

**Report of European Administrators
Visit to the UK: London & Scotland
March 2019**

Participants:

United Kingdom - John Breslin, Graeme Brown, Joanna Pomeroy, Peter Stumpf (hosts)
France - Magali Gallais, Cyril Norbec
Germany - Christiane Niedermeier, Martin Oppermann
Netherlands - Regina Buijze, Anna-Paulien Smits, Yolande Ulenaers
United States of America - Marina Aleixo

Introduction

In October 2016, 20 European school leaders took part in a US State department programme based in Washington DC, Denver Colorado and Minneapolis, Minnesota. The programme focused on educational provision for refugees, newcomers and children from ethnic minorities. The excellent work that started on the visit has continued with visits to France (2017), Germany (2018) and this year has continued with a visit to the United Kingdom.

The visits focus upon participants visiting host schools and provide the opportunity to share good practice, collaborate with each other and develop a support network that crosses borders and enables participants to learn from each other. Although the contexts are different, the challenges that we face are similar and this network has proven to be a very successful way to work together to learn from each other.

We were very fortunate to gain sponsorship from the US State department through their alumni programme towards this visit. In addition, Marina Aleixo from the University of Minnesota joined the visit and contributed as she has done on all the previous visits so far.

The UK visits focused on schools and what they provide for immigrant children in order for them to be successful. In many cases these children are third or fourth generation in the UK and have specific challenges often related to identity and language. In addition, the participants were able to hear from experts in their field and also undertake a visit to Cambridge University to look at Widening Participation and programmes that support students from ethnic minority backgrounds to go to university.

This report has been written by all of those who took part and is written in the sequence of events and activities that took place.

Monday 4th March 2019 (by Regina and Christiane)

Visit to St. Saviours's & St. Olave's (SSSO) School, Key Information and a visit to Boutcher CE Primary School

St Savior's and St. Olave's School

SSSO is a secondary school that was founded in 1903 by the Church of England and in all these years it was led by just six headteachers. The current headteacher Ms Catherine May stresses the Christian ethos of her school, which is inclusive and underpins every aspect of school life, creating an environment in which every girl is encouraged to develop her skills and talents to the fullest. It is a state school that is funded by the local government.

The school is a girls' school only with a large population of African students, especially from Nigeria and Ghana and mostly 2nd generation. Together the nearly 800 students speak over 50 different languages. The school is inclusive and notices that friendships between girls are not based on national identity.

According to the school leaders the students are very ambitious, direct, open, intelligent and articulate. Most of them take three A-levels, which is an obligation to enter university. They also have ambitious parents that often work long hours and are very trusting in the school. They want their children to go to university rather than to a vocational school. Looking at what society needs there should be a shift in mindset towards more vocational education at the post 18 level.

Rather than focus on special ELL-support (English Language Learners) all lessons are set to stretch the vocabulary of the girls by for instance working with key words and secondary words in all lessons. The staff has been trained to do so. Key words are visible on many walls in the school. Still essay writing is difficult for some girls. A concern of the school is that the neighborhood is changing rapidly, with gang culture and an increase of knife related incidents, but this had not happened in the school. Services are declining as it concerns mental health or having a school police officer.

In the morning a couple of students led us in groups through the school. We for instance witnessed students talk about the thought of the day in their form groups. The subject was values with questions like 'What is worth most to you in this world?' Students valued their family and friendships the most. In English class there was a conversation with students, inspired upon a text of Shakespeare's 'Merchant of Venice', about not having a free will as a woman in the past.

Inclusion also has to do with showing respect for other sexual preferences. Nowadays it is recommended to talk about LBGT in schools, but up to 12 years ago it was forbidden in the UK. SSSO just had a LBGT-week before we visited. The school chaplain was involved in this activity that is still confronting for some students as it may come into conflict with their religious faith. The main goals were to let LBGT-students experience it's ok to be who they are, and to have the rest of the girls imagine what it might feel like

to be lesbian, gay, bisexual or transgender themselves and how they could support their fellow students.

British Education System

Part 1: England

There are private and public schools: Only about 7% of students attend private schools, which cost approximately 21000 Pounds per annum. 93% of students attend state schools. About 10% of students attend church schools (faith schools are usually state schools and mostly in areas of deprivation).

After primary school (5-11 years old pupils) follows secondary school (11-16 year olds) and sixth form / college (16-18 years old students) for the A levels. Usually a person is supposed to attend school until the age of 18. The aim is to reach 3 A levels to be entitled to go to a university, but some 40% of all students are not able to reach this goal.

Pupils and students are tested: They do the SATS at age 11, the GCSEs at 16 and the A levels (and others) at 18. The selection at the age of 11 divides students up, they might go to private schools, their local community schools, faith schools, grammar schools (with additional 11+ exam only) or special schools.

University is the aim of most students: Cambridge and Oxford are for the elite, the Russell Group (24 universities) provides research, the New Universities usually have lower entrance requirements. No matter where you go: university fees are 9200 British Pounds per annum. Fees are lower in Northern Ireland and there are no fees in Scotland.

Black History Month

We also had an explanation about the Black History Month the school yearly celebrates. This year's theme was about 'hair' during history, now and as a form of art. The programme combined learning activities with pleasure. It was not especially for black students, though nowadays they are much more proud to have African roots than they used to be.

SSSO alumni Shabnam Nasimi talked to us about her experiences with being a student at SSSO after having fled from Afghanistan. She told us that she felt equally during all of her education. Nowadays she works in prevention of radicalization.

Boutcher CE Primary School

Boutcher CE Primary School is situated in the London borough of Southwark; it's a small, one form entry primary school supported by the Southwark Diocesan Board of Education. Headteacher Mrs Eilidh Verhoeven and her team were rewarded with the label 'Outstanding' at the last full inspection in 2008.

Short report about school's history and background of pupils (208 pupils right now); two 11 year-olds showing us the buildings and the site, including the school garden, where

they grow herbs, vegetables and some fruits. Girls talk about school and staff with great enthusiasm, say they like their primary school very much and look forward to attending SSSO Secondary School: They feel proud of their school, acknowledge the work of headteacher and teachers and are very ambitious to do their best.

“We believe everyone has the right to learn, to respect and to be safe. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The last item in our daily program was a well-chosen visit to the Tate Modern art gallery, that hosted an exhibition about lack of and longing for respect and freedom by American artist Jenny Holzer.

Tuesday 5th March 2019 (by Anna-Paulien and Martin)

Visit to Woodford County High School, Villiers Park and Cambridge University

Woodford County High School

On a beautiful sunny morning we were welcomed at Woodford County High School by one of the UK hosts who is also the Headteacher, Jo Pomeroy. The school is housed in a beautiful historical building which is about 250 years old. During WW I the building served as a military hospital and since 1919 there is a girls school. So this year there will be the 100th anniversary! The main part of the buildings are full of historical details, but recently there has been an extension: a high tech lab is constructed where there is a thrilling innovation center where Biologie, Chemistry and Physics are taught. On top of the roof there is a real scientific Observatory with a huge telescope. During lunchtime the girls are eager to come to the Lab to practise their scientific skills.

There is a high existing diversity among the students as seen below:

Year Group	7	8	9	10	11	12	13
EAL	53%	62%	64%	56%	68%	42%	51%
Ethnicity							
Black	6.70%	8.90%	6.70%	7.50%	2.50%	4.30%	2.50%
Asian	76.70%	77.80%	72.20%	76.70%	90%	83.90%	84.30%
White	7.80%	6.10%	12.80%	9.20%	2.50%	4.30%	2.50%
Mixed/Other	7.80%	6.70%	7.80%	5.80%	3.30%	3.70%	5.70%

The students are divided in 4 Houses, and we had a guided tour by the talented and charming senior prefect girls of the 6th Form. There is a peer system: the elder girls help the younger ones to be successful. We were lucky to assist to a music lesson where girls in year 8 learn to play a brass instrument provided by the school. In the sympathetic library we saw a project around the suffragettes, to remember the girls the history of female emancipation and the importance to have the right to vote.

In this school we saw a really welcoming climate and there are lots of activities to include all the different backgrounds. At the end of the day we returned to assist to a lovely Indian dance event, organised by the Indian girls and their parents. They were fundraising (due to the tragic death of one of the students) for research for cardio diseases amongst adolescents.

Villiers Park

After the visit to this wonderful school we went by minibus to Villiers Park. A hundred years ago some philanthropists of Eton decided to funding money for sports activities for poor boys. Later the scope widened: it is now an educational charity trust to empower young adolescents with high potential but low background to work together in peer groups in a quiet and motivating surrounding. Students are selected on the basis

that they have a disadvantaged background and high abilities and the aim is to ensure that they will be able to go to university.

As Renzulli has proved in his scientific research underachieving students with very high abilities have a low task commitment. They follow a mentoring program from the age of 14-18, to encourage them to develop their cognitive and social skills. The parents don't pay anything, so there are no barriers to participate. Research has proved the benefit of the program. The aim is 'seven grades higher' and this goal is very often attained.

Cambridge University

After a lunch break at "The Red Lion" we went by bus to Cambridge. There we visited the King's College. It was founded by Henry VI in 1441. Today King's is a community of 170 'Fellows' – professional academics – 600 students and over 240 staff. We had the opportunity to visit the King's College Chapel, one of the most recognized buildings in England with its largest fan vaulted ceiling in the world.

Thereafter the group visited "Newnham College" in Cambridge. Founded in 1871, Newnham is the oldest college run by women, for women. It was educating women long they were allowed to become full members of the university with the granting of degrees to women in 1948. We met Dr Sam Lucy, Director of Admissions for all 31 Cambridge Colleges, who gave us some more information about the college. Approx. 45% of the students finish their studies with a bachelor degree but all in all 99.5% finish with a degree. Black students are underrepresented. Each student has got her personal tutor who is responsible for approx. 40 students. The students are expected to study 40-45 hours a week. So there is no time for them to work during their stay at the college. Students told the group that it is hard to study at Newnham College but it also makes fun being there. The college fee are 9250 £ p.a. and the living costs are approx. 9000 £ a year. Those costs do not cover the costs of the college.

Wednesday 6th March 2019 (by Yolande, Cyril and Magali)

Visit to Cranford Community College (CCC) & Berkeley Academy

Introduction to Cranford: Kevin Prunty, Executive Headteacher of CCC

These themes and key words came through his discussion with us:

- Engagement
- Leadership
- Networking
- Self-confidence
- Community

Community is very important and the fact to be connected to the entire world is a real goal. The goals are to share the values, be outstanding, understand where the students come from, and make this community more stable.

Every year the school increases the budget for special needs (inclusive school). The budget is unlimited for the staff training and development. CCC wants to make a high level for the staff and the students.

Cranford as a Teaching School: Ruth Painting (Senior Teacher, Teaching and Learning)

Ruth explained the role that Cranford has as a national Teaching School. This is a national scheme to disseminate leading practice. Cranford has been a teaching School since 2014. Designation via application and assessment visit and the school reports annually to Department for Education on spending of the grant.

As a Teaching School, we are expected to participate in three key areas of teacher Development:

- Initial Teacher Training
- School to School Support
- Continuous Professional Development

Initial Teacher Training

Across the schools in our Teaching School Alliance, we train new teachers through the following routes:

- PGCE (university based)
- Teach First (School based)
- School Direct (School based)
- Assessment only (school based)
- Newly Qualified Teacher induction

School to School support

This involves working with local schools on Ofsted readiness and other school improvement areas. Cranford sends expert staff into schools with specific areas of need. They also working in schools in 'areas of Opportunity'. The Executive Head,

Kevin Prunty, is also a National leader of Education and provides leadership support to schools across the country.

CPD Continuous Professional Development

Ruth described to us the comprehensive CPD Programme in place at Cranford, supporting the needs of all teachers and available to our Alliance schools. The school also offers the National Professional Qualification in Middle and Senior Leadership which many middle and senior leaders have completed or are in the process of completing this.

Tour of the school in small groups

These key words reflect some of what we saw when we walked around the school and visited a number of lessons: Inclusive school – Evaluation – Religious Education - University – Training teacher – Mentor.

CCC implements innovative pedagogical practices. It is interesting to see that CCC displays slogans everywhere and informs students of past results: We wonder what has become of these students since they left CCC?

Discussion with students

We met with 9 students aged 16 – 18. The students presented their roles and missions. They help to develop the school's culture and environment.

‘Whatever our cultural or religious background: we belong to the CCC’.

Community Work/big Local/Hounslow’s Promise/ One World Marathon/Prevent

We had a presentation from Alan Fraser, Assistant Headteacher with responsibility for community development. He told us about a number of community initiatives that the school is involved in. He also explained that school success is tied in with the community and hence the school focus is ‘Transforming a Community’.

International Dimension : Philip Dobison (international Consultant)

One of Cranford’s leaders gave a presentation on the international focus of the school. Cranford hosts visiting teachers from China, Korea, South Africa, USA for example and uses international research to bring home innovative practice – for example from the USA, Finland, China, Korea, Sweden. The school was a designated Language College previously and retains this legacy having these aims:

- Communication : Be able to attain fluency in another language and, with as much support as possible, in their mother tongue
- Diversity : Be able to understand the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples
- Ethics : Be able to discuss substantive matters of principle from multiple perspectives.
- Leadership : Be able to acquire and refine the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem solving and conflict resolution through experiencing leadership in authentic contexts

- Service : Be able to develop the desire and disposition to serve their community, local, regional, national and global, through engagement in meaningful, reflective service.

Focused Discussions

During lunch we met with a large number of trainee teachers and teachers who had actually come to Cranford as students. This is a particular theme of the school – to have teachers who are from the local community and therefore have a better understanding of the challenges that exist in this area. As well as teacher training, the school focuses heavily on teacher development and career development. There are many opportunities to develop your where you could become a Head of Department or Year Team Leader or even a Senior Leader in the future.

Berkeley Academy

After lunch we went to Berkeley Academy which is the primary partner school for Cranford Community College. Whilst there we attended a whole school assembly on 'World Book Day' and saw the excellent way that the school rewards pupils.

Meeting with Somali Parents

After the assembly, we met with some of the Somali parents and community members. They told us that education is an essential lever for finding your place in society. Parents trust the school. Through the school, parents are mobilized. They become aware that knowledge of the English language is the first vector of integration. Communication is essential: taking English language classes in order to understand teachers and help their children in their schooling.

Meeting With teachers who went to Minnesota. Qualifications in Middle / senior Leadership

15 teachers from Cranford and Berkeley visited the University of Minnesota for a teacher development programme in October 2017 and a group of these teachers met with us to talk about their experience. The schools also deliver the National Professional Qualifications in Middle and Senior Leadership and other teachers talked with us about their experiences doing these programmes. The teachers who went to Minneapolis took full advantage of this study tour. Exchanges of practices and sharing of projects make it possible to support migrants and refugees. The Somali community has been at the heart of discussions between Americans and English people. CCC allows Berkeley teachers to Qualifications in Middle/Senior Leadership : Professional training enables teachers or managers to develop skills in the management and piloting of an institution and its teams.

Thursday 7th March 2019 (by all participants)

Travel from London to Scotland – Edinburgh School visit and meeting with Education Scotland

In the morning, we took the train from London Kings Cross up to Edinburgh where we were met by Graeme our Scottish participant host. We went from the station straight to Drummond High School.

Drummond Community High School

Meeting with headteacher Ms J. Hannan, school tour and lesson visits: Drummond Community High School is a rather small school (around 350 students, 40 teachers and 15 supporting staff), serving a diverse community in central Edinburgh. It is a non-denominational, comprehensive secondary school run by the City of Edinburgh Council. Relatively many students are special needs students (25%). The maximum number of students per class is 33 with non-practical subjects and circa 20 with practical subjects. 40% of the students are EAL-students. This variety in the school population calls for differentiation concerning the level and needs of students. As far as the EAL is concerned the principal wants the whole team to be able to teach EAL-students instead of creating special support. Except for the S1-students all students use iPads.

Class visits

One of the classes visited by our delegation was an art class, attended by students of the 4th and 5th year. In this class participated only 10 students of whom a couple were special needs students that were assisted by 2 class assistants next to the class teacher. The students were involved in an assignment that consisted of creating a graphic design. The students could work on different levels. Interesting was the practical angle of the assignment. It was also meant to interest students for further education in the graphical art field.

There was also a visit to two classes of Social Studies. Students of S1 presented the ideas of the different political parties in Scotland. Each party was formed by four to five students. The leader of the party presented the ideas of the party and answered questions afterwards. Remarkable was how well the leaders were able to express their ideas and to also defend them. A red thread amongst all the questions was whether the party was pro or contra the Brexit.

Meeting with Education Scotland

Meeting with Nick Morgan, Development Officer for Developing Global Citizens at Education Scotland, an Executive Agency of the Scottish Government, tasked with improving the quality of the country's education system.

British Education System

Part 2: Scotland

Scottish education, from nurseries to universities, have always been different to the rest of the UK. The Scottish Parliament is now responsible for all education policy in Scotland and 32 local authorities are responsible for its provision.

There are independent and public schools: Only about 4% of students attend independent (private) schools. The remaining pupils all attend state schools. All state schools in Scotland are comprehensive schools, which are non-selective, although in some parts of Scotland schools vary based upon whether or not they serve middle-class or deprived areas.

The Scottish Government pays for all children to attend nursery part-time from age 3, soon this will be full-time from age 3. Some parents, based upon socio-economic background, may be entitled to limited free nursery education before the age of 3. There is no compulsory curriculum in Scotland but key skills and themes are identified in the Curriculum for Excellence, running from age 3-18.

Primary school (start age 4 or 5 in Primary 1 and end age 11 or 12 in Primary 7) is followed by secondary school, usually called "high school". Start age 11 or 12 in S1. Years S1-S3 is the Broad General Education, and then pupils can narrow focus of learning as they enter Senior Phase in S4. Exams, designed by the national Scottish Qualification Authority, begin this year. End of S4 is age 15 or 16, 16 years is the end of compulsory education but most pupils stay on for S5 and S6 to sit Highers. Some will sit Advanced Highers, which are supposed to be the equivalent to 1st year of university. Pupils leave S6 age 17 or 18.

University is the aim of many students: university courses last for 4 years. No matter where you go: there are no university fees. However, there are questions over how much funding this consumes and the impact upon college education.

Friday 8th March 2019 (by all participants)

Visit to the Education Scotland and Dunfermline High School

Education Scotland

We started our day with a visit to the home of the Scottish Government at Victoria Quay, Edinburgh. Whilst there we met with Louise Glen, a Senior Education Officer for Languages, at Education Scotland, which is an Executive Agency of the Scottish Government, tasked with improving the quality of the country's education system.

These are some of the learning points:

- Information about teaching languages in the Scottish school system
- Scotland's indigenous languages: English, Gaelic, Scots, British Sign Language
- Scottish Government Manifesto Commitment (2011): By 2021 “ (...) a norm for language learning in schools based on the European Union 1+2 model ... every child will learn two languages in addition to their own mother tongue. This will create a new model for language acquisition in Scotland.”
- Starting early with learning languages is essential: the younger the brain, the easier the learning, because of brain plasticity and cognitive flexibility
- first additional language: at P1 to S3; second additional language latest at P5
- languages in Scottish schools have no hierarchy, but first additional language must be a living language

Why learn other languages? These are some of the main points Louise went through with us:

- to close the gap
- personal and social benefits of bilingualism
- contribution to Scotland's prosperity
- cultural agility from knowing other languages and cultures
- equality of opportunity for Scotland's children and young people
- breaking down cultural misconceptions

Dunfermline High School

In the afternoon we travelled to Fife and visited Dunfermline High School where Graeme Brown, our Scottish participant host, is also Deputy Rector. The school is a large comprehensive state school run by Fife Council with round 1650 students, age 11-18. There are a wide variety of courses offered.

Whilst at the school we had a meeting with range of S6 pupils, many of whom have experienced different educational systems (England, USA, Hong Kong) and/or are 1st, 2nd or 3rd generation migrants to Scotland (Sri Lanka, Nigeria, China, Cuba).

Then we had lesson visits and a tour of school. The group was divided and each of us taken to join another class while having different lessons: insight in way of teaching and

possibility to watch students' behaviour and learning. Graeme then showed us around: special places, lockers and rooms (for leisure and for learning) for older students; variety of classrooms such as arts, technical studies, history; kitchen was very impressive. The whole building was well designed, full of light, with convincing colour concept, the goals and aims of the school, staff and students visible always and everywhere: Ambition, Respect, Commitment, Confidence > our learning, our future, our responsibility.

Summary: Closing Thoughts from Participants

‘What will I do as a result of this study trip to the UK?’

This experience is most motivating to try and install an exchange programme for our teachers as well. I already started asking some officials - it'll take some time though. But this would be a great thing, because these trips change your mindset and widen your thinking. They show you ways to do it better still and they help with understanding other people's points of view and beliefs. I will give a presentation at the next meeting of school inspectors and government about the experience and share all the insights and things I could learn and get to know about.

Christiane

Yesterday I gave a lecture about returnees at school, women with their children, and I told the audience about my experiences at your school (extremism prevention) and the other ones. So I can answer your question that way: I will consider the experiences I had made in London for writing concepts in comparison with the German way, e.g. prevention of radicalization and promoting diversity. There were a lot of interesting aspects for me to rethink.

Martin

This study tour will allow me to work on different aspects upon my return to France: The notion or concept of community would have to be developed to consolidate the link between the city and the various partners. The school is a community and the community is the school.

Then leadership and management of teaching teams: training is an essential vector for the welcoming and support of migrants and refugees.

Exchanges between Europeans and Americans provide a better understanding of the difficulties faced by migrants and refugees. It would be important to set up action programmes and educational tools for professionals of Education.

Cyril

I had the pleasure of hosting visitors from France, the Netherlands, Germany, the United States and other parts of the UK on 7 and 8 March 2019 as part of a visit by the European School Administrators' Programme (2016 cohort) to Scotland. We followed a programme which involved sessions on the Scottish education system, and included meetings with officials from Education Scotland, which is the executive agency tasked by the Scottish Government with supporting, reviewing, inspecting and improving the country's education system. The Development Officer for Global Education (Nick

Morgan) was able to provide effective comparisons and overviews, and allowed for discussion of PISA comparators, funding structures, etc.

This also led into further discussion across the 2 days as to how schools can meet modern challenges and included some evaluative discussion of Scottish Government policy such as the How Good Is Our School?, the Scottish Index of Multiple Deprivation (SIMD) which seeks to classify the population on a range of socio-economic factors to target support (including school funding and evaluation) and the New Scots Refugee Integration Policy.

It was an extremely rewarding experience. Any opportunity to share strategies and practice is always helpful. Being the host was a particularly important element, as external analysis and evaluation of my own country's education system allows for greater opportunity for a "fresh look" at this. I would certainly intend to again look at some aspects of perceptions of social mixing in my own school, and will bring some of the viewpoints discussed to my work with the New Scots Government Committee, on which I sit. I will also be working with Education Scotland to share some feedback and reflection from our visiting team.

We have, I think, become a well-structured and highly cooperative team who work well together. Our experiences with the Department of State in 2016 have really helped us bond and I am delighted that we are building a network, as planned, on this basis. We have very successfully met in France and in Bavaria prior to this visit. It is a matter of regret that I could not attend the English leg of the UK visit in London. Further work to share practice, look at systems and exemplars, would remain of great benefit and I would anticipate further meetings to progress this.

Graeme (UK host – Scotland)

I found the opportunity to have our European and US partners visit our schools a very special and rewarding experience. The network that started in Washington DC in 2016 has become a highly valuable tool for us to develop as school leaders and collaborate with each other through learning from what each other does best. I very much look forward to the next opportunity to work together again.

Peter (UK host – London)

It was very rewarding experience hosting our European and US partners, they brought a fresh perspective into our schools. I look forward to working with our partners again. In the future I would like to carry out some pedagogical research – especially in field of literacy in my school and compare with outcomes from European partners.

John (UK host – London)