the results of the internal audits, the old-fashioned food of the customers - fathers, pupils, enterprises... -, and the indicators of the processes.

The consequence of the revision of the system will get our **Plan of Quality of the Process** for this school year while fixing new objectives or reconsidering the old; while planning some actions to improve the existing processes, the offered services; while fixing the necessity of new or better ressources...

As conclusion to this brief preview, let's say that the key aspects for the implantation of a System of Man-

agement of the Quality based the Norm ISO 9001:2000 are:

- Definition of the range
- Information, taken in conscience and implication
- Identification of the situation of departure
- To benefit to the maximum of that what one already has
- In a first phase, to do the indispensable modifications,
- Involvement of people
- Justification of the value contributions
- Scheduling of the implantation.

José Manuel Martínez Gimeno.

Director of the secondary education High school „ Corona of Aragón“ Experimental Integrated centre Saragosse

## CHANGING LEARNING ENVIRONMENTS

SEMINAR WITH COLLEAGUES OF NETHERLANDS, IRELAND, GERMANY AND SWEDEN  
OCTOBER 9 - 11TH 2008 IN ZWOLLE – NETHERLANDS

A new outlook on learning calls for school buildings that are designed from a new perspective. In recent years in the Netherlands, there have been many examples of such inspiring architecture, buildings that have lived up to their reputation in every respect.

The basic assumption is that young people are all different, and that they each learn best in their own way. Sometimes individually, sometimes in small groups, sometimes under guidance. The more variation each day, the better. Teachers work together, in teams. They are responsible for the way in which they guide their pupils through the learning process. Pupils feel truly at home in their school. There is a sense not only of space and transparency, but also security. It is a meeting place with a heart, and there are areas where it is quiet and peaceful. The school collaborates with all sorts of external partners, so that educational projects are relevant and interesting. The neighborhood puts the school to good use, too: there's something on every night. Theater, Music, sports, gatherings.

These are school buildings where you're always glad to be, as if they belong to you. Buildings that don't only separate people from one another, but also bring them together. An environment that brings you in touch with society, a place you feel responsible for, where you gain many of your most valuable experiences. For

the management, teachers, and pupils, it will mean great changes.

Key questions for the conference on Changing Learning Environments are:

- What are the premises for the new learning environment?
- What are the major success factors in the change process?
- How can you best involve teachers and pupils in the new school design, even though they have no design experience whatsoever?
- How can you combine a small-scale environment and the need for identity with the advantages of a large organization?
- What sort of experience have others had with these new buildings?

**Beginning of the Seminar October 9th 2008 at 15.00 o'clock in Zwolle**

### VIA Kampen

Two secondary vocational schools (approx. ca 800 pupils in total, aged 14-16) make use of the same building, as two independent schools. Their ideal is a building with the openness and vitality of a city, within which one finds the security of various 'houses'. The building will open in August, and consists mainly of a large hall in which everything takes place. All the sectors, healthcare, economy, technology, and agriculture, will be represented there.





### Thij College Oldenzaal

This grammar school (approx. 1,100 pupils, aged 12-18) is set up, literally, as 'Team Building'. Here, the traditional layout of corridors and classrooms has completely disappeared. The building has great transparency: many of the learning areas are made entirely of glass. A wonderful color scheme provides structure and serenity.



## ROC Aventus

This Community College (ages 16-20+) for 10,000 students on 1 site, strives for small-scale education combined with a great measure of flexibility. Within the large, transparent and flexible building, architects and artists have created various different 'spheres', which reinforce a sense of identity and security.



Conclusion with a cultural program in Amsterdam in the morning of October 11th 2008 and a final session at midday

**For more information and registration please contact**

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## SLOVENIA THROUGH UKRAINIAN EYES

“Many men many minds” - English proverb says. That is true as there were almost 10 countries' representatives at the EIP conference in Ljubljana 20-24 April 2008. We were numerous but we came to the common agreement: we saw remarkable example of quality education which comprises fruitful partnership among teachers, parents and students.

Slovenia as the whole Europe is trying to establish a knowledge based society by having made significant investment into education. Knowledge is the key that opens all doors. School institutions opened their doors to parents in order they could assist in student's adjusting to school life. This method has proved to be successful especially at the primary school level where students are fully dependant on their parents and require their support. On the contrary students of the secondary educational level require limiting their parents' participation in their school life as they consider themselves independent enough for decisions-making.

This triangle partnership (parents, teachers, students) is interrelated and realized through various activities:

- Meetings with classroom teachers, students and parents
- Lectures or workshops for parents. In this workshop parents can express their ideas and vision and take influence on the development and quality of the school
- Teachers work together with the parents regarding to pupils with special needs. They find together to find solutions for this children.
- Different project work.

Parents are also involved into the school governing. Every class has its parent's council and some are members of the School Board. And the most remarkable fact that parents can participate in the Head Master (Principal) elections. They can recommend or reject the candidate for the post which is impossible in Ukraine where we have principle appointed by the local authorities.

No doubt it is only a part of the parents (sometimes 30% of parents in the class), who are participating and cooperating and teachers are trying to find a solution, to motivate them for participation. In Ukraine sometimes you can find only 5 active parents who participate in the school life.

Ukraine is making only first steps to become EU member (in February we were accepted to World Trade Organization) that broadens the boundaries for cooperation, opens new perspectives and requires development. Education should outstrip and correspond to the demand of the society by adapting to new conditions. Today our task is to gain progressive experience in education. We should avoid undesirable mistakes and failures in building bridges between parents' - teachers' - students' partnership. Slovenian schools

are successful example of implementing high-quality education through partnership among teachers, parents and students. Our recent project (Kyiv Gymnasya 176 and St. Stanislaw Institution) is the open door to mutual understanding and sharing the valuable experience.

Olena Kovalchuk, National correspondent  
Ukrainian Forum for Educational Administration

## XVIII SPANISH CONFERENCE “PROFESSIONAL COMPETENCES FOR SCHOOL PRINCIPALS”

FROM 26TH TO 27TH OCTOBER OF 2007 THEY HAVE BEEN CELEBRATED TOLEDO (SPAIN) THE XVIII CONFERENCE OF THE F.E.A.E. WITH THE ATTENDANCE OF 120 PROFESSIONALS OF ALL SPAIN.

We have counted on the institutional presence of the Education Spanish Ministry., the Board of Communities of Castilla-la Mancha, Regional Government of Toledo, and Town Council of Toledo, as well as with high educational personalities among which we mention to Mr. Pedro Uruñuela (of the Spanish High Inspection ) and Mr. Joan Teixidó (professor of the University of Girona).

The treated subjects have been diverse, but always related to the title of the conference. Moreover three workshops have been organized for the work in group:

1. The professional associationism as a factor of quality
2. Formation and evaluation of the managerial function for the efficiency of the formality
3. The autonomy, instrument of adequacy and development of the educational project

Likewise, they were carried out the presentations of the Good Practices, which were the exemplification, on the part of schools, of the one explained in the workshops.

Finally, the **Declaration of Toledo** about what we think in the bossom of the F.E.A.E was elaborated. of which school principal has to be.

Apart from the conference of work, also there were moments for the social and cultural aspects, among which we highlight the visit to the Town Council of

Toledo and the reception, with concert and dinner included, on the part of the Vicemajor of Toledo.

We want to highlight, finally, the high degree of fellowship and bows of friendship created by the participants along this conference.

Xavier Chavarria Navarro  
National Correspondent of FEAE

## XXIII BRAZILIAN SYMPOSIUM OF POLITICS AND ADMINISTRATION OF EDUCATION

### V LUSO-BRAZILIAN CONGRESS OF POLITICS AND ADMINISTRATION OF EDUCATION

### I IBERIAN-AMERICAN COLLOQUY OF POLITICS AND ADMINISTRATION LETTER OF PORTO ALEGRE (BRAZIL)

“FOR A SCHOOL OF QUALITY FOR ALL”

The professionals of the education unite at the time of the XXIII Brazilian Symposium of Politics and Administration of Education, V Luso-Brazilian Congress of Politics and Administration of Education and I Iberian-American Colloquy of Politics and Administration of Education, organized for the National Association of Politics and Administration of Education (ANPAE), for the Portuguese Forum of Educational Administration (FPAE) and for European Forum on Educational Administration (EFEA), in partnership with the Federal University of Rio Grande do Sul (UFRGS), in the city of Porto Alegre, RS, Brazil, in the period from 11 on November 14, 2007, conceiving the education as politics of State and, considering the importance of actions, programs and politics addressed socially to the universalization of the education with quality referenced, they ratify the need of the mobilizationof the national and local governments, schools and universities and of the different segments of the civil society, of the social movements and of the educators' associations, for the establishment of a renewed and continuous political-pedagogic effort on behalf of a public school of quality for all.

Consequently, they hear the fundamental importance of:

1. To recover the role of the school as public

institution, as social space par excellence that welcomes the citizens (children, young and adult) to exercise their right fully to the education and to the culture, including the acquirement of the knowledge accumulated historically and the construction and use of new knowledge.

2. To constitute the spaces inter-institutional, national and international, of reflection and socialization of the studies, research, the convenient politics and the administration of the education, oriented toward the assessment, the proposition of politics and programs of education by the popularization of scientific research works, of the socialization of the studies and the innovative experiences of education, of the debate about the contemporary education in the international context and the deepening of the reflection on the challenges that present themselves to the education systems and that imply the politics and the further education of the professionals of education and the administration of the schools and the academic institutions.

3. To take the role of the state as guarantor of a quality education for all to all levels and in all modes against the ideology of flexibility, liberalization and privatization in progress.

4. To construct new policies and the practices of assessment of the education to strengthen the spaces, the processes and the dynamics of the assessment that put in value and to fortify the knowledge of the education, the collective work and the democratic administration of the education and the school.

5. To fight for the increase of the percentage of the economic resources destined to the education; for a better organization of the actions, the programs and the social quality education politics oriented toward the democratization of the access, the permanence and the administration for all levels and all modes of the education.

About the Brazilian education, the educators participating to this international meeting reaffirm the role of the National association of Politics and administration of the education (ANPAE), for the deepening of the fundamental topics for the improvement of the quality of the national education.

In this sense, they reaffirm the need of:

1. To assure the setting in work of policies that always assures the strengthening of the public school.

2. To guarantee the setting in work of mechanisms and practices of democratic administration of education, to reinforce the collective work of the action more and more in the schools.

3. To smash the models of organization of the school work based on hierarchization, red tape and the fragmentation of the reports and the practices of the educational institutions.

4. To guarantee the increase of the percentage of the economic resources destined to the national education.

5. To regulate the regime of collaboration between the allied essences in the perspective of an action shared between the different processes of the power that lead to the effectiveness of the National System of education.

6. To guarantee the realization of educational conferences that materializes by the involvement efficient of the civil society and politics whose objective is to advance in the construction of a new project of state and education for the Brazilian society.

7. To adopt, of efficient way, of the policies of valorisation of the professionals of the education through the definition of a pedestal of the national salary and the construction of plans of the career that assure to the teachers a worthy remuneration, of the strong professional trajectories and the collective and collective educational practices.

8. To assure the further education of the professionals of education for research as formative principle and for the understanding of the education and the school as complex realities to prepare them to the development of the teaching, of the production of the knowledge and the democratic administration of the education.

The participants understand, also, that the reorganization of the National Forum for the Defence of the public school in Brazil becomes an important step to strengthen the political role of the different actors that, historically, defend a public, popular and democratic education. In this direction, they put the accent on the importance of the role of the National association of Politics and Administration of education (ANPAE) in the debate and the dissemination of the knowledge in the domain of education through the funding of their academic action, of the qualified and committed insertion like new elements for the democratical organization and administration of the

national education.

Finally, the participants of the XXIII Brazilian symposium of Politics and Administration of education, of the V Luso-Brazilian Convention of Politics and Administration of education and the I Ibéro-American Symposium of Politics and Administration of education ratifies the fundamental importance to tighten the ties and to deepen the exchanges and the academic research between the National association of Politics and Administration of education of Brazil (ANPAE), the Forum Portuguese of educational administration (FPAE), the Spanish Forum of administration of education (FEAE), European Forum of the Educational Administrators (EFEA) and other national and international associations of education.

Porto Alegre, November 14, 2007

Juan Salamé Sala  
Past President of the EFEA

## NEWS & NOTES

### EQUITY AND DIVERSITY IN EDUCATIONAL LEADERSHIP AND MANAGEMENT BELMAS INTERNATIONAL CONFERENCE 2008

JULY 4- 6 TH 2008 IN BIRMINGHAM

The theme of this years conference is 'Equity and Diversity in Educational Leadership' and will be presented by guest speakers and panellists colleagues with extensive experiences in practice and research of schools,colleges and higher education in Britain and internationally.

These include, Tim Goddard (University of Calgary), Rosemary campbell-Stephens (Investing in Diversity, former headmaster) and Pat Thomson (University of Nottingham).

The conference will take place in the Aston Business School ([www.abs.aston.ac.uk](http://www.abs.aston.ac.uk)).

More information under [www.belmas.org.uk](http://www.belmas.org.uk)

## TRANSFORMATION OF EDUCATIONAL ADMINISTRATION- NEW RROLES FOR EDUCATIONAL ADMINISTRATORS

ANNUAL CONFERENCE OF THE GERMAN SOCIETY FOR  
EDUCATIONAL ADMINISTRATION (DGBV), 18TH TO  
20TH SEPTEMBER 2008 IN DRESDEN/SAXONY

Recent reforms at all levels of the education systems in Germany have had a major impact on educational administration. New organisations – e.g. school inspections, institutes for quality assurance, accreditation agencies – were created, and long-established structures continue to experience considerable changes of their functions. What are the consequences for those who work in educational administration?

The Annual Conference 2008 of the DGBV will discuss this question from a variety of perspectives, including educational policy, economy, management consultancy. In addition, it will – in workshops devoted to specific areas of educational administration – give room for those who are confronted with the challenges of the new roles. Keynote speakers include Dr Ralph Stegner (Kiel), former Minister of the Interior of the Land Schleswig-Holstein, and Drs Bob van de Ven (Poeldijk, The Netherlands), Honorary Secretary of the European Forum for Educational Administration.

For details, see [www.dgbv.de](http://www.dgbv.de) and Jahrestagung 2008

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