

# ICP



# Linking Leaders Magazine

**Edition 1  
2018**



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2018**

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# ICP Council Meeting

Following on from the themes which guided your Council meeting in Capetown, we will have a number of presenters who will engage and interact with you during your time in Killarney.

## **Briefly they are:**

- **Dr. Harold Hislop**, Chief Inspector of Irish schools, will discuss the 'Leadership Framework' and how it is influencing outcomes in schools across the Irish education system.

- **Jacinta Kitt**, a former primary teacher, is a passionate and inspirational speaker on 'Creating and maintaining a positive workplace environment'. She will suggest positive behaviours, relationships and emotions to achieve a positive learning environment.

- **Dr. Karen Edge** is a Reader in Educational Leadership at UCL Institute of Education and Pro-Vice Provost (International) at University College London. Dr. Edge's work continues to focus on bringing policy, practice, and research together to influence understanding and action to improve education for all students and adults in our education systems. She will progress the current ICP focus on Wellbeing and Equity in a global context.

- **Wellbeing in Action** will give you a window into a number of primary and second level schools that have developed novel and successful approaches to the promotion of wellbeing throughout the entire school community. Principals, students and parents will share their first hand experiences. This will be our final session on Wednesday 15th and we hope it will touch hearts and souls as your meeting comes to an end.

As with all professional development events, it is important to have time to meet one another, mingle, exchange ideas and form friendships. You will have this opportunity at the Council Dinner in the Brehon Hotel on Monday evening 13th August. Following dinner there will be a cultural experience for you to savour. On Tuesday 14th we will provide an opportunity for you to sample the music and song of an Irish night in Killarney. We are working to make ICP 2018 Killarney a very special and memorable ICP event.

Do come and join us and we promise you the warmest of welcomes to a special place.

[www.icp.ippn.ie](http://www.icp.ippn.ie)

**Virginia O'Mahony**  
**Chairperson,**  
**Hosting Group**



# Council Meeting Killarney Ireland

*'A Kingdom of leaders - framing  
future partnerships'*

The hosting group, which comprises members of IPPN and NAPD, has been busily preparing for the arrival of the ICP Executive and Council members to Killarney next August. We were delighted to get confirmation that the Minister for Education and Skills, Richard Bruton T.D., will join us to welcome ICP to Killarney and to Ireland on the first day of the Council Meeting, Monday 13th August. The presence of the Minister is significant recognition of the central importance of school leadership within the Irish education system and the crucial role school leaders play in leading teaching and learning.

On March 15th we were joined at one of our planning meetings in Killarney by ICP President Fiona Forbes and Executive Secretary Sheree Vertigan, who had just attended the ASCL conference in Birmingham. They were able to guide the hosting group in relation to the preferred themes you have chosen as ICP Council members. It was also a great opportunity for Fiona and Sheree to see the venue first hand and to meet with the General Manager of the Brehon Hotel, Breffni Ingerton, who took us through the various options for all of the meetings and social events from August 10th to August 15th.

The very committed hotel staff will provide every assistance to you during your stay and there will be a facility for you to book tours for the days following the council meeting if you plan to stay some extra days in Ireland.

Following our walk around the venue we considered the programme for ICP Council which is now at an advanced stage of preparation.

Your facilitator for the Council meeting will be Caoimhe Máirtín. Caoimhe, who is a leading light of Irish Education, has experience of leadership in many areas. She is a former school principal, a lecturer in Irish in Carysfort Teacher Training College, Director of Teaching Practice in St. Patrick's College and President of Coláiste Mhuire Marino. Caoimhe also held the position of Coordinator of the Primary School Curriculum with the National Council for Curriculum and Assessment and had a key role in the design of the Revised Primary Curriculum (1999). Caoimhe was seconded for a period by the Department of Education and Science to the expert committee established to review and make recommendations on teacher education in Ireland.



# Experiences from a new ICP Executive Member

I bring you greetings from Ghana and ICP. The first quarter of the year has been very eventful and exciting for me as a new member of the executive committee of ICP. As you are all aware the ICP executive held its meeting from 11th-12th March 2018 at the Crown Plaza Hotel in Birmingham UK. Representatives from Canada, Europe, Asia, Australia and Africa were present. Kindly permit me one minute of your time to share a few lines from my Birmingham diary.

## **Association of Schools and College leaders (ASCL) Conference 2018.**

Prior to the meeting we had the opportunity of engaging the leadership of ASCL in UK on our arrival on 8th March and also participated in their conference from 9th-10th March.

Consequently, the executive meeting started with an overview of the ASCL Conference on their significant themes as follows:

- Social mobility and equity issues
- Ethical Leadership
- Wellbeing and workload
- Accountability
- Children at the center
- Impact of technology and social media on teaching
- International perspective
- Funding
- Teacher shortage narrowing the curriculum

## **Personal Observations**

•ASCL conference themes were global issues which cut across cultural boundaries, a clear indication that as Principals of schools we are all in the same boat together. It also gives credence to the sustainability of the power of global networking that ICP provides for all practitioners, policy makers and other stakeholders in the educational enterprise, in the interest of the younger generation.

•The opportunity created for politicians and the leadership of Principals of ASCL to debate on conference platform on burning issues under media coverage was overwhelming.

## **Agenda-Executive Meeting**

The agenda for the meeting covered

- Situational Analysis -PESTLE and SWOT

- Three Year Strategic Plan Consolidation 2018-2021
- Operationalize the plan for 2018/2019
- Review and next steps

## **My High Moments of The Executive Meeting**

- The Strategic Plan was given maximum attention. Brainstorming was employed to reshape vision and overall strategy.
- Internal and environmental attributes which either hindered or promoted the ICP objectives were identified.

These include:

- Shrinking Budgets.
- Technological advantages and disadvantages
- Political rise of nationalism and increasing public awareness about education.
- Working in pairs enabled members to do a lot within a short space of time
- Every member's voice was captured. This allowed full participation during discussions
- Members were honest about issues on the floor
- Meeting was structured and expectations and targets set from the onset
- Shanghai 2019 conference as well as 13th-15th August 2018 council meeting programmes in Killarney Ireland were re-shaped.
- Issues of visibility were discussed. The webinar series is an attempt to reach out to our wider membership to improve professional and social competences.

On the whole it was a very successful meeting and conference. In two weeks I shall be representing the President at the World International Seminar on Education in Accra and I am working hard to make ICP proud.

**Cheers,**

Cecilia K. Cofie  
ICP Executive  
Rep. Africa



# ASCL Conference

Members of the Executive had the pleasure of attending the Association of School and College Leaders (ASCL) Conference in Birmingham March 9 & 10. The conference was well attended by ASCL members and the quality of the program was outstanding. Much Professional Learning was had. Like all conferences there was a message for members from their leader. We are pleased to bring you the voice of ASCL with the following being the address by President Carl Ward. There are echoes of what he says for every association around the world.

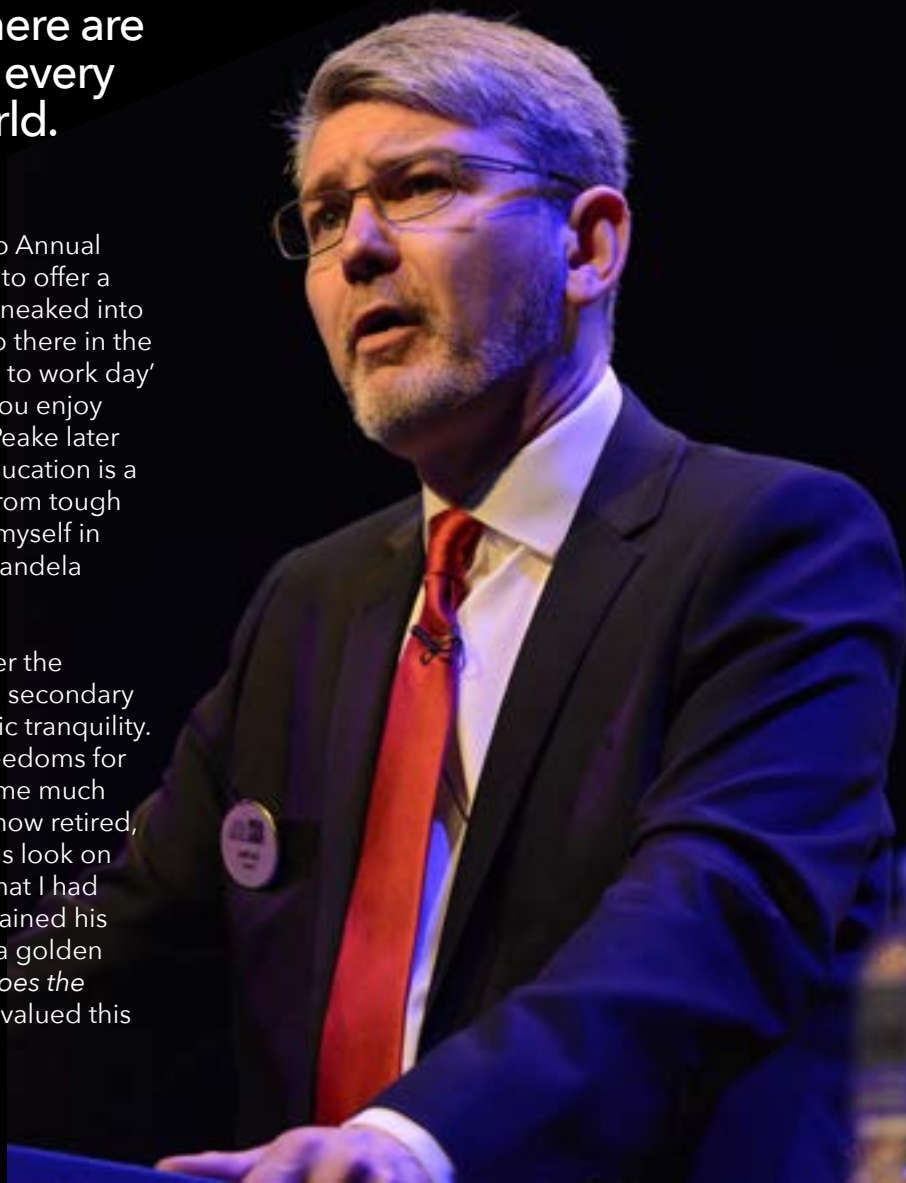
## Carl Ward, President

I am delighted to personally welcome you to Annual Conference 2018. Before I start, I would like to offer a special welcome to my two sons who have sneaked into the Hall this morning and are somewhere up there in the cheap seats. They had the choice of a 'come to work day' with Dad and they choose this one. I hope you enjoy the morning, boys, especially meeting Tim Peake later on. Colleagues, as it will likely be for you, education is a passion of mine. It has helped raise me up from tough beginnings to the privileged position I find myself in now, where I can help shape what Nelson Mandela referred to as 'society's soul' - education.

I must confess, as a young person I was never the likeliest candidate to be a head teacher. The secondary school I attended was no picture of academic tranquility. Set in an era before national curriculums, freedoms for schools, and Ofsted. This was confirmed to me much later in my life when I bumped into my old, now retired, PE teacher. I will never forget the incredulous look on his face and palpable shock as I explained that I had become a headteacher. To his credit, he regained his composure quickly before imparting to me a golden nugget, "Ward," he said, "don't forget who does the work in your school, son." And I have always valued this advice.

During my school years, I worked hard on the back of support from my extended family and teachers who showed more faith in me than perhaps I showed in myself. As a boy from a working class background, I received a gift from my father that would change my life when I was 12. As a railway man, he was able to provide me with a free pass and I could use the rail network at no cost. During an age when technology was in its infancy and systems relied on pen and paper, I became quite adept at making my free train passes last that little bit longer. With this mixture of support, faith and mobility, I was to experience a touch of what our Scottish friends would call 'social equity'. It helped me build my confidence. However, as money was tight, it was to be later in life that I decided to go to university to train to become a teacher and in doing so, I became the first person from my family to graduate.

Please indulge me by forgiving that short personal reflection. I think it is important you understand a little bit about my background and how it has come to influence some of what I would like to talk to you about today. 'Reflection' of course, is also a big part of our Annual Conference. A brief respite from the hustle and bustle of school life. But above all else, Conference is about you. Conference is your opportunity to meet new colleagues, renew old friendships, to discuss the challenges you share, and how you overcome them. It is a chance to connect in this great profession of ours.



Let me start that two days of reflection, by talking about a challenge. And a solution. It is one of the great privileges of being ASCL President that I have this opportunity to address colleagues from across the United Kingdom. I am the latest in a long line of ASCL Presidents to do so. And I am acutely aware that each of them has spoken against a background of whatever education policies were in vogue at the time. And whichever government, education secretary and set of ministers happened to be in office. I've been in education for what will soon be 30 years. I've seen a lot of those policies and ministers, come and go. Indeed, over that time there has been no fewer than 14 education secretaries and one secretary of state for children, schools and families. So, on average, one education secretary every two years. Nine Conservative and six Labour. And lest you think this is a new occurrence, there were 16 in the 30 years before that! Many of the policies from the last 30 years have faded from memory now. But all those policies were once shiny and new, before they became rusty and old, and had to be replaced by shinier and newer policies. And some policies were very good and very sensible, and some were not so good, and if we are honest colleagues - and remaining polite because my children are here - some were just downright awful. Which policy falls into which category, I'll leave it to you to judge. But that is not the point. The point is that the way we conduct education policy in this country is inherently unstable. Not necessarily through the fault of individual ministers or civil servants. But because it is a product of the short-term cycle of parliamentary politics. Speaking both personally and on behalf of others, there is a very real feeling that education often feels like a kite dancing in a hurricane.

Governments are fortunate if they last five years. Education secretaries - as we have seen - do not stay in post even for that long. Over the past 30 years, in fact, only two have remained for as long as four years - David Blunkett and Michael Gove. And this ministerial merry-go-round and its accompanying carousel of changing policies and directional swerves is a problem. It's a problem because education is not short term. Children spend longer in primary school than most governments spend in office. As a father, I am minded to think of my own boys' journey through education so far. They are 11 and eight and they have felt the full force of a knowledge-based primary curriculum. Recently, while in conversation with the new Secretary of State, Damian Hinds, we both agreed as parents, that what we really look for when choosing a school is whether or not our children are going to be happy and safe. His recent comments, that knowledge and skills are equally as important as one another, should provide encouragement to both parents and education leaders alike.

As my children grow up, I have been looking to their futures, trying to scan the event horizon so that I can best help guide them. What I have found is not surprising in a new century of fast-paced change. But, what is surprising is that as leaders of education and business we often don't collaborate effectively to better prepare our children for their futures. This personal reflection

of mine has provided more questions than answers. Critical questions that must be answered. Let's think of a child who starts school in September at the age of four. She will take her GCSEs in 2030 - 12 years from now. She may graduate in 2035 - 17 years from now. What are the skills and knowledge that employers will want in 2035? What are the skills and knowledge the country will need? Are we sure that we have the right curriculum and qualifications in place to meet those needs? Are we giving her the best chance of a fulfilling, rewarding career which allows her to have a secure and comfortable life? Are we teaching her the skills and knowledge that the country will need in order to be globally competitive in 2035? The answers to these critical questions will determine her future wellbeing and the future wellbeing of millions of other children, just like her. And they will determine Britain's future success too - whether we are a country fit for the future is in their hands. How do we ensure that the future Britain is confident, optimistic and prosperous? The country that we want it to be and that we want for our young people? What we do know is that the world of work our young graduate will enter in 2035 will be very unlike the world of work today. The growing capability of digital technology, robots and artificial intelligence will have a profound effect on our society and the wider world. It will be unsettling - major advances in technology often are. There are examples throughout history of this.

BBC Director General Tony Hall recently gave a keynote address to the Children's Global Media Summit where he shared his reflections on the impact of digital change on children. In the 18th century he said, the birth of the novel had reports of an 'epidemic of reading' sweeping Europe and speeding up moral decline! The speed and scale of digital change is both profound and electrifying - and it's only getting faster. Digital and robotic technology is opening up extraordinary possibilities for young people that has the potential to benefit virtually every area of their lives. So too though, it brings challenges. It is telling that both Microsoft boss Bill Gates and former Apple chief, the late Steve Jobs, have spoken of how they placed restrictions on the technology their own children used. A recognition that the digital world needs to be kept in check and must not become all-consuming.

Former Facebook president Sean Parker goes further, saying in an interview in November, that social media was designed from the start explicitly to be addictive and exploit a vulnerability in human psychology. "God only knows what it's doing to our children's brains," he said. You might remember a video that went viral a few years ago. It showed a one year-old girl inspecting a magazine. She tries to swipe it, she tries to expand it, she presses it to make it play - and in frustration she throws it away. For a toddler, we were told, a magazine is just a tablet that's broken. Technology is changing the way our children perceive the world. Technology is also rewiring our economy and the workplace of the future.

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In a paper published in December, the Institute for Public Policy Research summed up the challenge: *"If the benefits are fairly shared, an automation can help build an economy where prosperity is underpinned by justice, with a more equitable distribution of wealth, income and working time. But there is no guarantee that this will occur. Managed poorly, automation could create a 'paradox of plenty': society would be far richer in aggregate, but, for many individuals and communities, technological change could reinforce inequalities of power and reward."*

What skills will the workforce of the future need in order to harness the potential benefits of increased automation? What skills will our student need to secure to be able to compete and contribute 17 years from now? If she leaves university and enters a world where automation has dramatically changed, not only the jobs market but potentially the nature of employment itself, how will she be a contender? In a technical age, it stands to reason that she will need sound technical skills. But perhaps more interestingly, the IPPR report found that she will also need another set of skills – personal skills such as communication, problem-solving and emotional intelligence. I suspect that these skills will be essential. The pace of technological change may mean that she will have several careers, not just one. That she will need to learn new skills throughout her life. That she will need to be resilient, adaptable and a problem solver. So, are we sure that today's curriculum – dominated as it is by the suite of English Baccalaureate subjects – is fit for tomorrow's careers? It is certainly academically rigorous, and we would all support the importance of academic rigour. But does it leave enough space for other subjects which may help her develop some of those skills?

The government says "yes". But let's take the case of design and technology. It is a subject which seems to fit the future with its focus on both technology and problem solving. And yet 116,000 fewer students sat GCSE design and technology in 2017 than did so in 2010 when the EBacc was first announced. That's right: 116,000 fewer students. Have schools decided en masse to cut back on design and technology? Or is it more likely that design and technology has been driven to the margins of the curriculum by the decision to fill performance tables with EBacc subjects and because of chronic underfunding in the education system. In fact, last summer the number of entries for every single non-EBacc GCSE fell compared to the previous year. Every. Single. One. Is this the right thing for the future? Is the government sure that its focus on a specific set of traditional subjects will ensure that our student starting school in September is prepared for the automated world of 2035? Is a suite of subjects that may have been sufficient for a youngster starting school in 1958 really the right menu for students who will start school 60 years later? Or do we need a curriculum with the space to be more flexible? To combine academic rigour with the other skills our student will need in 17 years' time? This is, of course, known as a leading question. I suspect that everybody in this hall will be of the view that what we need is a broad curriculum with the flexibility to teach a mixture of knowledge and skills. And that we are all

doing our utmost to sustain such a curriculum – despite odds which often seem to be stacked in the opposite direction. But let's suppose that the government is right. That the specific set of subjects in the EBacc should be the central pillar of our state education system and that it is the right thing for our graduate of 2035 – even if it does squeeze out a few other subjects along the way. Supposing this, how probable is it that in the next 17 years the government will change? How probable is it that there will be a new set of policies and a new direction for education? How probable is it that in the next 17 years, there will in fact be several more changes of government and several more changes of education policy and several more changes of education secretaries? And therefore Conference, I ask how probable is it that in 17 years from now, the EBacc curriculum will remain the central pillar of our education system? For the avoidance of doubt, these are also leading questions.

Surely then, it would be better for our four-year-old starting school in September if we did education policy differently. If we took a long view of education. Of what the world will look like in 2035. Of the skills and knowledge that we will need. Of the curriculum and qualifications that would best provide that learning. Of what we want the education system to achieve for the future and not just for the short term.

**ASCL** Association of School and College Leaders

ANNUAL CONFERENCE





A little earlier I spoke about a challenge and a solution. This is the challenge. So, what is the solution? How might we go about creating a long-term plan which will give our four-year-old, over the course of her education, the knowledge and skills she will need in 17 years' time?

First, there are some hurdles we have to overcome:

- Education policy is divisive.
- Governments will always want a say in education policy.
- And the last thing we need is more change!

Let's take these hurdles one at a time.

Education policy is indeed divisive. It can be fractious because everybody has an opinion on it. Have you ever listened to a radio phone-in show on the topic of whether or not schools should close because of snow? You will have certainly heard some very heated views. And if you have ever taken part in such a phone-in you may have silently vowed never to do so again. And when it comes to really big policies – what schools should teach, what qualifications children should take – views are plentiful and dividing lines are sharp. So a long-term plan must be a shared plan. It cannot be a plan developed by government alone, or by the education sector alone, and it must have input from other stakeholders too. It must be co-constructed.

This is one of the reasons that I have invited to this year's Conference a group of business leaders. And I would like to pause at this point to extend a very warm welcome to them. And I would also like to thank the Careers and Enterprise Company in supporting us to make this happen. Their attendance reflects the theme of my presidential year – business and education working together. Because I think that is a vital starting point for co-constructing a long-term shared plan. The insight of the business sector in helping us to understand the knowledge and skills that the country will need in 10 years', 20 years', 30 years' time, is essential in building an education system that is fit for the future. And working together, the worlds of business and education provide a powerful lobby for a new way of constructing education policy. A joint approach that no government can afford to ignore. It is my hope that this is the start of us talking together and forming that combined voice.

With that in mind, let's take the second of those hurdles: governments will always want a say in education policy. And they have every right to do so, of course they do. They are elected. We are not. But this is not a power grab. It is an attempt to establish a different way of behaving which reconciles the entirely proper role of government in setting education policy, with the need to ensure that policy serves the long-term interests of the country and its young people. To break free from the short-term cycle of parliamentary politics. A properly evidenced, co-constructed plan for education is not a threat to government, it is an opportunity. To build an enduring legacy. A plan for education which is durable, which is predicated on insight and evidence, which has cross-sector buy-in. And a new approach to constructing and implementing policy which will continue to serve the nation well, long into the future.

Think back to Gordon Brown's decision in 1997 – four days after Labour won the General Election – to give the Bank of England independence from political control. It allowed the Bank to set monetary policy free from short-term political considerations. Now is perhaps not the time for an extended economics debate about the full effects of that historic decision. But what we can say is that inflation has been both low and stable over the course of the past 20 years. It is no longer the cause for concern that was once the case for businesses and consumers. And this stability has allowed business to plan with a degree of confidence that is not possible when inflation is unpredictable. It was a brave decision by Gordon Brown. It gave power away. But it was the right decision. A decision which created stability in the interests of the country and its people. And it is stability which we so badly need in education. A new way of constructing education policy does not call for a leap by government on the same scale as handing over the reins of monetary policy. It just means establishing a process for setting our direction of travel and then implementing the necessary changes. This is how we create a more stable system.

Which brings me on to the final hurdle. The last thing we need is more change! Because our workforce is exhausted. Because we are exhausted. What has happened over the past few years is quite frankly, ridiculous! Setting aside whether the reforms have been wrong or right, their sheer weight and complexity has placed intolerable and unsustainable pressure on schools, teachers and leaders. Every single GCSE has changed. Every single A level. The primary school curriculum and Key Stage 2 assessment. Performance tables overhauled and rendered quite bewildering. The entire architecture of the education system transformed, fragmented and put into a state of flux.

Any one of those reforms would be a major undertaking. To have embarked upon them all at the same time has been madness! The consequences are all too clear. We are mired in a teacher recruitment and retention crisis which is fuelled largely by the negative perception of our profession caused by this blizzard of change and workload which has gone into overload. The profession that we went into because of the joy of teaching seems to too many young people – and too many of our existing teachers – to have become a joyless grind. Colleagues, the last thing we need is more change. But even if we are successful in arguing for a moratorium on further reform, how long will any interlude actually last? As we have seen, the average tenure of an education secretary is only two years. And, of course, education policy cannot stand still. Educational priorities are a mirror of the world around us; the changing demands of the workplace, technological advances, societal change. So, a new way of constructing and implementing education policy is about how we manage change in a different way. An approach which establishes clear goals, and an orderly process for getting to those goals. Long-term planning which is built on long-term timelines.

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What I know, colleagues, is that education and business policy cannot continue to be divergent. It must be cohesive and co-constructed if we are to enable the children of today and tomorrow to become citizens and leaders of the future in a society that has freed itself from the shackles of short term education goals. This is not an aspiration, colleagues. It is entirely necessary if we are to secure the futures for the children we serve - the future that our young people deserve. Having been a teacher and leader for the best part of 30 years, this is the only sensible conclusion that I can come to. The only way, I think, we can maximise our efforts, resources and ambitions at a time that needs hope for the future. We can do it and we must.

If we are willing to believe in it, strive for it and work for it, then I am absolutely certain that we will have the capacity to make that change together. So, to help us achieve this goal, ASCL will be working over the coming year with key partners, including business, to explore what we need from our education system, and what we can achieve through a co-constructed approach to policy.

Colleagues, I am an optimist by nature and I believe that golden ages don't have to be in the past. Perhaps, we can change what seems unchangeable, and take what is stuck in winter into spring. Perhaps, this is the moment when we come together to make our education system great. Perhaps we can combine the best generation of teachers and leaders, with business and politics to better serve our children and young people. I hope that what I have said today resonates with you, that we can learn from the lessons of history, that we begin a debate that leads to a movement, that other voices may echo and reinforce our need for a different way of constructing education policy.

Every journey begins somewhere and I am reminded of the words of American President Ronald Reagan, who once said:  
*"History is a river that takes us as it will. But we have the power to navigate, to choose direction and make our passage together. The wind is up, the current is swift and the opportunity for a long and fruitful journey awaits us. Generations hence will honour us for having begun the voyage."*

Let this Conference  
be the beginning of  
our journey.



# LET YOUR ADVENTURE BEGIN

**CALLING ALL GLOBAL EDUCATORS!**

*The Global Challenge is a fun, team-based event that takes you on 100 day virtual journey around the world. As you unlock exciting locations with your team, you will also be making small changes that will help you become a happier, healthier version of you. All it takes is 3 simple steps:*

1

**FIND**

2

**TRACK**

3

**BEGIN**



**IT'S NOT TOO LATE TO BE A PART OF THE GLOBAL  
CHALLENGE FOR 2018!**

**EXPRESS YOUR INTEREST FOR SEPTEMBER 2ND  
AT:**

**<http://gcvp.cc/icp-information>**



# Birmingham Executive Meeting

The IPC Executive met for two days in Birmingham in March following the ASCL Conference. It was an exceedingly busy couple of days with much of our time and energy focused on the 2019 Convention in Shanghai and our Strategic Plan 2018 – 2021.

We were most fortunate to be guests of ASCL and to learn that many of the challenges they face are similar to those of our other members: what is different is the context and the political interpretations. As you have no doubt read in the ASCL President's opening speech – there is much on their agenda. We specifically discussed a couple of themes in our Executive Meeting: workload and wellbeing and the strong connection to our work with Dr Phil Riley and the work that is happening in multiple contexts across the globe; educating children in a time of immense complex change with social and economic mobility and the resultant equity issues confronting so many nations and, finally, how technology - artificial intelligence will reshape our profession.

As a global organisation, with English as our first language, we are often faced with the challenge of bringing together different cultures and work practices to deliver council meetings and conventions. In Cape Town, our Chinese colleagues welcomed everyone to Shanghai in 2019 – in Birmingham the Executive and the hosts worked to construct the program and manage the logistics behind the event. Shanghai is a very populous international business hub and we must ensure that we are able to provide the best deal and the best possible program for our members. We have now addressed many of the challenges and a 'Save the Date' place holder is on the ICP website and the video presentation will be loaded up onto the Convention Webpage by the end of May.

We also spend a day with Dame Pat Collarbone refining our Strategic Plan 2018 – 2021. A glimpse of this is below and the full interactive version will be added to the website in the coming weeks. The work with Dame Pat was invaluable to help us shape the document further and to develop our operational plan from March 2018 – April 2019. We now have targets that will be reported on at Council meetings so that we remain open and transparent

to our member organisations. We thank Dame Pat for her expert facilitation, keeping up on tasks and to timelines and for all her additional work of ensuring we had documented evidence of all we had achieved during the day.

The final agenda, including both the business of Council and the professional learning opportunities, for the Ireland Council meeting was refined to ensure that when Sheree and I meet with the organising committee in the venue for the August Council, our time in Birmingham was productive and effective. Our Irish colleagues have put together an outstanding program.

As you are aware one focus for the Executive has been the development of alliances and partnerships. We are excited to offer members an opportunity to focus on the wellbeing of their school and their team through our partnership with Virgin Pulse, and we hope to formally release other opportunities to our members at Council in Killarney.

We thank the Association of School and College Leaders (ASCL) for supporting ICP with this meeting as well as inviting all executive to participate in their conference prior to our meeting. It was a wonderful way for us all to appreciate our motto 'Act local – Think Global'.

**Sheree Vertigan**  
Executive Secretary



# Lisbon International Summit Teaching Profession 2018 ISTP

ICP participated for the first time in the ISTP which was held in Lisbon Portugal in March 23rd & 24th 2018. This meeting organized by the OECD and Education International is an opportunity for Ministers and the profession to engage and develop goals for further development in identified areas.

The meeting was attended by ICP President Fiona Forbes New Zealand Principals Federation Fetu Cormick, ASCL President Carl Ward and Antti Ikonen from Surefire. The following is the speech that Antti gave to the ISTP Generals assembly.

We have heard that there is a fundamental link between teacher well-being and effective teaching and it's the same with students. Happy and confident children are enthusiastic learners.

Unfortunately, there has been very little action by governments to create the conditions for improving teacher well-being. This Summit provides a unique opportunity to create practical policies which will improve teachers' professional lives and, in turn, the lives of the young people they teach.

I want to use this discussion to show we have a need to focus on the whole school society. I mean, we do know that teachers well-being has a deep correlation within leadership. When looking at the whole school society, this means: if we want to increase pupil well-being, we have to concentrate on teachers well-being, and if we care for teachers well-being, we have to focus on principals well-being and their working conditions. These levels combine to show every part has to be in good condition and all are closely combined. In a nutshell: leaders are nowadays more and more leaders of wellbeing- and we should not forget leaders own well-being.

Our suggestion is, that we should start a practical research which will focus on what the school leaders are doing at the moment and what is the total workload altogether. After that we have to consider carefully are principals doing things which we really do believe are the most important tasks? While doing this we have a great possibility also to consider is there more need for levels in leadership in schools of the 21st century, and if (and when) there are, also start to take steps towards better resourced arrangements of leadership.

**Antti Ikonen**  
President, Surefire





***ICP  
HOT  
TOPICS  
WEBINAR SERIES***

**18<sup>TH</sup> SEPTEMBER  
LEADERS OF THE FUTURE**

**20<sup>TH</sup> NOVEMBER  
HEALTH AND WELLBEING**





# Swaziland Principals Conference

## **SWAPA PROFESSIONAL DEVELOPMENT WORKSHOP** Esangweni Conference Room @ eSibayeni Lodge, Matsapha 22nd March 2018

Good day SWAPA and all our friends in Africa and abroad.

The benefit of association to the ICP came true to SWAPA during our annual Induction Workshop which was held at the eSibayeni Lodge on the 22nd March 2018.

More than 200 Principals and Vice Principals descended to the venue to listen to the President - elect of the ICP Mrs. Alta Van Heerden, Principal Secretary Ministry of Education & Training Dr S Mntjali - Dlamini, the Teaching Service Commission Executive Secretary; Mr M Nkambule, two Principals; Mr D Dlamini and Mr G Dlamini speak on 'Quality Leadership for Quality Education'

We were entertained by the Salesian Boys High School Brass Band, while the Program Director: Mr B Zwane from Zombodze High kept the fires burning throughout the day.

In his welcome remarks, the SWAPA President Mr W Mhlanga reminded Principals that they are catalysts for change in the schools. Precisely it is essential to increase their leadership capacity in order to be able to discharge their duties effectively.

The President called upon the Teaching Service Commission to ensure that every new Principal upon appointment is given a pack of all the documents they need to run the schools.

The Teaching Service Commission Executive Secretary spoke in depth about the Principal as a headlamp of a school.

The emphasis was in understanding that a Principal is judged based on good results for a school. The pupils must pass in the C and better grade in order for a school to be perceived as a good school. This can only happen if the Principal fully understands all the key components of school leadership such as; Planning, Instructional, Organizational, Financial and the general Management Principles of a school.



# Swaziland Principals Conference

The ICP President - elect Mrs. Van Heerden reminded us that the education system is waiting for leaders with high capacity to lead. People who will have desire to learn and share best practices in order to close the gaps between the best and poor performing schools.

She called upon each one of us to do our work in such a way that we leave an indelible mark to the people we are serving.

The well-researched presentation on School Leadership unpacked how we must understand that Leadership as opposed to school management ought to take priority if we are to enhance quality education in our schools. Therefore the following basic Leadership Tools should take priority:

- Strategic Planning

Where the Mission, Values and Vision Statements for our schools are made visible to all stakeholders including the students.

- Planning for each Year

Before we can move forward with the New Year's business, we must reflect where we are presently, revisit our focus and action plans then plan for the New Year.

## Establish Conducive Climate

Then establish a conducive climate for the personnel to work and for students to learn. Teaching and learning is our core business hence it should be safe guarded by all means

- Team Building

Mrs. Van Heerden used an illustration from Dr Meredith Belbin who suggests that ... by understanding your role within a particular team, you can develop your strengths and manage your weaknesses as a team member, and so improve your contribution to the team.

The emphasis is in establishing good team rapport with our personnel and students.

We are thankful to ICP for sponsoring the full participation of the President - elect by paying for accommodation and all traveling expenses.

Thank you so much President Elect, you have really empowered us as SWAPA. After this presentation, we are confident that our schools will never be the same.

The membership was treated to sumptuous lunch and entertainment while sharing communities of practice.

## Ms P. Makhanya

Publications Editor





# Once upon a time in Ukraine

Kharkiv Second International Education Forum took a place in Kharkiv Palace hotel at 28-30 on March. More than 600 hundred attendees and 50 speakers made this conference very successful and highly interactive event. President on ICP, Ms Fiona Forbes described it very well, she said that Ukrainian principals and teachers really like to learn more and their participation were highly professional.

Ukraine is taking a huge steps forward in the field of Education. New Law of Ukrainian Education will modernize curriculum, learning environments and materials. New Ukrainian schools also challenge teachers and principals. All these things together are driving forces to establish more International

schools and find a place International Education networks. That was perhaps one of the reasons that setting in Khariv was truly international and collaborative.

On the other hand, Ukraine is also a country in a war and it independence is young one. To change old models of regime and schools is one of the most crucial way to strength Ukrainian identity. Ukraine has choose they way.

They like to strength European collaboration, but they're also looking for all International options, which could help their students, teachers and schools to coming more and more a part of International Education family.

During these very active days Ms Fiona Forbes and Mr Ari Pokka made several keynotes, workshops and panel discussions. Ukrainian media were also very interest about foreign Education specialists. As a whole, conference was a great one and it has been organized very well. Thankyou to the leading lady Ms Yulia Pavichenko, who's team made out stay in one of Europe biggest countries such a nice and pleasant one.

I'm sure that this Forum will take a place next year and ICP and Ukrainian principals are working close together.

## **Ari Pokka**

Life Member of ICP



**"Our mission is to develop a harmonious personality who is able to take decisions and bear responsibility for them."**



# BCPVPA President Kevin Reimer: Alarming Statistics



In April I was fortunate enough to spend several days with Fiona Forbes, who is President of the International Confederation of Principals & Board Chair of the Australian Special Education Principals' Association. Fiona is from Perth, Australia and while she travels the world extensively in her role as ICP President this was her first time in Vancouver. As such, we toured three local schools and my thanks to everyone at Lord Byng Secondary, Lord Kitchener Elementary, and Norma Rose Point Elementary for their warm welcome and thoughtfulness.

During Fiona's visit I learned a great deal about the work of the International Confederation of Principals and how we as an affiliate can strengthen our connection to the ICP. Fiona also found the time to set-up an impromptu webinar for some members of the BCPVPA Board of Directors, staff, and a few of our members actively involved in our health and wellness initiatives.

The presentation featured Phil Riley, who was in Melbourne. Phil, working with a team of researchers, has been studying, through annual surveys, principal occupational health, safety, and wellbeing in Australia since 2011. While much of the data (stresses, support, quality of life, etc) would not surprise BC's principals and vice-principals, there were statistics to correlate how of the demands on principals and vice-principals impact on health.

## I found the following alarming and cause for reflection:

### Average Working Hours

1. Average working hours have remained stable over the 6 years of the survey. They remain too high for a healthy lifestyle to be maintained.
2. On average, 55% of principals worked upwards of 51-56 hours per week during term with about 27% working upwards of 61-65 hours per week.
3. During school holidays, about 22% work upwards of 25 hours per week.

## The US Department of Health and Human Services found the costs of working too much include:

- Working >10 hours a day led to a 60% increased risk of cardiovascular disease
- 10% of those working 50-60 hours a week report relationship problems, and 30% for those working more than 60 hours.
- Working >40 hours per week is associated with:
  1. increased alcohol and tobacco consumption
  2. unhealthy weight gain in men
  3. depression in women
- Little productive work occurs after 50 hours per week.
- In white collar jobs, productivity declines by as much as 25% when workers put in 60 hours or more.
- Working >60 hours per week led to 23% higher injury hazard rate. The impact of these annual surveys in Australia has been tremendous, with the researchers reporting a measurable "raising awareness of the issues and alerting politicians to the importance of the issues."

**Kevin Reimer,  
President, BCPVPA**



# A Visit to **MICROSOFT**

**I was lucky enough to have a visit with Anthony Salcito and the Microsoft team in Redmond Seattle.**



Microsoft has over 50,000 employees on the Redmond Campus which covers 200 hectares of land and has over 90 buildings. It is large and I experience that when I had to transfer to another meeting with the Mark Sparvell who is now part of the research team in another building. I was amused when they ordered me a Microsoft Shuttle and a lovely lady picked me and some others up and took me to building 37 at the end of the campus about 15 mins from where Anthony was!! I only saw a fraction of the campus in the rain but what I did was very impressive. My meeting with Anthony and Leigh his assistant was very worthwhile and they reconfirmed their desire to collaborate further with ICP. I met with members of Anthony's team in Eve Psalti and Natasha Chornesky. Natasha will be our contact in the area of School Leadership. It was really good to meet with them and to look towards further developing leadership in technology globally. We are beginning to explore how we can do this using the platforms and forums that Microsoft participate in globally.



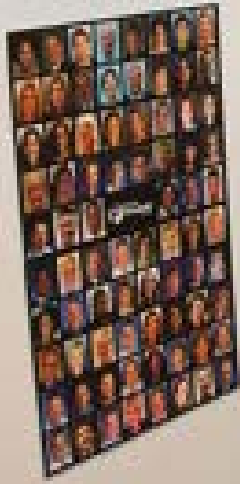
As I said I also visited with Mark Sparvell in his new role in the research section of Microsoft. Mark had set up a round table meeting with leaders in the inclusion and access space and we were able to have some fruitful conversations to ensure the team were better informed from a leader's perspective in this area. I am grateful for the opportunity to have this exchange and to make more connections with others working in the area of access and inclusion. Microsoft has some fabulous programs in place for employment of young people with disabilities - especially Autism. You can see for yourself the potential that these learners have later in life by viewing the link.

**Fiona Forbes,  
ICP President**



**<https://www.cbsnews.com/video/hiring-autistic-workers/>**

We are OPC



**LEAD  
ON  
20**



Ontario  
**Principals'**  
Council





# Ontario Principals' Council

In April Fiona Forbes, Alta van Heerden and John Hamilton represented ICP at the LeadOn20, a professional development Forum hosted by Ontario Principals Council. We asked Allyson Ottens the new CEO of OPC to give us a brief up date on what has been happening in Ontario.

## **“Greetings from Canada to our Principal and Vice-Principal colleagues across the globe!”**

We have had a very busy few months at the Ontario Principals' Council (OPC). In December, we moved to a new building in downtown Toronto. Through our growth over almost two decades, it became clear that a new office was needed to accommodate staff, professional development events and international visitors. Our new office at 20 Queen Street West meets all of these goals. We are now in a building adjacent to the Toronto Eaton Center, the largest mall in the downtown and overlooking our City Hall.

Our new space has a media room that we will be using to shoot videos and conduct web training, as those products become a bigger part of our professional development offerings. It'll also be home to our podcast studio when we start creating those in the near future. We also have technology enabled training space that can accommodate small groups of twenty and as many as fifty participants comfortably where we regularly host professional learning for our Members and visitors from around the world.

2018 is a big year for us as we celebrate our 20th anniversary. We are planning a number of events over the course of the year to commemorate this milestone.

Since our inception and for many years after that, we held an annual professional development conference called Odyssey. In its heyday, over 800 school leaders attended. But after we hosted the ICP Conference in 2011, we noticed that attendance at annual conferences was beginning to decline. We decided to move away from the big multi-day convention and focus on smaller, more targeted events instead. In the lead up to 2018, many of our Members indicated an interest in attending another big conference. So, as part of our 2018 celebration, we decided to organize another one.

In April, we sponsored LeadOn20, a professional development Forum that included keynote speakers, learning sessions and networking opportunities for school leaders. Over 400 people attended. In addition to our Ontario and Canadian colleagues, we were also thrilled to welcome participants from Australia, China, Ireland, Nigeria, Norway, Uganda, Peru, South Africa and the United Kingdom.

We also delved into our archives and found notes, pictures, pamphlets, brochures and stories that tell our story over our first 20 years. That information, along with interviews by key people from OPC's past and present, were all combined into a retrospective video that highlights our history to date. The video was shown at the Forum and will be used at other events this year, including our annual Awards Dinner, to celebrate our past, reflect on our present and plan for our future.

And it is a future we are excited about. While much work has been done to advocate, support and counsel Ontario's school leaders, we know the changing nature of the role will require even more resources in the future. OPC looks forward to providing those supports. We also look forward to continuing to build our relationships with all of you through our shared commitment to ICP. We know that there is much we can learn from one another as we collectively work to ensure that the potential of every student is realized.

**If you are ever in Toronto, please look us up. We would love to welcome you to our city and our office.**

# ICP



## Linking Leaders

[www.icponline.org](http://www.icponline.org)