



## **SALWAN EDUCATION TRUST**

**a report on**

### **INTERNATIONAL CONFEDERATION OF PRICIPALS 2023**

**Emerging Leaders Forum (Sept 20-21, 2023)  
ICP Council + (Sept 22-24, 2023)**

**At Santa Claus Hotel, Rovaniemi, Finland**

**THEME: NEW LEADERS, NEW FUTURES**



## Emerging Leaders Forum and Council + 2023

### Attended by



**Dr. (Smt.) Indu Khetarpal**  
Eminent Educationist



**Smt. Mukul Jha**  
Director Programmes,  
Salwan Education Trust  
  
Director Teachers' Training & Development,  
Salwan Education Trust



**Smt. Sunita Madan**  
Principal,  
Salwan Public School,  
Trans Delhi Signature City, Ghaziabad



**Smt. Tajinder Kaur**  
Assistant Teacher,  
Salwan Junior School,  
Naraina Vihar, New Delhi

## Index

S.NO.	DAY	SESSION	PAGE NO.
1.	DAY 1 20 <sup>th</sup> Sept 2023	<b>Session 1:</b> Newly Appointed Principals and Emerging Leaders; challenges and opportunities in the years ahead (Anna Pons)	4-8
		<b>Session 2:</b> Australian Research: ‘I wish they had told me that when I started out’ – Insights from new leaders (Wendy Cave)	9-14
		<b>Session 3:</b> Video and live Case Studies from Newly Appointed Leaders Around the World	15-16
		<b>Session 4:</b> Oide, Ireland: Supporting Emerging Leadership in Ireland – current practice and future challenges (Páirc Clerkin & Brian O’ Doherty)	17-20
2.	DAY 2 21 <sup>st</sup> Sept 2023	<b>Session 5:</b> World Café – Strategies for Supporting Newly Appointed Leaders	21-25
		<b>Session 6:</b> Principals’ Panel: What would I do differently if I was starting again?	26-27
		<b>Session 7:</b> The work of ICP  OECD plus School Network	28-29
		<b>Session 8 &amp; 9:</b> Discussion at tables facilitated by ICP Executive members & Drawing together of themes/ideas/challenges together.	30-31
3.	DAY 3 22 <sup>nd</sup> Sept 2023	<b>Session 1:</b> Anna Pons- Generative AI in the classroom: From hype to reality? ( <b>*Report combined with Day 1 Session 1</b> )	7-8
		<b>Session 2:</b> Introduction to the Finnish System	32-33
		<b>Session 3:</b> Students Leaders Forum	
		<b>Session 4:</b> Education of indigenous People in Finland	
4.	Day 4 23 <sup>rd</sup> Sept 2023	<b>Session 5:</b> Response to session 4: Inputs from New Zealand, Australia, Kenya and Canada & OECD Schools Plus Network	34-35
		<b>Session 6:</b> AI and the way it is impacting education.	
		<b>Session 7:</b> Annual General Meeting (AGM)	
		<b>Session 8:</b> World Café: ICP areas of focus for the next two years	
5.	Finnish Education in a Nutshell – a report		36-50
6.	Bid Proposal for Council Meet 2025		51-57

## Day 1



**Session 1 Day 1:** Newly Appointed Principals and Emerging Leaders; challenges and opportunities in the years ahead.

**Session 1 Day 3:** The challenges of sustainable leadership and recruiting the next generation of leaders.

Speaker: Anna Pons

Anna Pons has done extensive research on various evolving trends in education in her tenure of 13 years with the Organisation for Economic Cooperation and Development (OECD). She shared the critical challenges that currently confront the field of education. Her objective is to highlight these issues by drawing upon data and insights derived from a range of OECD surveys and studies, including the renowned PISA assessment, with the aim of elaborating upon global trends in education. Some of the challenges are given below for introspection:

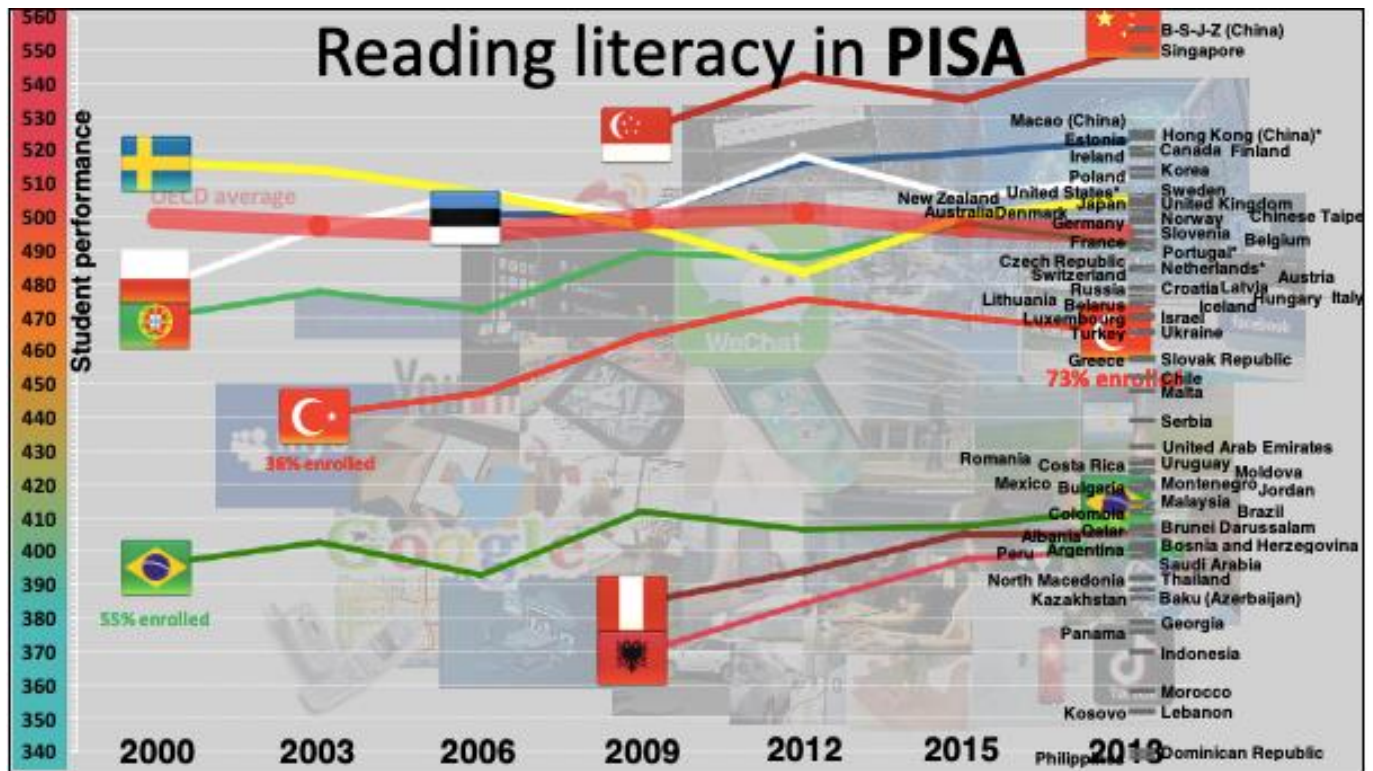
### **The Changing World and Its Impact on Education**

- The discussion began by emphasizing the volatile and unpredictable nature of today's world. The AI has been the latest cause for disruption.
- It's argued that this complexity elevates the importance of educational leadership. The observation is made that while the world has seen significant changes, educational systems have struggled to keep up with them.
- The prevailing trend in educational performance is stagnation, with only some countries making noticeable improvements in PISA scores.

### **Technology as a Double-Edged Sword**

- The role of Artificial Intelligence as explored by Anna, specifically highlighted the strong performance of ChatGPT in PISA's literacy section.
- It's acknowledged that technology is no longer confined to privileged schools; it has become universally accessible. However, this democratization of technology presents challenges, particularly in integrating technology effectively into educational curricula and methods. Hence students who could use technology fared better than others. The critical question was whether it was

impacting the cognitive development in students. The study is still under discussion on the global front.



### Leadership: The Need for Adaptability and Inclusivity

- Educational leaders are urged to be adaptable and open to continuous learning in navigating the complexities of the modern educational landscape. Hence it is imperative to stay updated with all the latest technological advancements.
- The discussion also touched on the shift from hierarchical models of leadership to more distributed, collegial structures. This change broadens the scope of accountability, making leaders answerable, not just to educational ministries but also to local communities and other stakeholders.

### The Rise of Social and Emotional Skills

- The increasing importance of social and emotional skills, once considered "soft," is emphasized as crucial for navigating today's world. Data presented showed that while 80% of students are concerned about climate change, only half believe they can make a difference. This gap highlights the need to empower students and instil a sense of urgency.

### Creativity: A Neglected Skill

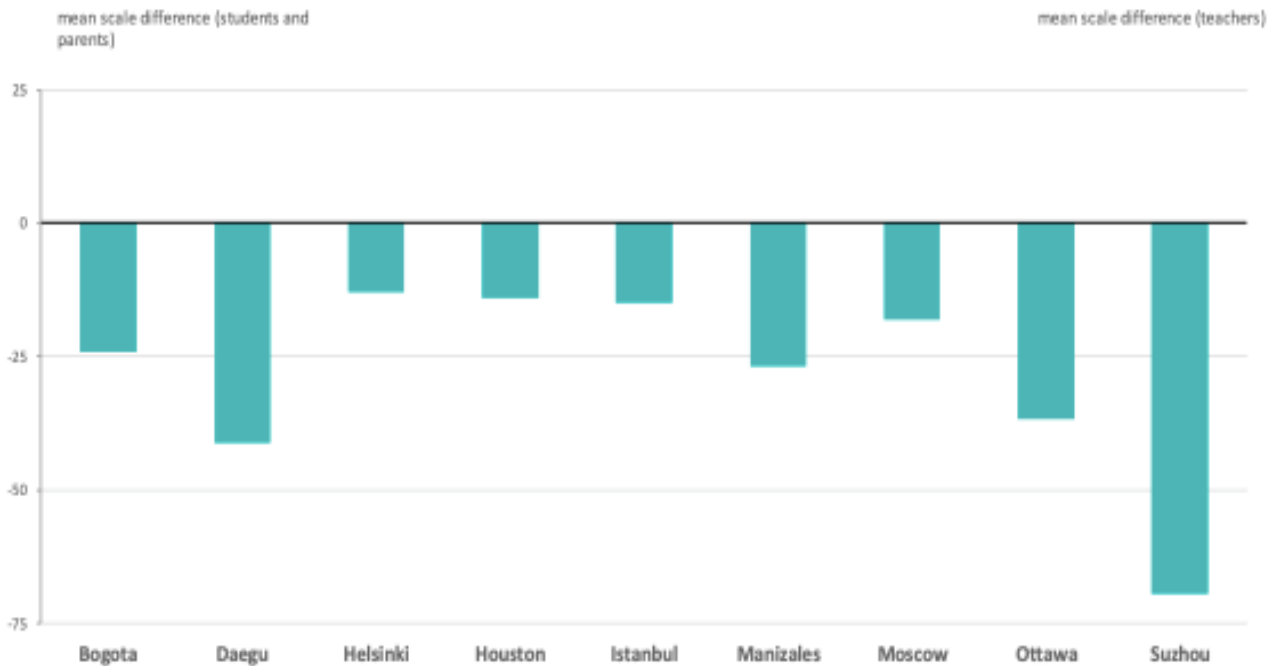
- According to a recent OECD study on social and emotional skills, creativity tends to decline as students move to secondary school (15+ age group).
- This raises questions about the educational system's role in either nurturing or stifling creativity. The case made a pitch for integration of creativity into mainstream curricula rather than relegating it to after-school activities.



## 15-year-olds report lower creativity than 10-year-olds

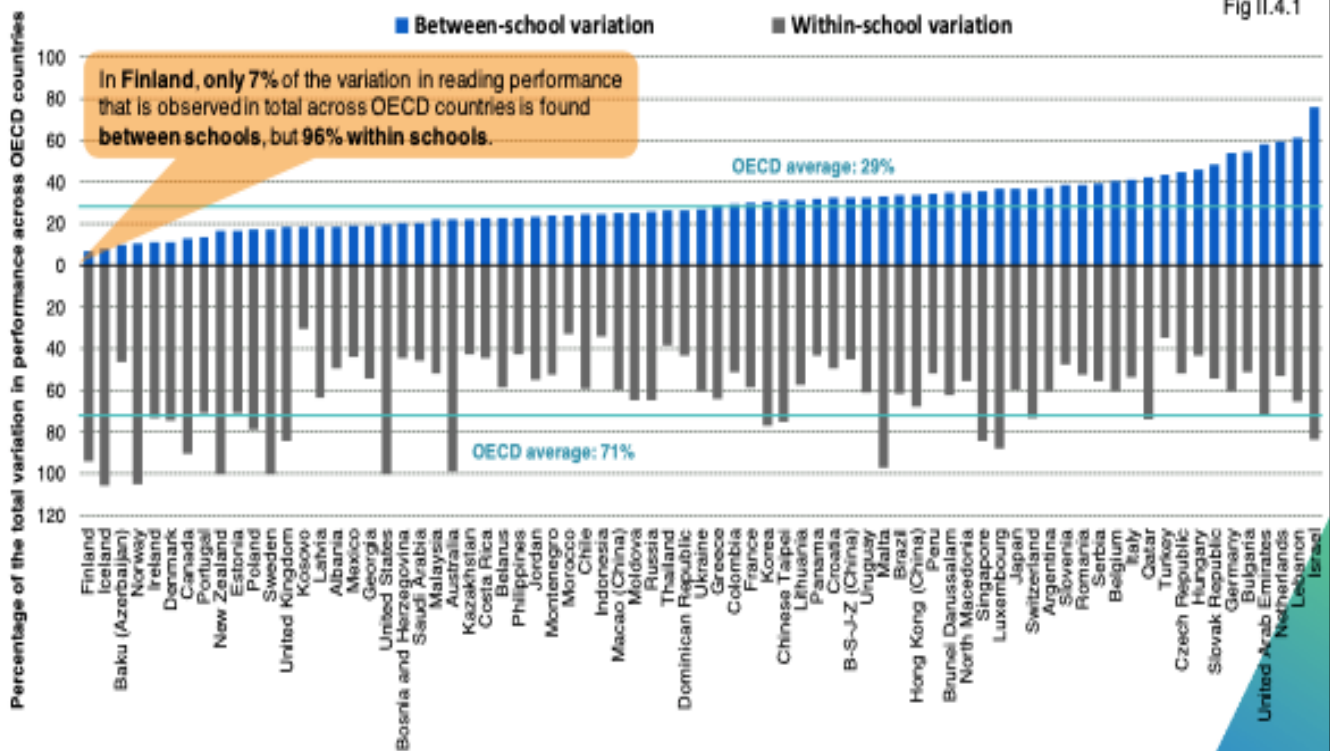
Age gaps in creativity

Figure 4.3



## Every school can be a great school

Fig II.4.1



There is minimum variation in the Finnish schools as all schools follow similar structures and students who move from one school to another blend easily in the new set-up.

## **Day 3 session 1-**

# **Generative AI in the classroom: From hype to reality?**

### **1. Digital Revolution in Education:**

- The digital revolution has transformed various aspects of our lives but has been slow to change education.
- There have been Utopian views about how digital advances might reshape education, potentially eliminating traditional schools.
- The recent democratization of digital advances, particularly the introduction of Chat GPT, presents both opportunities and challenges for education.

### **2. School Plus Project:**

- The speaker worked on the School Plus project at the OECD, in collaboration with ICP, ESHA, and other global organizations.
- The project aimed to understand the potential of large language models like Chat GPT in education and its short and long term impact.

### **3. Sustainable Leadership:**

- The challenge of sustainable leadership was discussed in relation to innovation.
- School leaders must decide whether to embrace new opportunities or view them as additional burdens.
- Data from the OECD showed that school leaders spend only 16% of their time on instructional matters, despite its importance. A significant part went to administrative tasks which was not desirable.

### **4. Generative AI in Education:**

- Educational outcomes have stagnated, while Artificial Intelligence continues to advance.
- Chat GPT can accurately answer questions from the PISA test.
- However, greater use of technology in schools doesn't necessarily lead to improved educational outcomes; the way technology is integrated is crucial.

### **5. Innovation Curve:**

- The speaker introduced Roger's innovation adoption curve, which describes how different segments of a population adopt innovations.
- The audience was asked to consider the role of school leaders in this curve.

## 6. Potential Impacts of Generative AI: Generative AI could transform various teaching domains, including:

- Providing feedback and support: Chat GPT could offer immediate feedback, potentially changing assessment methods.
- Classroom interaction: Chat GPT could handle superficial questions, allowing teachers to focus on deeper learning.
- Subject content: Generative AI could help establish connections between different pieces of information.
- Social and emotional development: Chat GPT might offer a safe space for students to experiment and ask questions without fear of judgement.

## 7. Outside the Classroom:

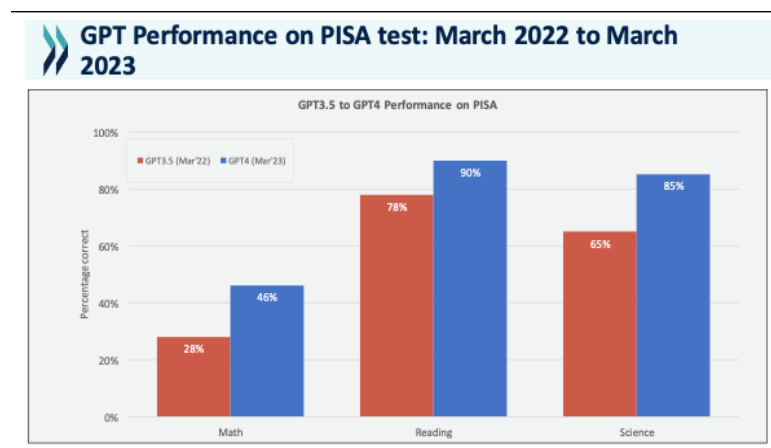
- Generative AI can extend learning opportunities outside the classroom, fostering student inquiry and curiosity.
- It can support language learning, adaptive learning, and provide tailored resources for diverse student groups.

## 8. Potential Beneficiaries:

- Certain groups might benefit more from these technological advances, including students with special education needs, immigrant and refugee students, students in remote areas, ethnic minorities, and gifted students.

## 9. Conclusion:

- The current one-size-fits-all model of education isn't working for many students.
- Generative AI offers the potential to provide more personalized and adaptive learning experiences, but its integration needs careful consideration to ensure positive outcomes.





## Day 1



**Session 2:** Australian Research: 'I wish they had told me that when I started out' – Insights from new leaders

Speaker: Wendy Cave

### **Introduction:**

The speaker introduced the concept of applying a "service lens" to the domain of educational leadership, with the goal of offering insights to assist principals in addressing the multifaceted challenges they encounter.

**Education and Service Design Collaboration:** The document suggests that the most innovative solutions arise from the intersection of distinct fields, in this instance, the domains of education and service design.

**Core Responsibilities of Principals:** The role of a principal encompasses various dimensions, including teaching, administration, and service delivery. While teaching represents the principal's central focus, it does not consume all of their time. Principals are also entrusted with the responsibility of ensuring the delivery of educational services.

### **Research Findings: "What Principals Wish They Had Known"**

The Multifaceted Role of Instructional Leadership:

**Overview:** The research underscores that a principal's responsibilities extend beyond the realm of instructional leadership. Instructional leadership, although crucial, is just one of three pivotal areas that principals must oversee and lead on a daily basis.

**Deep Dive:** A principal's role transcends the boundaries of the classroom and curriculum. While instructional leadership is indispensable for achieving academic excellence, principals also grapple with administrative tasks, staff coordination, and community engagement. The research draws parallels between the principal's role and that of a CEO, emphasizing that it is even more diverse. Principals are not merely administrators; they are leaders who must wear multiple hats, including those of a CEO, an educator, and a community leader.

## **Navigating the Complexity of Educational Systems:**

**Overview:** The research highlights the inherent complexities of both individual primary schools and the broader educational system.

**Deep Dive:** A primary school is not an isolated entity; it operates within a larger, intricate educational ecosystem. This ecosystem presents its own set of demands, expectations, and challenges that principals must adeptly navigate. Principals are required to be agile, adaptable, and proactive in comprehending and responding to these complexities. They must offer guidance and leadership that aligns with both the immediate needs of their school and the broader objectives of the educational system.

## **Understanding Organizational Management Styles:**

**Overview:** The research identifies that each principal tends to adopt one of four distinct approaches to organizational management.

**Deep Dive:** Understanding one's own management style can significantly impact a principal's effectiveness. The research suggests the existence of specific organizational management tools that can assist principals in comprehending the core mission of their school, the involved stakeholders, and the strategies for delivering educational value. By gaining insight into their own management style and utilizing these tools, principals can establish a more organized, efficient, and impactful educational environment.

## **Additional Frameworks and Concepts:**

- **Three Accountabilities:** This framework outlines the various areas for which principals are held accountable, potentially encompassing instructional leadership, organizational management, and community engagement.
- **Five Typologies:** These represent different approaches to organizational management, leadership styles, or challenges that principals may encounter.
- **Complex Adaptive System:** This term signifies that the educational system is dynamic and ever-evolving. Consequently, it necessitates principals to embody the role of adaptive leaders capable of navigating and influencing this inherent complexity.

## What we found AKA “I wish they had told me...”



“Instructional leadership is only one of three areas I will manage and lead every day. And the difference between managing the organization that is my school and being frustrated by ‘admin’ is realising that I’m a CEO only I have to do more.”

*Three Accountabilities*



“Each principal has one of four ways of relating to organizational management. Knowing which one I am can help me, so can the organizational management tools that help me understand why we exist, who is involved, and how we deliver education value through services.”

*Five typologies*



“Not only is my primary school a complex system, but the Education System is complex and, as a principal I have to adapt constantly on the demands and expectations of the system I’m in, and the guidance and leadership I need to provide.”

*A complex adaptive system*

## We found there are three accountabilities

Through a service lens the role of a primary school principal can be deconstructed into three identifiable areas:



### 1. Instructional Leadership

Because education outcomes are a School’s core role.

- Manage curriculum and instruction, lead learning communities, influence and guide pedagogical practices.



### 2. Organisational Management

Because a safe, sustainable and stable environment for learning and working that is appropriately resourced and managed is fundamental in a School.

- School administration, operations delivery, management, improvement.



### 3. Culture & Community Establishment

Because the environment a principal sets, based on their values is clear in every interaction that occurs within the School.

- Schools don’t just have strategy and values as statements; through the principal, they demonstrate and live them through interactions.

# Introduction to Finnish Education System

The session revolves around the principal's role in governance, inspired by the book "**Educational Leadership in Finland**" by Tapio Lahtero and Vikko Salonen. The primary focus is on the first and second points mentioned earlier.

The Finnish team commemorates the fifth year of their principal well-being survey, recently unveiled to the media. Research professor Katarina Salmelaarro and Professor Minna Huotilainen from the University of Helsinki shared key insights from the survey. Saija Ohtonen-Jones from the Finnish Parents League discussed the home-school relationship.

The Finnish rectorate embarked on its mission a decade ago to champion the interests of principals and vice-principals. Challenges faced include excessive workloads, the need for clearly defined job roles, and **rapid changes in schools**. The emphasis is placed on pedagogical leadership over mere administration. Principals are viewed as promoters of **well-being in schools**, and their well-being has a profound impact on teachers, staff, and students.

The concept of the "**circle of well-being**" illustrates that effective leadership leads to teacher well-being, which in turn influences student well-being and learning outcomes. The significance of understanding and establishing conditions for effective leadership was highlighted.

The speakers gave credit to the ICP and the 2017 Cape Town conference for introducing them to Dr. Philip Riley's work on principal health and well-being. This inspired the Finnish team to conduct a similar survey in Finland, now known as the "**Principal Barometer**." The results from the Finnish survey conducted in spring 2023 were shared.

The presentation delves into the Principal Barometer results, with Professor Katarina Slamela-Aro from the University of Helsinki providing insights on the well-being of principals. The study reveals alarming trends, with burnout on the rise, affecting nearly 30% of principals by 2023, especially since the onset of COVID. Work engagement has declined, mirroring student well-being studies in Finland, indicating broader issues within the education sector.

Challenges include increased **work demands, workload, and incidents of verbal and physical violence in schools**. Resource shortages are also a concern, with a decrease in available resources for principals. The study introduces the concept of job crafting as an approach to adapt to challenges, leading to improved work engagement and overall well-being. The **importance of community** and support is highlighted, emphasizing the need for principals to feel integrated and supported.

Minna Huotilainen from the University of Helsinki shared findings on physiological responses in the context of Finnish principals. Stress and recovery timescales were discussed, emphasizing the role of sleep quality in daily stress and recovery. Physiological indicators, such as heart rate variability (HRV), provide insights into stress and recovery levels. HRV data is collected over four days, offering a comprehensive view of stress and recovery patterns.

The study reveals a **disturbing trend**: HRV levels, indicative of recovery, have been decreasing, especially during workdays. Principals experiencing severe work fatigue exhibited diminished recovery during workdays but some recovery during weekend nights. Music's role in managing emotions and stress was explored, highlighting its potential to assist principals in navigating daily stress and enhancing recovery.

The **Finnish Parents League** was also introduced, emphasizing the organization's role in supporting parents and promoting parent inclusion in educational institutions. The legal framework in Finland strongly supports home-school cooperation, with various acts emphasizing its importance. The **Parents Barometer** was discussed, reflecting parents' appreciation for schools, teachers, and principals, while noting room for improvement in **openness to parent ideas**.

Challenges and opportunities were identified, including the importance of building trust, equality, and **mutual respect**. The impact of the COVID-19 pandemic on home-school cooperation was acknowledged. The presentation underscored the significance of encounters, interaction, and dialogue with parents.

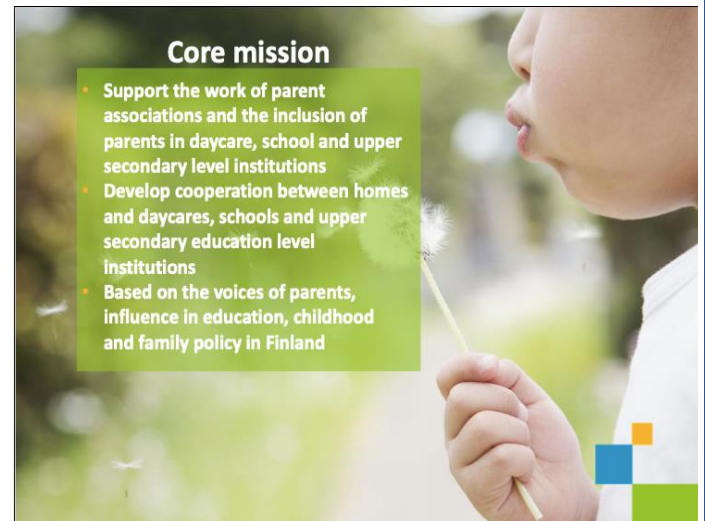
The presentation concluded by emphasizing the role of attitude in improving home-school cooperation, encouraging courage and open-mindedness to address children's welfare challenges. The vital importance of cooperation for the **well-being of children** was reiterated

# National Core Curriculum for Basic Education 2014

- The inclusion of guardians and the opportunity to be involved in schoolwork and its development is a **central element in the operating culture of the school**. The cooperation between home and school improves the wellbeing and safety of the pupil, the class, and the entire school community.
- The basis of cooperation is **building trust, equality, and mutual respect**.
- Guardians are given opportunities to **become familiar with everyday activities at school and take part in planning, assessing and developing** school activities and the goals of education together with school staff and the pupils.



- Founded in 1907 – more than 115 years of building partnership in parenting and home-school co-operation.
- An umbrella organization for member parent associations
- Approximately 1,200 parent associations as members



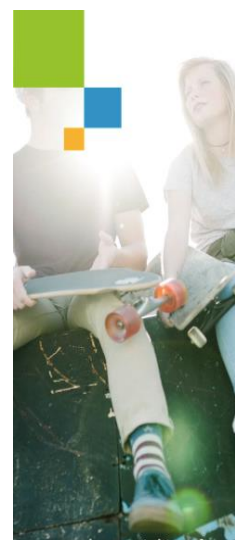
## Core mission

- Support the work of parent associations and the inclusion of parents in daycare, school and upper secondary level institutions
- Develop cooperation between homes and daycares, schools and upper secondary education level institutions
- Based on the voices of parents, influence in education, childhood and family policy in Finland

## Cooperation mandated by law

### Act on Early Childhood Education and Care

- "The aim of early childhood education and care is... to act together with the child and the child's parents or other persons who have custody of the child for the benefit of the child's balanced development and holistic wellbeing..."



### Basic Education Act

- "Those providing education shall cooperate with students' parents/carers."

### General Upper Secondary Schools Act

- "Guardians must receive information about the student's work and the progress of their studies often enough."

### Student Welfare Act

- "A student welfare plan shall be prepared in cooperation with the staff of the educational institution, the students, and their guardians."

## Day 1



### **Session 3: Video and live Case Studies from Newly Appointed Leaders Around the World**

Live: **Huibert Duijzer (The Netherlands)**

Video testimonials: **Babak Ghiri (Canada)**

**Prisca MacDonald, Matthew McCormick, Tom Clarkson (New Zealand)**

### **Prisca MacDonald**

The Principal of Tawa Intermediate, reflected on her journey into educational leadership. While she received valuable advice from friends and colleagues who had already held similar roles, she encountered moments of isolation when faced with crucial decisions impacting her staff and students. She openly acknowledged the impossibility of handling every task and expressed a need for more support in managing change and setting priorities effectively.

MacDonald also underscored the delicate balance required between meeting systemic demands and addressing the actual needs of students and staff. Drawing on her extensive experience within the broader educational system, she advocated for providing aspiring principals with a similar perspective. She called for a renewed focus on what truly benefits learners amidst the demands of administrative responsibilities.

### **Babak Ghiri**

Vice Principal at Lisburn Collegiate Institute, graciously shared his wealth of experiences and valuable insights from his role. One of the most gratifying aspects of his position was the chance to cultivate diverse relationships with students, staff, parents, and community stakeholders. These relationships not only provided distinctive opportunities but also inspired him to perform at his best, enabling him to offer effective support.

However, the role is not without its challenges. Baba acknowledged the substantial workload, particularly during peak periods that involve administrative responsibilities such as standardized testing and scheduling. Furthermore, he observes that there isn't a definitive guide or "playbook" for becoming a proficient vice principal, necessitating learning through a process of trial and error.

Regarding support, Baba underscored the significance of the mentorship program, wherein new vice principals are paired with experienced counterparts and participate in thematic workshops. He also placed great value on his professional network, comprising colleagues, principals, and other vice principals, whom he can consult for guidance when confronted with intricate challenges. Baba hoped that his experiences and insights will prove beneficial to others and expressed gratitude for the opportunity to share them.

### **Tom Clarkson**

The Principal of Morningside School in Northland, New Zealand. He has successfully enhanced the school's physical environment to foster engagement and learning. His achievements include the creation of educational murals, partnerships with community artists, and the incorporation of edible gardens into the curriculum.

The school has introduced the "gardeners table program" and welcomed chickens and dogs, which have had a calming impact on students, particularly those with traumatic experiences. Additionally, initiatives like showcasing student activities through photography have been implemented to uplift student morale and foster a strong sense of pride and belonging.

### **Huibert Duijzer**

Huibert Duijzer, Department Head at a Netherland high school overseeing 375 students and 28 staff, transitioned from teaching economics to a leadership role. Initially, he faced challenges due to the absence of specialized training and the need to quickly adapt to an established school.

His primary focus has been understanding the school's existing culture. He stresses the importance of building trust and rapport with staff before implementing changes. He aims to transform the culture from isolated "classroom kings" to a collaborative, feedback-driven, and professional environment.

Initially, he felt insecure and pressured to be perfect, but over time, he became more comfortable with his leadership style as he built relationships and gained experience. He appreciates both formal and informal mentoring and values the support and trust from the school's management and colleagues. After a year in his role, Huibert feels on track and more confident in his abilities.



## Day 1



**Session 4: Oide, Ireland: Supporting Emerging Leadership in Ireland – current practice and future challenges**

**Speaker: Páirc Clerkin & Brian O' Dohert**

Páirc discussed the initiatives by the Irish Primary Principals Network (IPPN) and the Center for School Leadership to support newly appointed principals and emerging leaders. He emphasizes that while they have made some progress, there is still much work to be done.

### **Sustainable Leadership and Reform**

IPPN is actively engaged in creating development plans based on a sustainable leadership report published last year, which emphasizes the need for reforms in the Irish education system, especially in leadership.

### **Importance of Terminology**

The presentation advocated using the term "school leader" instead of "principal" and "deputy principal" to encourage shared leadership and reduce reluctance among educators to take on leadership roles.

### **Systemic Challenges**

Páirc highlighted that the current system primarily communicates with principals, undermining shared leadership. He also mentioned the prevalence of "acting" principals and deputy principals who hesitate to drop the term "acting," undermining their authority.

### **Empowerment and Collective Accountability**

Effective leaders empower their teams by highlighting colleagues' achievements over their own. He called for a shift from individual to collective accountability, focusing on team accomplishments.

### **IPPN Head Start Program**

This program supports newly appointed school leaders in establishing positive relationships within their institutions as part of IPPN's broader efforts to nurture emerging leaders in education.

### **Overview of IPPN**

The Irish Primary Principals Network is a charitable organization assisting 3,500 schools in Ireland. Nearly 96% of primary school principals and deputy principals are members. IPPN offers support such as mentoring, online forums, and conferences to aid school leaders.

## The Crisis in Leadership Sustainability

- **Authenticity and Effectiveness:** Brian underscored the importance of authenticity as a cornerstone for sustainable leadership. He also touched on the need for effective leadership as a long-term commitment, not just a contractual obligation.

## The Reluctance to Lead: A Barrier to Sustainable Leadership

- **Limited Numbers:** The reluctance to assume leadership roles, especially in schools, is identified as a significant barrier to sustainable leadership. This manifests in a limited number of applicants for principal positions.
- **Limited Preparation:** The lack of adequate preparation for leadership roles is another hurdle. Those who are appointed often have not had the training or experience to sustain leadership roles effectively.
- **Limited Experience:** The limited prior experience in leadership among newly appointed principals further exacerbates the sustainability issue.

## Empirical Data: The State of Leadership Sustainability

- **Applications:** Brian shares data showing that the average number of applications for a principal role is just 5.5, with 27% of schools receiving three or fewer applications. This scarcity of candidates poses a challenge to sustainable leadership.
- **Deputy Principals:** In 68% of cases, deputy principals, who are often the next in line for leadership, did not apply for the principal role, indicating a lack of sustainability in leadership progression.
- **Internal Applicants:** Despite being a minority among applicants, internal candidates have a 50% success rate, raising questions about whether internal promotions contribute to or hinder leadership sustainability.

## The Importance of Preparation for Sustainable Leadership

- **Educational Qualifications:** Only 15% of newly appointed principals had a master's degree in leadership, and 35% had a postgraduate diploma in school leadership. The lack of advanced educational preparation is a concern for long-term leadership sustainability.



## VISION

Empowered Leaders; inspired Learners



## MISSION

To support and advocate for sustainable highly effective leadership  
- Tacaíocht, Misneach & Spreagadh

*Tacaíocht, Spreagadh & Misneach*



## VALUES

Our values define us as an organisation:

**Respect | Trust | Professionalism**

## Objectives

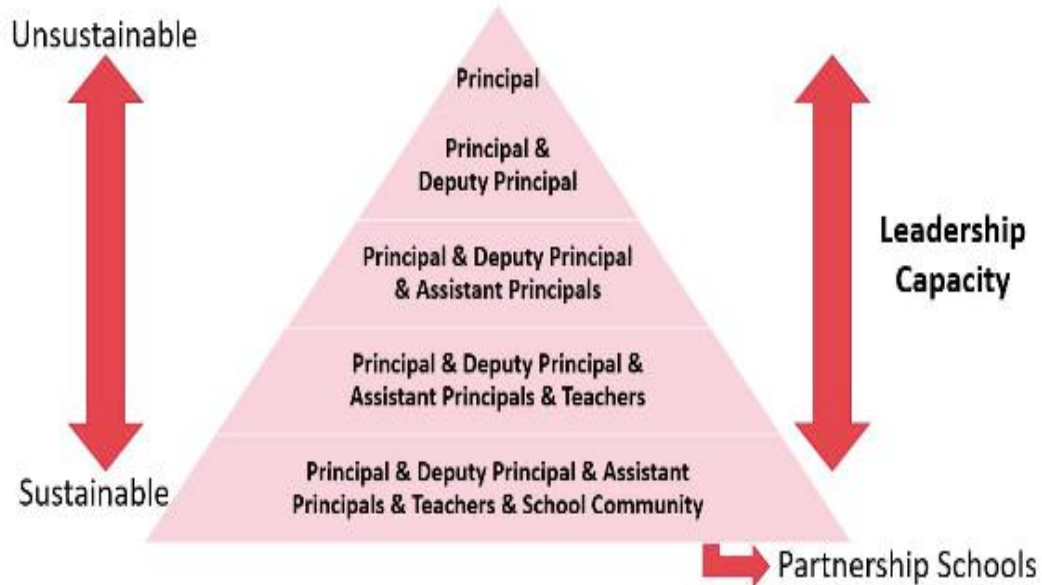
To achieve our primary organisational goal -empowered leaders; inspired learners

to strengthen our network - harnessing the capacity and capability of school leaders

to maximise IPPN's impact - building collaborative relationships with key stakeholders

to enhance our supports and services - reflecting the needs of today's school leaders

# Sustainable Leadership Pyramid



## Reluctance to Lead

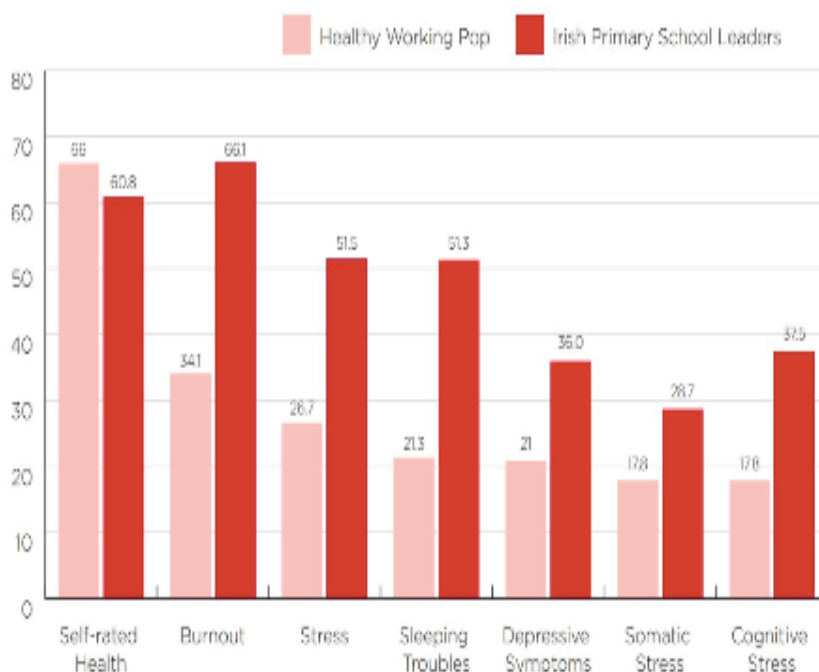
Limited numbers

Limited preparation

Limited experience

**LIMITED**

## Impact on health & wellbeing



## Day 2



Session 5: World Café – Strategies for Supporting Newly Appointed Leaders

**Delegates in rotation – Netherlands, India, Irelands**

**– Dutch Association for School Leaders – The Netherlands**

### **Introduction & Background**

The mentoring program, inspired by the Irish model but tailored for the Dutch context, emerged after a visit to Ireland . Collaborations with the Centre for School Leaders, the NAPE, and the IPPN paved the way for crafting a mentoring program suited to Dutch school leaders. This initiative aims to support school leaders not only in their initial roles but also in maintaining their effectiveness, with mentors guiding mentees in their first year for mutual benefit.

### **Program Objectives**

The program's core objectives revolve around fostering a mutually beneficial learning experience for both mentors and mentees. Emphasis is placed on mentors being open to fresh perspectives and inquiries from their mentees, which in turn stimulates reflection on their own practices.

### **Quality Standards & Tools**

To ensure consistent expertise among mentors, a quality standard has been instituted. The Talent Motivation Analysis (TMA) offers mentors insights into their strengths and sources of energy in their roles, aiding in mentor-mentee pairing. Additionally, mentors undergo a comprehensive 360-degree feedback process for evaluation purposes. A distinct competence profile for mentors, aligned with TMA results, has been developed, a departure from the Irish model's approach.

# IPPN : Leading and Learning( Ireland)

## **Introduction**

The IPPN (Irish Primary Principals' Network) supports leadership development in Ireland with a focus on three stages: preparation for leadership, induction into leadership, and established leadership.

## **Preparation for Leadership**

A postgraduate diploma in school leadership, offered by a consortium of three universities, spans 18 months, blending academic theory with practical leadership experience. Benefits encompass online and in-person learning, credits toward a master's degree, and substantial funding from the Department of Education. The program aims to reduce leaders lacking formal preparation.

## **Induction into Leadership**

The Department of Education provides a pre-commencement module for new principals, emphasizing essential knowledge to avoid early challenges. Building relationships with staff, parents, children, and the school board is crucial. Proposals include shadowing outgoing principals and engaging with school inspectors before assuming the role.

## **Established Leadership Support**

New principals can attend the "Mishnah" course, focusing on leadership challenges and peer learning. First-year mentoring transitions to group mentoring in the second year. Leadership support groups facilitate sharing experiences and learning. Annually, 400 principals have access to professional coaching for personal and professional development. Team coaching is available for senior leadership teams following one-to-one coaching. Co-leadership courses enable principals and deputy principals to attend jointly, fostering a partnership approach.

## **Challenges and Future Directions**

There's a need to shift the perception of coaching from a deficit model to a tool for effective leadership. Addressing the limited availability of coaching for deputy principals is a concern. The program seeks to nurture a culture of shared leadership and continuous professional development.

# Heartful Students Wellness Program in Schools, India

**Objective:** Promote general happiness and well-being in schools.

## **Key Components:**

1. **Physical Activity:** Morning sports and playtime to enhance blood flow to the brain, aiding concentration and focus.
2. **Brighter Minds Program:**
  - Target Group: Students aged 7-14 (Class 4 to Class 8).
  - Activities:
    - Brain exercises involving simultaneous tasks with both hands.
    - Special music sessions with headphones to improve concentration.
    - Circle time for group discussions and meditation.
  - **Outcomes:** Enhanced sensory perceptions, improved focus, and notable positive changes in special needs children.
3. **Daily Practices:**
  - Morning prayer.
  - Three-minute meditation for students and teachers to reflect and plan their day.
  - Aqua alerts: Regular reminders to drink water.
  - Gratitude diary: Daily reflections on positive actions and areas of improvement.
4. **Impact of Meditation:**
  - Improved focus and emotional regulation.
  - Harmony and happiness in the school environment.
  - Enhanced learning outcomes and a positive school environment.
  - Improved mental well-being and lifelong positive habits.
5. **Organic Living (Anubhuti):**
  - Target Group: 6th and 7th graders.
  - Activities:
    - 24-hour school stay.
    - Visits to organic farms to appreciate food production.
    - Skill development sessions (e.g., pottery).
    - Gardening and exploration of school flora.
    - Night time stories with life values.
  - **Outcomes:** Bonding between teachers and students, appreciation for nature and food production.

## 6. **Communicating with Compassion:**

- Observations: Addressing issues with understanding rather than anger.
- Feelings: Communicating impressions without emotion or anger.
- Requests: Clearly communicating needs and tasks in a positive manner.

### **Success Stories**

- Two students, including a girl who became a Yoga champion, benefited immensely from the Brighter Minds program.

### **Here are five key points to consider:**

**1. Mental Health Support:** Schools should provide access to mental health resources and support services. This includes counsellors, psychologists, and programs that teach students about mental health, stress management, and coping strategies. Creating a stigma-free environment for discussing mental health is essential.

**2. Physical Activity and Nutrition:** Encourage regular physical activity through physical education classes and extracurricular activities. Promote healthy eating habits by offering nutritious school meals and educating students about the importance of balanced diets.

**3. Social and Emotional Learning (SEL):** Implement SEL programs that teach emotional intelligence, empathy, and interpersonal skills. These programs help students develop healthy relationships, manage their emotions, and make responsible decisions.

**4. Bullying Prevention:** Establish clear anti-bullying policies and mechanisms for reporting and addressing bullying incidents. Create a culture of respect and kindness by promoting empathy and inclusivity.

**5. Parent and Community Involvement:** Involve parents and the wider community in supporting children's well-being. Conduct workshops and informational sessions for parents on topics like parenting strategies, communication, and recognizing signs of distress in children.



**Overall, the Heartful Students program aims to create a holistic environment in schools where students not only excel academically but also develop emotionally, mentally, and spiritually.**



## Day 2



Session 6: Principals' Panel: What would I do differently if I was starting again?

### 1. Thorough Preparation for Leadership Roles:

- One of the key takeaways was the importance of being adequately prepared before stepping into a leadership role. A principal reflected on his initial years, wishing he had undergone formal training or sought mentorship. He felt that relying solely on observing other principals, while valuable, was not enough. A more structured approach, perhaps through workshops, courses, or shadowing experienced principals, would have provided a more solid foundation.

### 2. Adopting and Promoting a Growth Mindset:

- The concept of a growth mindset, where one is open to change and continuous learning, was emphasized. Instead of being set in traditional ways or resisting new methodologies, it's crucial to be adaptable. This mindset not only benefits the principal but also sets a positive example for the entire school community, fostering an environment where everyone is encouraged to learn and grow.

### 3. Prioritizing Digital Literacy:

- With the rapid advancements in technology and its integration into education, the importance of digital literacy has become paramount. It's not just about using digital tools but understanding their potential and limitations. Principals highlighted the need for continuous training for staff, guiding students in responsible digital use, and even educating parents.

### 4. Being Actively Present and Engaging:

- Active engagement with students and staff was another focal point. One principal stressed the significance of being physically present, such as spending time in the schoolyard, attending school events, and being approachable.

### 5. Stressing the Importance of Preparation for All:

- Dr Khetarpal from India elaborated upon the need for personal preparation for effective leadership. According to her everyone involved in the educational process should be well-prepared to be successful. This means students understand their lessons, teachers are ready with their teaching plans, and parents are informed about what is being taught.

## 6. Continuous Learning from Mistakes:

- Mistakes are inevitable, but the key lies in how one responds to them. The principals emphasized the value of acknowledging errors, learning from them, and implementing changes based on these learnings. This approach not only improves personal leadership skills but also sets a positive example for students and staff, promoting a culture of accountability and continuous improvement.

The principals highlighted a multifaceted approach to effective leadership in schools, emphasizing preparation, adaptability, embracing technology, active engagement, clear communication, and a commitment to continuous improvement.



## Day 2

### Session 7: The Work of ICP

#### OECD+ School Network



**Significance of Practical Implementation:** While research is valuable, its effective application is essential for advancing educational plans and enhancing the quality of education.

#### **Toolbox Development:**

The objective is to craft a toolbox that integrates research findings with insights from schools, serving as a bridge between theory and practice.

**Pedagogical Framework:** The focus lies in creating a common language suitable for various grades and subjects, providing a consistent reference for educational practices.

#### **Five Key Teaching Areas:**

The framework prioritizes five essential areas, namely Cultural Interaction, Cognitive Engagement, Formative Assessment, Quality of Subject Matter, and Social and Emotional Support.

#### **Profile of Participating Schools:**

The network seeks schools that can serve as inspiring examples rather than outliers. These schools should be open to employing evidence and exhibit notable practices within one of the five domains mentioned.

**Collaboration:** Participating schools will engage in collaborative efforts with schools from diverse countries over the next 1.5 to 2 years.

#### **Invitation to Join:**

Schools interested in becoming part of this global initiative, particularly those capable of contributing to the inaugural OECD report, were encouraged to seek further information.

## **What have we learnt?**

#### **School Leadership:**

The role of a school leader is fulfilling, yet it comes with challenges that can affect its appeal.

#### **Understanding Leadership:**

Nurturing individuals into leadership roles is crucial. Leadership styles should align with personal authenticity.

**Global Commonalities:**

School leaders worldwide share more similarities than differences, though the context they work in can influence their challenges and responses.

**Empowering Principals:**

Principals hold a significant voice and should be recognized. They play a pivotal role in fostering creativity in children and emphasizing skills over mere assessment.

**Health Considerations:**

Health challenges among administrators should be addressed, but it's worth pondering if that should be the primary focus.

Global Perspective: While school leadership challenges are universal, their severity varies. For example, the situation in The Netherlands is comparatively better than in many other countries.

**Shared Challenges:**

School leaders worldwide confront similar challenges that have persisted over time. Recognizing this commonality offers comfort.

Mentoring Emerging Leaders: Purposeful mentoring is needed to guide emerging leaders effectively.

**Community Collaboration:**

Principals are remarkable collaborators within their school communities, sharing practices and showcasing passion and commitment.

Student Perspective: Leveraging student viewpoints can provide insights into areas school leaders might overlook.

**Seasonal Challenges:** Each phase of school leadership presents unique challenges.



## Final Session



### Session 8 & 9 Conclusion Ideas and Suggestion

### How Will We Drive Change in the Future?

**Narrative Control:** Actively participate in shaping the narrative by collaboratively designing policies and ensuring their effective implementation.

**Data Utilization:** Connect existing data to the imperative for change and demonstrate the link between workforce issues and their impact on students.

**Effective Communication:** Deliver clear and decisive communications to convey important messages.

**Student Well-being:** Prioritize students' happiness and adjust teaching methods to foster their enjoyment of learning.

**Mentorship:** Establish mandatory and ongoing mentorship programs for leaders to prevent them from being placed in challenging schools prematurely.

**Attitude Shift:** Embrace diverse perspectives, recognizing that the convergence of different viewpoints often leads to the best ideas, as exemplified by Frans Johansson's quote.

**Adaptation:** Implement mentorship programs from other countries, conduct surveys to identify leadership needs, and develop programs to support school leaders.

**Networking:** Utilize the networking opportunities offered by ICP to exchange mentorship and leadership development ideas.

**Strengthened Connections:** Enhance global connectedness, advocate for equitable education funding, and emphasize the significance of school leadership development.

**Diverse Representation:** Ensure that voices from various backgrounds, particularly marginalized communities, are represented within the organization, while promoting gender equity in leadership roles.

**Resource Sharing:** Share best practices to enhance leadership skills and effectiveness.

**Inclusivity:** Give greater consideration to students' voices, incorporate parents' support.

### **What Are the Primary Challenges?**

**Resource Allocation:** Ensuring that job resources align with job demands and securing appropriate educational funding, recognizing it as an investment in the future.

**Occupational Violence:** Managing occupational violence, which has become a normalized challenge for school leaders.

**Diverse Skillset:** The workforce needs to possess a diverse skill set to effectively address a wide array of challenges.

**Personal Well-being:** Balancing personal time, mitigating burnout, and managing demanding school environments are significant challenges for leaders.

**Resource Limitations:** Struggling to secure adequate resources to meet the diverse needs of students.

**Unified Voice:** The need for a unified global voice to advocate for educational priorities.

**Job Attractiveness:** Questioning the appeal of leadership roles within the education sector.

**Quality vs. Quantity:** The dilemma of choosing between the best available candidate and the need to fill positions quickly, even if it means sacrificing a top teacher.

**Child Development:** The challenge of tracking child development across various contexts and the recurring issue of initiating efforts from scratch.



## Day 3

**Session 2: Introduction to the Finnish system, including the role of Governance, parental councils and Principal Barometer results**

**Session 3: Students Leaders Forum- Table discussion of how to further develop our student voice forum**

**Session 4: Education of indigenous people in Finland (Outside venue)**

### Session 2 explored the Finnish education system, emphasizing Governance, Parental Councils, and Principal Barometer results.

#### **Governance in the Finnish Education System:**

1. **Decentralized and Local Control:** Municipalities have autonomy in designing and implementing education policies, allowing customization.
2. **Ministry of Education and Culture:** Sets national guidelines while trusting municipalities for local adaptation.
3. **National Board of Education:** Collaborates with municipalities and ensures education quality.

#### **Parental Councils in the Finnish Education System:**

1. **Parental Involvement:** Finnish schools emphasize parental involvement and engagement.
2. **Collaborative Decision-Making:** Parental councils contribute to school decision-making.
3. **Promotion of Trust and Partnership:** Building trust and partnership between schools and parents.

#### **Principal Barometer Results:**

1. **Data-Driven School Leadership:** The Principal Barometer collects feedback for data-driven decision-making.
2. **Continuous Improvement:** Feedback identifies areas for improvement in school leadership.
3. **Stakeholder Engagement:** Promotes stakeholder involvement and responsive education.

### Session 3: Students Leaders Forum- Table discussion of how to further develop our student voice forum

Session 3 focused on the importance of hearing students' voices in creating inclusive and effective learning environments and ways to develop a student voice forum.

#### **Reasons for Hearing Students' Voices:**

1. **Empowerment and Ownership:** Empowering students to take ownership of their education.



2. **Improved Learning Outcomes:** Personalized learning and critical thinking foster better outcomes.
3. **Fostering Critical Thinking:** Encouraging analytical skills and informed decision-making.
4. **Creating a Safe and Inclusive Environment:** Addressing issues like bullying and discrimination.
5. **Strengthening School-Community Relations:** Enhancing transparency and community engagement.

#### **Ways to Develop a Student Voice Forum:**

1. **Establish Student Councils:** Create representative student councils for regular meetings.
2. **Use Technology:** Implement digital platforms for anonymous feedback.
3. **Hold Regular Meetings:** Organize open forums to discuss school-related topics.
4. **Training and Support:** Provide training for student representatives.
5. **Feedback Mechanisms:** Implement formal feedback mechanisms for constructive input.

#### **Session 4: Education of indigenous people in Finland (Outside venue)**

Finally, Session 4 highlighted the education of indigenous Sami people in Finland, emphasizing the preservation of Sami language and culture within the Finnish education system.

##### **Cultural Context:**

- The Sami are indigenous people inhabiting northern regions of several countries, including Finland.

##### **Sami Language:**

- Official recognition of Sami language alongside Finnish and Swedish.
- Sami language education integrated into the curriculum.

##### **Education Levels:**

- Preschool, basic, and upper secondary education available in Sami areas.

##### **Sami Education Institute:**

- Sámi Education Institute in Inari provides various programs related to Sami culture and language.

##### **Indigenous Knowledge:**

- Emphasis on integrating indigenous knowledge into the curriculum.

##### **Challenges and Concerns:**

- Language shift, access to higher education, and cultural preservation concerns.

##### **Advocacy and Collaboration:**

- Collaboration between Sami organizations, educational institutions, and government bodies for Sami education.

In conclusion, the Finnish education system supports Sami language and culture, reflecting a commitment to preserving Sami heritage. Efforts continue to ensure Sami students have access to quality education while maintaining their unique identity in a modern, multicultural society.

## Day 4

**Session 5: Response to Session 4 - Inputs from New Zealand, Africa, Canada**

**Session 6: AI and its Impact on Education**

**Session 7: Annual General Meeting (AGM)**

**Session 8- World Café: ICP areas of focus for the next two years**

### **Session 5: Response to Session 4 - Inputs from New Zealand, Africa, Canada**

Day 4 of the International Confederation of Principals (ICP) 2023 conference was marked by insightful discussions and presentations, with a particular highlight on India's successful bid to host the ICP event in 2025.

The day began with Session 5, which featured responses to Session 4, where participants discussed the following :-

- UN Declaration on the Rights of Indigenous People and its relevance to education.
- The declaration emphasizes the significance of safeguarding the rights of indigenous communities globally.
- Additionally, ESHA, represented by Petra van Haren, shared valuable insights on leadership and education.
- A significant portion of Session 5 was dedicated to Canada, particularly the province of British Columbia, which showcased its unique approach to acknowledging indigenous territories before every meeting. Canada's education landscape was elucidated, highlighting key points such as the absence of a federal government role in education, diverse socioeconomic backgrounds, recognition of indigenous peoples, indigenous language diversity, and a strong emphasis on indigenous education.
- Efforts to address discrimination, increase indigenous learner representation, and support indigenous teachers were also discussed. Ontario faces challenges with limited availability of indigenous language programs but continues grassroots efforts to integrate indigenous knowledge into education.
- Ghana's education landscape was also explored, showcasing its linguistic diversity, English as the primary medium of instruction, and emphasis on vocational education and science. Religious diversity and the prevalence of boarding schools were notable aspects of Ghana's education system.
- New Zealand emphasized the importance of recognizing indigenous Maori culture and expectations in education. The New Zealand Principals Federation, in existence since the 1990s, advocates for Maori expectations in education. Maori leaders stressed the significance of speaking for themselves rather than being represented by others.
- The Flourish Programme, a joint effort between ICP and ESHA, was introduced, aiming to connect and share colorful leadership. With 26 members from Europe, the program serves as an international voice for school leadership. It addresses the evolving nature of the principal's role and includes various streams focusing on health, cybersecurity, sustainable citizenship, and more.

### **Session 6: AI and its Impact on Education**

This session delved into concerns and strategies related to the use of artificial intelligence in education:

- The session centered on AI's impact on education, discussing concerns like potential creativity stifling, cognitive development slowing, addiction, and reduced student confidence due to excessive AI reliance. Strategies such as banning electronic devices, teaching responsible AI use, staying informed about AI developments, and recognizing opportunities amid concerns were explored.
- The day's sessions provided valuable insights into indigenous education, international perspectives on education leadership, and the evolving role of AI in education. Participants emphasized the importance of addressing challenges and embracing opportunities in education.

### **Session 7- Annual General Meeting (AGM)**

Following these sessions, the Annual General Meeting (AGM) convened, where various agenda items were discussed. The AGM covered financial reviews, membership updates, leadership elections, reports on achievements and initiatives, strategic planning, governance matters, open forums for member input, and recognition and awards. The AGM is a pivotal event for the ICP, allowing for reflection on past achievements and setting the course for the organization's future.

**India and the Netherlands submitted bid proposals to host the ICP event in 2025. Ms. Mukul Jha, Director of Programs and Training at SET in New Delhi, India, presented India's bid. The audience was impressed with India's presentation and voted in favor of hosting the event in India, making India the successful bidder for the event.**

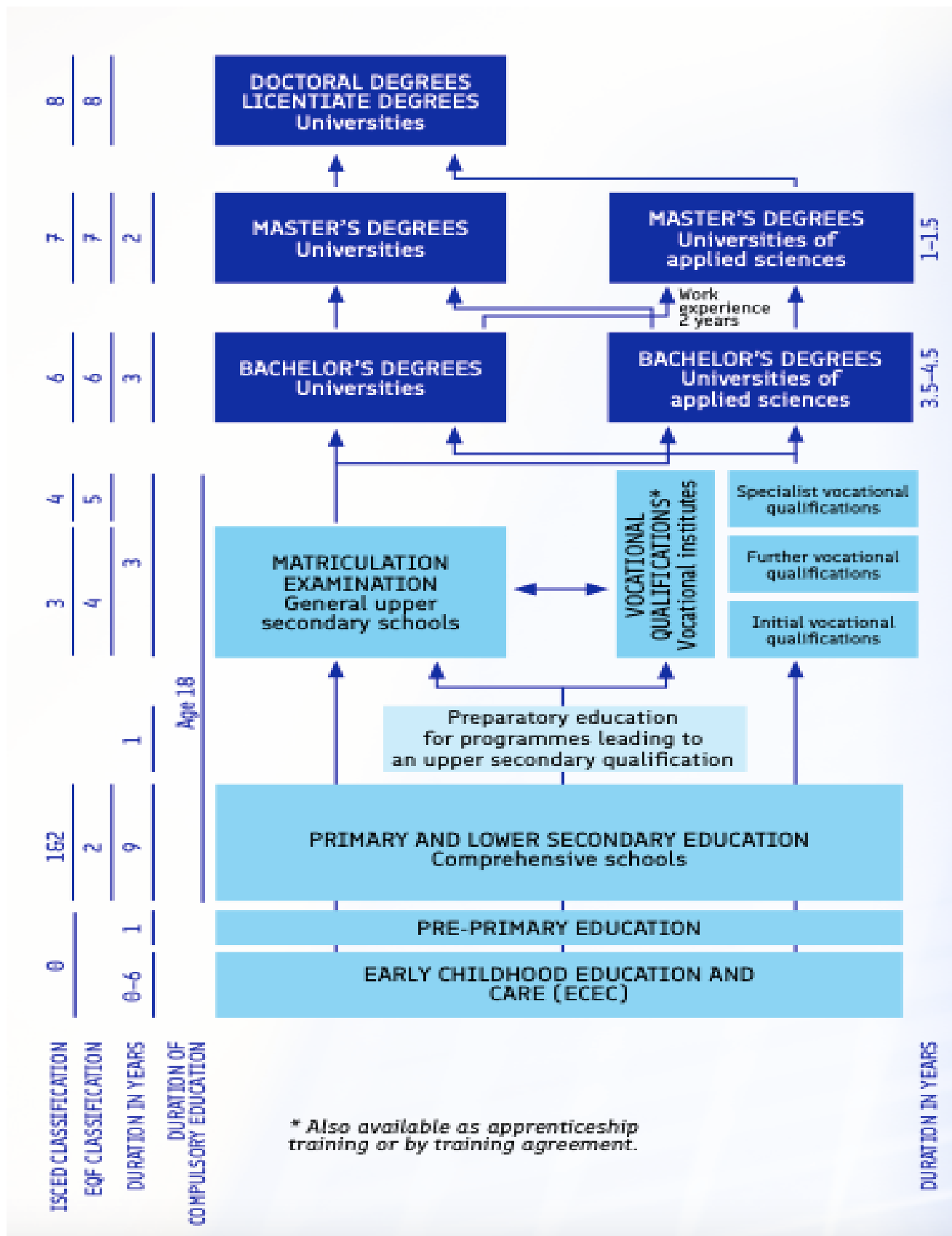
### **Session 8- World Café: ICP areas of focus for the next two years**

Additionally, during Session 8, participants engaged in discussions to outline the ICP's areas of focus for the next two years, including hosting a significant event in Kenya, expanding membership, securing sponsorship and partnerships, nurturing emerging leaders, promoting student involvement in leadership, and exploring the integration of AI in education. These priorities signify the ICP's dedication to advancing educational leadership and addressing challenges and opportunities in the education sector.

Overall, these areas of focus reflect the ICP's commitment to staying at the forefront of educational leadership and addressing current and future challenges and opportunities in the field of education. The organization aims to advance its mission by fostering collaboration, innovation, and inclusivity in the realm of school leadership.

# Finnish Education in a Nutshell

## The structure of the Finnish Education



## The Finnish education system consists of:

- Early childhood education and care
- Pre-primary education
- Primary and lower secondary education
- Upper secondary education: general upper secondary education/vocational education and training
- Higher education: universities/ universities of applied sciences
- Adult education
- Non-formal education.

All 6–18-year-olds participate in pre-primary, primary and lower secondary and upper secondary education. The Finnish education system has no dead-ends. Students can always continue their studies on any level of education as long as they meet the admission requirements of the level in question

**Age of Enrolment:** Education at the primary and lower secondary level begins at age 7 and lasts for a total of 9 years.

**Local Assignment:** Local authorities assign school places to students near their homes, but parents/guardians have the option to apply for a place in a preferred school if space is available.

**Comprehensive School Structure:** Primary and lower secondary education is delivered within a single structure known as comprehensive schools, covering grades 1–9.

**Teaching Approach:** In the first six years, a single class teacher typically provides instruction across most subjects. In the last three years, subject specialists take over.



## Finnish education in a nutshell

**School Year and Schedule:** The school year spans 190 days, running from mid-August to the beginning of June. The number of lessons per week varies (20 to 30) depending on the year-class and optional subjects. Daily and weekly timetables are determined by individual schools.

**Local Holiday Scheduling:** Local flexibility exists in determining holiday schedules.

**Adult Education Programs:** Study programs are available for adults lacking a leaving certificate from primary and lower secondary education.

**National Core Curriculum:** Finnish National Agency for Education determines the national core curriculum for primary and lower secondary education, renewed approximately every ten years through broad-based consultation involving stakeholders.

**Stakeholder Involvement:** Working groups include educational officials, researchers, teachers, experts, and stakeholders from relevant sectors and disciplinary fields. The wider public is invited to provide input on the drafts.

**Content of National Core Curriculum:** Encompasses objectives, core contents of subjects, transversal competencies, pupil assessment principles, special needs education, pupil welfare, and educational guidance. Also addresses principles of a good learning environment and the conception of learning.

**Autonomy for Education Providers:** Education providers create their own curricula within the framework of the national core curriculum, allowing room for local or regional perspectives and emphases.

**Local Curriculum Emphases:** Local curricula address and implement regional perspectives, emphasizing how they are monitored and evaluated. Local education providers decide on language programs and lesson-hour distribution within the national framework.

**Cooperation and Special Support:** Local curriculum defines in detail cooperation with homes and instruction for pupils requiring special support or belonging to different language and cultural groups.

## Assessments are part of daily school work

**Assessment Types:** Assessment in primary and lower secondary education in Finland includes continuous assessment during studies (formative assessment) and final assessment (summative assessment).

**Formative Assessment Purpose:** Continuous assessment aims to guide and help pupils in their learning process, providing ongoing feedback.

**Frequency of School Certificates:** Each pupil receives a school certificate at least once every school year.

**No National Tests:** Finland does not have national tests for pupils in primary and lower secondary education. Teachers, including class and subject teachers, are responsible for assessment based on curriculum goals and criteria.

**Teacher-Generated Grades:** Grades in the primary and lower secondary certificate (given at the end of year 9) are determined by teachers. Pupils' selection for further studies is based on this assessment.

**Assessment Guidelines:** The national core curriculum includes assessment guidelines for all common subjects.

**Development of Self-assessment:** Primary and lower secondary education aims to develop pupils' capability for self-assessment. This supports the growth of self-knowledge, study skills, and fosters awareness of their progress and learning process.

## Two types of upper secondary education – general and vocational

**Upper Secondary Education Types:** Finland offers two types of upper secondary education - general and vocational. Completion of either type makes students eligible for higher education.

**Preparatory Education (TUVA):** TUVA education provides necessary knowledge, skills, and abilities for the transition from lower to upper secondary education. It's not compulsory but offers extra support and lasts a maximum of one year.

**General Upper Secondary Education Structure:** The syllabus is designed for three years, but students may complete it in 2 to 4 years. Modular and flexible organization allows individual study schedules. The National Agency for Education determines the core curriculum.

**National Matriculation Examination:** General upper secondary education concludes with a national matriculation examination, including compulsory tests in mother tongue and additional subjects chosen by the candidate. Optional tests are also available.

**Vocational Education and Training (VET):** VET covers 8 fields with over 150 vocational qualifications. It's competence-based, involving workplace learning. Competences can be acquired through various means, and studies are based on personal competence development plans.

**Assessment in VET:** Competences are assessed based on national qualification requirements. Vocational competence demonstrations, work assignments in authentic settings, play a key role. The involvement of working life representatives is crucial.

**Levels of Competence-Based Qualifications:** Three levels - vocational qualifications, further vocational qualifications, and specialist vocational qualifications. The development considers the needs of working life and promotes lifelong learning skills.

## **Non- Formal Education**

### **Liberal Adult Education:**

- Provides non-formal grassroots education and continuous learning for residents of all ages in Finland.
- Offers studies in civic skills, social studies, general and vocational studies, as well as hobby-based or interest-based information and skills acquisition.
- Aims to promote versatile personal development, social cohesion, equality, active citizenship, sustainable development, multiculturalism, and internationalism.
- Emphasizes self-motivated learning, a sense of community, and inclusion.
- Institutions include adult education centres, folk high schools, learning centres, sports training centres, and summer universities.

### **Basic Education in the Arts:**

- Primarily for children and young people on an extracurricular basis, but open to all age groups.
- Covers various art disciplines, including music, fine arts, crafts, architecture, media arts, literary arts, circus arts, dance, and theatre.
- Provided by art and handicrafts schools, music and dance institutes, and schools.
- Progresses in a goal-oriented way, aiming to equip students with skills to express themselves and apply for vocational or higher education in the arts.



## **Principle of Equality:**

Fundamental principle in Finnish education ensuring equal access to high-quality education for all citizens, regardless of background such as ethnic origin, age, wealth, or location.

### **Free Education:**

- Education is free at all levels in Finland, with a few exceptions.
- Early childhood education and care, adult education, liberal adult education, and basic education in the arts may require reasonable fees.
- Tuition fees apply to higher education for students from outside the EU/EEA.

### **Support for Students:**

- In pre-primary, primary, lower and upper secondary education, learning materials, daily meals, and transportation are free.
- State-supported lunches at higher education levels.
- High-quality library system and free textbooks available from libraries.
- Higher education leading to a degree is free for EU/EEA citizens.

### **Financial Aid and Grants:**

- Well-developed system of study grants, living subsidies, and loans to ensure equal study opportunities.

### **Right to Educational Support:**

- Every child, pupil, and student has the right to educational support and welfare services.
- Teachers and school staff are obligated to treat individuals according to their capabilities and maximize their potential.

### **Student Welfare Services:**

- Free healthcare and welfare services, including school nurses, dentists, psychologists, and social workers, are provided for students in pre-primary, primary, lower secondary, and upper secondary education.

### **Educational Guidance:**

- Guidance and counselling are essential to support students in making decisions about their education and careers, connecting the school to society and the working life.

### **Higher Education Support:**

- Higher education institutions offer study and career guidance, personal study plan assistance, health and welfare services, subsidized meals, accommodation, and public transport for students.

## **Lifelong learning in focus**

### **No Dead-ends in Education:**

- The Finnish education system allows learners to continue their studies on a higher level regardless of previous choices.
- Recognition of prior learning is practiced to avoid unnecessary overlapping of studies.
- Emphasis on competences for lifelong learning, reflecting the idea that learning should be continuous throughout life.

### **Adult Education Tradition:**

- Finland has a long history and strong tradition of adult education, with the first folk high school established in 1889.
- Adult education is popular, and the participation rate is high internationally.

### **Objectives of Adult Education Policy:**

- Ensure the availability and competence of the labor force.
- Provide educational opportunities for the entire adult population.
- Strengthen social cohesion and equity.

### **Flexibility in Adult Education:**

- Educational institutions offer flexible education and training for adults at all levels, allowing them to study alongside work.
- Adult education includes degree or certificate programs, liberal adult education, staff development, and training for unemployed individuals.

### **Higher Education's Role in Lifelong Learning:**

- Higher education institutions provide continuing education through open university, open university of applied sciences education, and Massive Open Online Courses (MOOCs).

### **Objectives of Adult and Liberal Adult Education:**

- Promote personal growth, health, and well-being by offering courses related to citizenship skills and society.
- Liberal adult education provides non-formal studies, including a variety of craft and leisure topics.

## Education system based on trust and responsibility



### **Public Funding and Trust:**

- Most education institutions, including early childhood education, pre-primary, primary, lower secondary, and upper secondary levels, are publicly funded.
- Private institutions follow national core curricula and qualification requirements and also receive public funding.

### **Local Authority Responsibility:**

- Institutions are mainly maintained by local authorities, primarily municipalities or joint municipal authorities.
- Funding responsibility is shared between the state and local authorities.

### **Funding Mechanisms:**

- Statutory government transfers fund municipal basic services like ECEC, pre-primary, primary, and lower secondary education.
- Funding for general upper secondary education is based on student numbers and unit prices set by the Ministry of Education and Culture.
- Vocational education and training (VET) is jointly financed, focusing on outcomes, efficiency, and effectiveness.
- Core funding, performance-based funding, effectiveness-based funding, and strategic funding are components of VET funding.

### **Higher Education Funding:**

- Core funding for universities and universities of applied sciences (UAS) is a significant part of total funding, allocated as a lump sum.
- Funding models for higher education include components for education, research and development, and other policy objectives.
- Performance indicators, such as completed degrees, are used for performance-based funding.

### **Role of Local Administration and Educational Institutions:**

- National education administration is organized at three levels: Ministry of Education and Culture, Finnish National Agency for Education, and regional administration.
- Local authorities make decisions on funding allocation, development of local curricula, and personnel recruitment.
- Autonomy allows local authorities to delegate decision-making power to ECEC units and schools, with principals typically involved in staff recruitment.

### **Educational Autonomy:**

- Education providers have high autonomy, responsible for practical teaching arrangements, effectiveness, and quality.
- No regulations on class size; schools decide how to group pupils and students.
- Local authorities determine the level of autonomy given to schools, allowing them to provide services according to their administrative arrangements and visions.
- Budget management, acquisitions, and recruitment are often the responsibility of schools.
- Teachers have pedagogical autonomy, deciding on teaching methods and learning materials.

### **Higher Education Autonomy:**

- Universities and universities of applied sciences enjoy extensive autonomy, organizing their administration, deciding on student admission, designing program contents, and having financial autonomy.

### **Quality Assurance Approach:**

- School inspections were abolished in the early 1990s.
- Quality assurance is based on steering through information, support, and funding.
- The Finnish Education Evaluation Centre (FINEEC) conducts national evaluations at all levels and supports education providers in quality assurance.

## **National Evaluations:**

- National evaluations focus on learning outcomes to assess how well objectives set in steering documents are achieved on a national level.
- Results are used for development rather than ranking educational institutes.
- Primary and lower secondary education undergoes regular sample-based national evaluations, covering various subjects and competencies.
- Upper secondary institutions, universities, and universities of applied sciences are responsible for their quality assurance, supported by FINEEC.

## **Monitoring in Higher Education:**

- The Ministry of Education and Culture monitors higher education institutions through indicators as part of the funding model.
- A student feedback system includes recently graduated students giving feedback on their studies.

## **Highly educated teaching personnel**



## **Attractive Teaching Career:**

- Teaching is an attractive career choice in Finland, leading to a highly selective intake into teacher education programs.
- Intake into class teacher education is below 20%, subject teacher education varies from 10 to 50%, and vocational teacher education is typically below 40% of applicants.

## **Educational Requirements:**

- Teachers are required to hold a higher education degree.
- Class teachers have a master's degree in education, while subject teachers have a master's degree in the subject they teach along with pedagogical studies.
- Guidance counsellors and special needs teachers have specific qualification requirements.

## **Vocational Teachers:**

- Vocational teachers generally need an applicable university or university of applied sciences degree, significant work experience in the field, and pedagogical studies.

## **University and University of Applied Sciences Teachers:**

- University teachers are generally required to hold a doctoral or other postgraduate degree.
- University of applied sciences teachers need either a master's or a postgraduate licentiate's degree, depending on their position.

## **Educational Leaders:**

- Principals are required to have a master's degree, teaching qualifications, work experience, and a certificate in educational administration.
- University rectors must hold a doctoral degree or a professorship, and in universities of applied sciences, rectors need a postgraduate licentiate's or a doctoral degree along with administrative experience.

## **Continuing Professional Development (CPD):**

- Teachers are expected to participate in annual CPD training, with the duration depending on the field of education.
- CPD is encouraged through legislation and is considered a right and duty of personnel in ECEC.
- The state funds CPD programs, and education providers can apply for funding to enhance the professional competence of their teaching personnel.
- Continuous attention is given to both initial teacher education and ongoing professional development.

## Learnings from Finland

### **Social Trust:**

Trust is a fundamental aspect of Finnish society. There is a high level of trust in public institutions, fellow citizens, and social systems. This trust contributes to a sense of security and stability in daily life.

### **Sisu - Perseverance and Resilience:**

The concept of "sisu" is deeply ingrained in the Finnish mindset. It refers to a unique blend of determination, courage, and resilience in the face of adversity. Finns are known for their ability to persevere through challenges with a strong and tenacious spirit.

### **Quiet Confidence:**

Finns are often characterized by a quiet confidence. They value humility and tend to understate their achievements. This modesty is reflected in both personal and professional settings, contributing to a culture of equality and shared success.

### **Love for Nature:**

The Finnish people have a profound connection to nature. The country's stunning landscapes, lakes, and forests are an integral part of Finnish identity. This love for nature is reflected in outdoor activities, recreational pursuits, and a commitment to environmental sustainability.

### **Work-Life Balance:**

Finns prioritize a healthy work-life balance. The shorter workdays and emphasis on leisure activities contribute to a culture where individuals value their free time and understand the importance of relaxation and personal well-being.

### **Inclusive Values:**

Finland places a high value on inclusivity. The commitment to equality is evident in various aspects of society, from education to the workplace. The emphasis on providing equal opportunities for all reflects a commitment to creating a fair and just society.

### **Sauna Culture:**

The sauna holds a special place in Finnish culture. It's not just a place for relaxation but also a space for socializing and meaningful conversations. The sauna culture reflects the importance of slowing down, enjoying life, and connecting with others.



**High Level of Education:**

Finland consistently ranks high in global education assessments. The education system reflects a commitment to quality teaching, individualized learning, and a holistic approach that considers the well-being of students.

**Tech Savvy and Innovation:**

Finns are known for their technological expertise and innovation. The country has produced successful tech companies, and there's a culture of embracing new technologies. This forward-thinking attitude contributes to Finland's position as a leader in innovation.

**Cultural and Design Excellence:**

Finland has a rich cultural heritage, including literature, music, and design. Finnish design is recognized globally for its simplicity, functionality, and aesthetic appeal. The cultural and design excellence reflects a commitment to creativity and craftsmanship

## Education

**Equal Opportunities for All:** One of the fundamental principles of the Finnish education system is the commitment to providing equal educational opportunities for all students. There are no standardized tests until the end of high school, and students are not ranked. This helps reduce competition and fosters a sense of equality among students.

**Focus on Play-Based Learning:** In the early years of education, there is a strong emphasis on play-based learning. Children are encouraged to learn through exploration, creativity, and social interaction rather than formal instruction. This helps in the development of a holistic set of skills.

**Minimal Homework:** Finnish students have less homework compared to students in many other countries. The focus is on classroom learning and activities, allowing students to have more time for extracurricular activities, hobbies, and relaxation.

**Highly Qualified Teachers:** Teaching is a highly respected and competitive profession in Finland. Teachers are required to have a master's degree, and the profession attracts top talent. This contributes to the high quality of education in the country.

**Teacher Autonomy:** Teachers in Finland have a high degree of professional autonomy. They are trusted to design their own curricula and assessments, allowing them to tailor their teaching to the needs of their students.

**Emphasis on Well-being:** Finland recognizes the importance of student well-being in the learning process. Schools provide nutritious meals, and there is a focus on physical activity and breaks during the school day. This holistic approach aims to support both the academic and emotional development of students.

**Limited Standardized Testing:** Finland uses minimal standardized testing. Instead, assessment is done through teacher evaluations and sample-based testing. This reduces stress on students and allows teachers to focus on teaching rather than preparing students for tests.

**Shorter School Days:** Finnish students have shorter school days and fewer instructional hours compared to many other countries. This approach prioritizes the quality of teaching over the quantity of time spent in the classroom.

**Strong Support for Special Education:** Finland provides extensive support for students with special educational needs, ensuring that all students, regardless of their abilities, receive an inclusive education.

**Continuous Professional Development:** Teachers in Finland engage in continuous professional development throughout their careers. This commitment to ongoing learning helps them stay informed about the latest educational research and best practices.

\*\*\*\*\*

## PROPOSAL TO HOST THE ICP COUNCIL 2025 IN INDIA

### CONCISE OVERVIEW OF THE MEET

Event	ICP COUNCIL MEET
Year	2025
Host	Salwan Education Trust, New Delhi, India
Key Contacts	Salwan Education Trust & ICP Administrative Body
City	New Delhi
Keynote Speakers	<ul style="list-style-type: none"><li>● Dignitaries from Ministry of India</li><li>● Members from ICP</li><li>● Members from An International Body-OCED</li><li>● Members from the Salwan Education Trust</li></ul>
Booking of Venue	February 2025
Registrations Open	April 2025
Finalize Conference Date	Sept/October 2025
Venue	India Habitat Centre, New Delhi or as decided
Conference Schedule	To be Structured in Coordination with ICP
Accommodation	India Habitat Centre, New Delhi or premium hotels
Launch Conference Website	April 2025
Social Media Promotion	July-August 2025
Open Online Registration	July 2025
Quality Assurance	At Par with International Events

## ABOUT THE HOST COUNTRY- INDIA

### India: A Fusion of Cultural Heritage, Academic Excellence, and Global Connectivity

India, a nation steeped in history and diversity, boasts a rich cultural heritage that spans thousands of years. From ancient archaeological marvels to vibrant festivals and traditions, India captivates visitors with its tapestry of cultures, languages, and artistic expressions.



Alongside its cultural wealth, India is home to an excellent academic community, with renowned universities, research institutions, and scholars making significant contributions to various fields of study. This thriving intellectual landscape fosters a vibrant academic environment, attracting students and researchers from around the world to collaborate and exchange ideas.

India, the largest democracy in the world, boasts remarkable global connectivity with its extensive airline networks and well-connected international airports. This robust 5G connectivity further enhances India's appeal as a desirable destination for hosting international conferences and fostering global collaborations.

## ABOUT THE HOST CITY

### Delhi: A Tapestry of Heritage and Modernity

Organizing a conference in Delhi is an ideal choice as it is the capital city of India, offering numerous advantages to ensure a successful event. Delhi provides excellent infrastructure, including modern conference venues, hotels, and transportation facilities.



Additionally, Delhi's rich cultural heritage with over 174 monuments of National importance, seventeen monuments of World importance and three UNESCO World Heritage Sites, such as the Red Fort and Qutub Minar, offer unique opportunities for participants to explore and experience the city's historical significance. The city's well-connected metro network makes it convenient for attendees to travel within Delhi, ensuring easy accessibility to the conference venue and other attractions. With its blend of historical significance, modern amenities, and favourable weather, Delhi provides an ideal backdrop for hosting a memorable and impactful conference.

## CREDENTIALS OF SALWAN EDUCATION TRUST- CONFERENCE HOST

### Salwan Education Trust: Nurturing Excellence, Inspiring Growth



The Salwan Education Trust is a renowned educational institution in India that has been instrumental in providing quality education and holistic development opportunities to students for over seven decades. Established in 1941 by Late Shri Girdhari Lal Salwan, the Trust aims to create a positive impact on society by promoting education and nurturing young minds. As a leading educational institution in North India, today 8 schools are running successfully under its management.

The Trust runs a combination of Public and Government aided Schools setting a unique example of Private-Public partnership, providing Quality Education for All. <https://salwanschools.com/>

❖ **Empowering Education: A Legacy of Conventions, Symposiums, and Collaborative Excellence**

Over the years we have organised and hosted educational conventions, symposiums and our close association with the Education Board ensures that we can guarantee the best platform for cooperation and collaboration.

NAME	THEME
• 25th National Annual Conference of Sahodaya School Complexes 2019	Nai Taleem - For a Sustainable Future.
• 45th NPSC Annual Conference 2018	Leadership for a vibrant School Culture
• 46th NPSC Annual Conference 2019	Reading Between the Lines: Defining the Progressive.
• Navtika International Symposium 2023	Learning from Progressive Countries- Case Studies Across the Globe

- ❖ **Our Association with the Prominent Education Boards and Ministry of Education:**
- As a founding member of the Sahodaya Complex, a body which aims at facilitating synergy of ideas among the schools of CBSE, for excellence in education.
  - Diksha Portal: For academic resource development at school level <https://diksha.gov.in/>
  - Central Board of School Examinations: For Assessment documents and modules
  - National and State councils of Education Research and Development (NCERT/SCERT) for textbook resources.

- ❖ Empowering Education: Synergistic Alliance of Salwan Trust and National Tax Department for Financial Acumen.

The dynamic collaboration between Salwan Education Trust and the National Direct Tax Department fosters robust financial literacy by means of educational conventions, curriculum integration, and awareness campaigns, cultivating responsible tax practices among students, parents, and educators.

### HOW INDIA IS THE IDEAL DESTINATION FOR THE NEXT ICP COUNCIL MEET?

In sync with the theme of 2023 G20 summit 'One Earth One Family One Future', resonates with India's ancient belief that the world is one family: in order to find solutions to the common challenges that the planet is facing, we must envision and act together, including in education.



As an excellent host, India receives widespread appreciation

for its hospitable environment, state-of-the-art infrastructure, and seamless logistics. Moreover, India's educational landscape attracts exceptional minds, fostering collaboration and innovation. With a focus on educational advancements and a passion for growth, India provides a platform for brilliant minds to work together and make a lasting impact in their respective fields.

- India's New Education Policy: India's significant advancements in education policy, as reflected in the New Education Policy, make it an excellent destination for educational leaders to convene. This policy offers a valuable opportunity for policymakers and influencers to compare and analyse the past, present, and future directions of educational policies. It emphasizes foundational literacy and numeracy, a flexible and multidisciplinary approach to learning, and the promotion of critical thinking and creativity.
- Knowledge Hub with a Youthful Population: India is recognized as a knowledge hub, boasting the largest population of young people in the world. This vibrant demographic provides a unique environment for exchanging ideas, fostering innovation, and nurturing intellectual growth.
- Global Rankings in Academic Achievements: India holds a commendable global standing in terms of academic achievements:
- 3rd Rank in SCI Journal Publications Science and Engineering PhDs: India's dedication to scientific research shines through its global third-ranking in Science and Engineering PhDs, while its prolific publication record in SCI journals solidifies its status as a thriving centre for pioneering research and scholarly endeavours. This recognition underscores the country's dedication to advancing knowledge and innovation.

- Favourable Currency Exchange Ratio: The advantageous currency exchange ratio further enhances the appeal of visiting India. This factor makes the trip highly attractive and increases the probability of a higher participation rate, as participants
- can enjoy cost-effective experiences without compromising on quality or value.

India is pioneering Global change and is the place to be for intellectual minds to convene and formulate policies which will steer education into the new world.

India stands as a resolute host of the esteemed G20 SUMMIT, driven by the ambition to forge a transformative path in the realm of education—an endeavour that is both efficacious and consequential. During this momentous event, global luminaries convened to deliberate upon a spectrum of crucial facets, encompassing the intricate fabric of educational discourse:

- Identifying and Addressing Major Problems in Education
- Leveraging Technological Advancements in Education
- Rethinking Teaching and Learning Approaches
- Promoting Collaboration for Knowledge Expansion

### LAUNCH OF CONFERENCE WEBSITE

Launching a website for a conference is essential for several reasons. It serves as a central information hub, facilitates communication with attendees, streamlines registration and payment processes, showcases sponsors, and preserves conference content. Launching a conference website by August 2025 will allow ample time for effective promotion and organization, ensuring a successful event.

### Delegate Profile from India:

We are offering an opportunity to meet Teachers representatives from State and Central government schools and from the private schools National and State Progressive school Principals Bodies NPSC, GPSC and UPPSC, Sahodya complexes and more who will register for the Council meet.

### SOCIAL MEDIA PROMOTION

Social media promotion is vital for a conference's success. It enables targeted outreach, fosters community engagement, and allows for the sharing of compelling content. By initiating the launch of a conference website no later than August 2025, will ensure ample time to build an online presence, generate buzz, and optimize attendance and participation.

## OPEN ONLINE REGISTRATIONS

Open online registrations are essential for a conference's success. They offer convenience, real-time data insights, and secure payment processing. Commencing open online registrations two months prior, precisely by August 2025, will optimize the conference's attendance and establish a seamless and efficient registration procedure.

## PROJECT EXPENDITURE FRAMEWORK

S.No.	Area of Expenditure	Description	Table: A 5 Star Hotel			Table: B India Habitat Centre		
			Cost in INR (Approx.)	Cost in USD (Approx.)	Cost in EURO (Approx.)	Cost in INR (Approx.)	Cost in USD (Approx.)	Cost in EURO (Approx.)
1	Convention Centre	Convention Centre at the Cultural Hub of the capital/ 5* Hotel. Inclusions: - Pre- Council Welcome Dinner - Day -1: Morning Tea and Snacks,Lunch, Evening Tea and Snacks, Dinner - Day -2: Morning Tea and Snacks,Lunch, Evening Tea and Snacks, Dinner - Day -3: Morning Tea and Snacks,Lunch, Evening Tea and Snacks	15,00,000	18200	16800	8,00,000	10000	9000
2	Tech Support	LCD/Projector/sound system	150000	1820	1680	150000	1820	1680
3	Welcome kit	Souviners	60000	730	675	60000	730	675
4	Conference Kit	Stationery/writing material etc.	5000	65	60	5000	65	60
5	Travel	vehicle booking	10000	130	120	10000	130	120
6	Incidental	Any additoinal expenditure	100000	1300	1200	100000	1300	1200
			18,25,000	22245	20535	11,25,000	14045	12735
		<b>Estimated Cost Per Person</b>	<b>30417</b>	<b>371</b>	<b>342</b>	<b>18750</b>	<b>234</b>	<b>212</b>

\*Cost calculated for 60 Pax. \* Calculation is done at current currency exchange rates. Any addition, deletion will result in changes in prices

\* Taxes as applicable

8	Accomodation	Room Rentals: 4 Star and 5 Star Properties in the Vicinity. (15 options available)	4000-12000	55-145	45-135
---	--------------	---	------------	--------	--------

The prices are indicative and subject to change with a 10% marginal escalation.

## EXPLORATORY EXCURSIONS

<u>Full Day Delhi City Tour</u>	<u>Half Day Delhi City Tour</u>	<u>Around Delhi (2 Day Trip)</u>
<ul style="list-style-type: none"> <li>Rashtrapati Bhawan &amp; Humayun Tomb</li> </ul>	(India Gate/ Red Fort/ Qutub Minar/ Old Delhi)	<ul style="list-style-type: none"> <li>Agra</li> </ul>
<ul style="list-style-type: none"> <li>Qutub Minar &amp; Lotus Temple</li> </ul>		<ul style="list-style-type: none"> <li>Jaipur</li> </ul>
<ul style="list-style-type: none"> <li>Red Fort &amp; Chandni Chowk</li> </ul>		<ul style="list-style-type: none"> <li>Ranthambore Forest Reserve</li> </ul>
<ul style="list-style-type: none"> <li>Dilli Haat</li> </ul>		<ul style="list-style-type: none"> <li>Jim Corbett Reserve</li> </ul>
<ul style="list-style-type: none"> <li>Akshardham Mandir</li> </ul>		<ul style="list-style-type: none"> <li>Rishikesh, The Yoga Capital</li> </ul>





## Leading , Linking and Learning

\*\*\*