

Co-funded by the  
Erasmus+ Programme  
of the European Union



# Empowering of School Boards

2019 – 2022


## Organisation Development in Estonian schools

### TRAINING PROGRAM FOR SCHOOL BOARD APPLICANTS (O3)



Erasmus+ project  
"Empowering of School Boards"

**BASIC TRAINING  
FOR THE SCHOOL COMMUNITY**

Co-funded by the  
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**Basics** 

- The school is the **heart of the community**.
- The **involvement** of a larger number of **competent people** is possible **thanks to shared leadership**.
- The school is a **lifelong learning environment** for all generations.
- Learning and practicing **democracy starts at school**.

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**EXPECTED EFFECTS** 

1. **Creating a new opportunity for active parents** and students to educate themselves will help them to be better involved in making important decisions in school life.
2. **Shifting the focus to meaningful collaboration in school communities** creates a prerequisite for building and maintaining good (clear) relationships.
3. Through the social contributions made **in the schoolboard, a new generation of politicians is emerging**.

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**PARTNERS**

EstPa – Estonian Parents' Union  
 EPA – European Parents' Association  
 Trigon – Trigon Entwicklungsberatung  
 JYV – Jyväskylän Yliopiston Koulutusjohtamisen Instituutti





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**PART I**  
**Setup**

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**Prerequisites**

1. I focus only on things that **depend on me**.
2. I **dedicate myself to listening and asking** to better understand my peers.
3. When I feel that we are talking about a well-known knowledge, I ask myself, **do I use this knowledge** in my daily life?




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## FACTORS THAT DEPEND ON ME



**A joint exercise** that lists as many factors as possible that depend on us and tries to categorize them.

The second part of the activity lists the influences that are not dependent on you and discusses what to do with them.

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## DEFINITIONS I



**Authority** is a spiritual influence that springs from love. Grows by example and the creation of meanings. The fertilizer is dignity, trust and respect.

**The community** brings together like-minded people with similar values who can come to terms with what distinguishes because what binds is more important.

**Development** is the process of forming a relationship with a new quality. A change is taking place that provokes a crisis.

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## DEFINITIONS II



**Education (result)** is a condition that characterizes a person's ability to cope with life changes at a particular moment in life. Requires an understanding of the whole and the ability to anticipate what might happen and recognize when it begins to happen.

**Education (process)** is a lifelong process in which a person's readiness to cope with a constantly changing life develops and improves.

Through the relationship of **upbringing**, a person's joy of life, self-belief and dignity are created or left uncreated. One of the most important spiritual-spiritual qualities that accompany upbringing is a respectful attitude. A good upbringing is also accompanied by personal morality, that is, the recognition of good and evil in oneself and in one's surroundings.

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**DEVELOPMENT OF A PERSON** 

**The impetus for development is to encounter resistance and cope with it.** This is the case both in physical development and in the absence of prospects for the future, dissatisfaction with the current situation and all sorts of other experiences. **This resistance is a development facilitator and stems from discouraging internal experiences that have not yet been understood.**

*Bernard Lievegoed "Man on the threshold"*

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**NEWTON'S LAW III** 

Two bodies affect each other with forces that are equal in absolute value and opposite.

**Every force has a counterforce, the same size and opposite sign!**

Translated: When you start pushing, you will be pushed back!

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**BALLOON PLAY** 

1. Four volunteer participants
2. Introduction to the game
3. Agreeing on rules
4. Game
5. Discussion
6. Summary

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**DEVELOPMENT** 

Development is the transition to **a qualitatively** new state.

Development is **based on the person**, and the constituent elements of development are **functioning and change**.

Development is a **function of creation**, not of learning, that is, an objective co-phenomenon of creation.

*Ülo Vooglaid*

Development is relative because it occurs through relationships and in relation to something.

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**PREREQUISITES FOR DEVELOPMENT** 

Building relationships,  
 expansion of attention span,  
 freedom of creation, that is, the absence of fear of making a mistake,  
 courage and ability to let go.

Consistent development occurs only in the presence of **self-regulation**.

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### RELATIONSHIPS AND QUALITY OF LIFE



The quality of our lives depends on the quality of our **relationships**.

The quality of our relationships depends on our attitude into **ourselves**, into others, into work and into life as a whole.

Nothing but **relationships** brings more **joy** and **satisfaction** into my life, or vice versa - **problems** and **suffering**.

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### THE IMPORTANCE OF A GOOD PERSONAL RELATIONSHIP



The great lack of meaningful personal relationship and communication and, consequently, **ignorance of the real desires, goals and values of other people** is the No. 1 enemy of the formation into a single family or community.

The main cause of the problem is **probably the lack of a substantive approach to systematicity, subject, communication and cooperation in the education system and the overemphasis on competition**.

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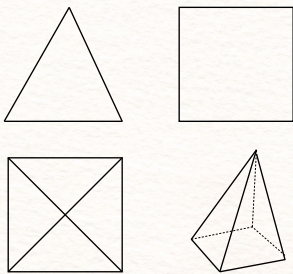
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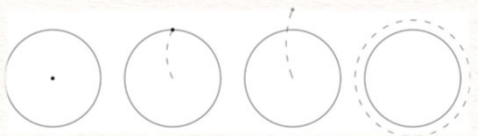
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### FOUR LEVELS OF LISTENING



- Mute your inner voice
- Minimize external distractions
- Do not look for solutions
- Beware of judgements

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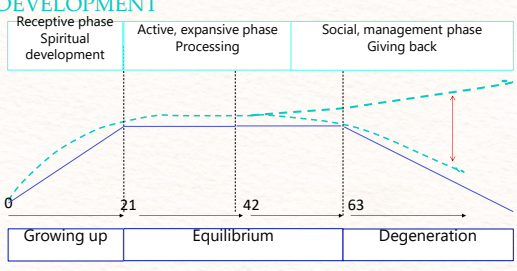
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### THE MAIN PHASES OF PERSONAL DEVELOPMENT



Phase	Sub-phase	Start	End
Receptive phase	Spiritual development	0	21
Active, expansive phase	Processing	21	42
Social, management phase	Giving back	42	63
Growing up		0	21
Equilibrium		21	42
Degeneration		42	63

Mental and spiritual development (dashed green line)  
Biological development (solid blue line)



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# PART II MAPPING

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### THREE GROUP ASSIGNMENTS



1. What are we moving towards as a community? (What do we want?)
2. What are we moving away from? (What don't we want?)
3. What needs to be done right away? (Where do we start?)

- Each group work takes place as a brainstorming session within 20 minutes.
- After the last brainstorming session, there will be a discussion and an initial division into working groups and an appointment for the next meeting.

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## PART III ACTION

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### KEYWORDS



- Composition of the Schoolboard
- Provisions of legal acts
- The main problem at school
- The relationship between decision-making and accountability
- Elections to the Schoolboard and the Council of parents
- The formation of shared management
- The process is more important than the result

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### COMPOSITION OF THE SCHOOLBOARD



- School owner's representative
- One or two teacher representatives
- One student representative
- Alumni representative
- Representatives of organisations supporting the school
- Representatives of parents, who make up the majority

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### BASIC SCHOOL AND UPPER SECONDARY SCHOOL ACT PARA 73 SECTION 1



The Schoolboard is a permanent body whose **task** is the joint activity of the school's pupils, teachers, the owner of the school, the pupils' parents, alumni and organisations **supporting the school in directing, planning and monitoring learning and education and in creating better conditions for learning and education**. The board of trustees shall be formed and its rules of procedure established pursuant to the procedure established by the owner of the school.

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### LEGAL STATUS



According to the law regulating the activities of schools the Schoolboard today is primarily an **advisory body** to the head of the school, who participates, gives his consent, assessment or opinion. Only in some subjects does he have the right to make proposals or approve the proposal of the head of the school.

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**BASIC SCHOOL AND UPPER SECONDARY SCHOOL ACT  
PARA 73 SECTION 1 POINT 17**



The Schoolboard executes others tasks given by law or other legal acts which have been issued on the basis of the law and **makes proposals to the owner of the school for better resolution of issues related to the school.**

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**THE MAIN PROBLEM**



The main problem of Estonian education is the **lack of responsibility.**

Very often, there is no Schoolboard at all, it does not work, is not correctly selected, or the director does not ask for the opinion of the Schoolboard. However, we are not aware of any cases where the absence of an opinion from the Schoolboard would have prevented the approval of any legal act.

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**SCHOOLBOARD & DIRECTOR**



The effectiveness of the Schoolboard in Estonia depends on the **attitude of the head of the school.** Our school leaders have **the greatest power** compared to other developed countries.

At the same time, school leaders are clearly overwhelmed, and **transferring part of the decision-making and responsibility to the appropriately prepared Schoolboard** would be entirely relevant and up-to-date.

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### ELECTIONS TO THE SCHOOLBOARD

- The members of the Schoolboard shall be elected in accordance with the **procedure established by the holder**. It can be quite different in every municipality and city, and even by school.
- Before the elections, it is important to **remember what the order is** and, if there are any **gaps, to clean them up** before you start voting.
- Before the elections, it is appropriate **to give an overview of the activities of the Schoolboard so far** and to **introduce larger plans** related to the future.

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### SCHOOLBOARD AND COUNCIL OF PARENTS I

**The formation of a Schoolboard is mandatory**, a minimum frequency of meetings, who must belong and what must be done is provided. Rarely has the mandate been extended

**The Council of parents is voluntary**. It can include anyone who wants to.

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### SCHOOLBOARD AND COUNCIL OF PARENTS II

1. On the schoolboard, the teacher cannot represent parents.
2. The schoolboard is **a bridge between different interest groups** (parents, students, teachers, the owner of the school).
3. The Council of parents is a form of **joint activity of parents and is a partner to the students and the teachers**.
4. A teacher can also participate in the Council of parents if he or she is a parent at the same time.

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### ACTIVITIES OF THE COUNCIL OF PARENTS I



- Organizing **activities for your children or with children** (joint working, fairs, excursions, camps, parties, performances, concerts, competitions, graduation, etc.).
- Preparation of **parent meetings and trainings**.
- Agreeing on the **number and cost of gifts for children**.
- Forming the **opinion of parents on the topics to be discussed in the Schoolboard**.

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### ACTIVITIES OF THE COUNCIL OF PARENTS II



- Organization of **events for parents**.
- Identification of the **needs and satisfaction of parents**.
- Creation and management of a **parent database** (incl. who is willing to contribute to what).
- Organization of **rotation of representatives of parents** on the Schoolboard.

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### HOW TO START A SCHOOLBOARD?



- If the Schoolboard does not act for some reason, then **the activation of school life could be started from the Parents' council**. Parents can do what they collectively think is right.
- **Achieving the goals set encourages** further action and the involvement of other parents.
- **Based on this experience of success**, the Schoolboard can be launched if the Director is at all interested in it.

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### FORMATION OF THE COUNCIL OF PARENTS



- The parents' council can **include all parents who want to contribute a little more** than usual to the benefit of their children and the school as a whole.
- It is good practice to **have at least one representative from each class.**
- In a larger school, the council of parents should **have a board.**

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In order for a young person to develop a sense of responsibility, he or she must have the opportunity to participate in making important decisions and taking responsibility at school.



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### FURTHER PERSONAL STEPS



- What thoughts and feelings do I have?
- What is it that I definitely need to keep? Why?
- What should I definitely change in my daily life?
- Where do you need to start?
- How do I understand that a change has been made and that it has benefited me?
- Who can help me?

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We wish You  
selfbelief, good  
relations and  
courageous action!

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