Empowering of School Boards
2019 – 2022

Organisation Development in Estonian schools

TRAINING PROGRAM FOR SCHOOL BOARD MEMBERS (O4)

EPA

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Trigon
Entwicklungsberatung

Erasmus+ project
"Empowering of School Boards„

**TRAINING PROGRAM
FOR SCHOOL BOARD MEMBERS**

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

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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**.

2

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.**

3

PARTNERS

EstPa – Estonian Parents' Union

EPA – European Parents' Association

Trigon – Trigon Entwicklungsberatung

JYV – Jyväskylän Yliopiston Koulutusjohtamisen Instituutti

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FIRST DAY OF TRAINING

I PART
Building and maintaining relationships

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PREREQUISITES

1. I focus only on things that are self-sufficient.

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 thing, I ask myself, do I use this thing in my daily life?
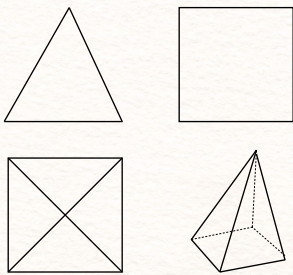
6

FACTORS DEPENDING ON ME

A joint exercise that lists as many self-dependent factors as possible 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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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 oneself, 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 personal relationship and communication and, consequently, ignorance of the real desires, goals and values of other people is the enemy of the formation into a single family, team and community No. 1.

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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FOUR LEVELS OF LISTENING
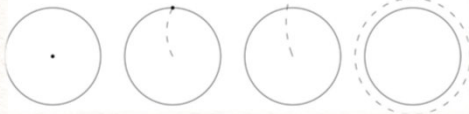
Mute your inner voice

Minimize external distractions

Do not look for solutions

Beware of judgements

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ATTENTION and LISTENING

There are four different levels of listening.

Habitual level – all I hear is what I already know – I get confirmation.

1. **Ego level** – I also hear with open minds what I didn't know yet and register it for myself.

2. **Empathetic level** – I hear with open minds and hearts and perceive the feelings of the other party.

3. **Generative level** – I trust 100% and open myself up to the formation of a common future in the here and now – in this moment.

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NEWTON'S THIRD LAW

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!

In the simple language: if you start pushing, you will be pushed back!

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CRISIS IN EASTERN CULTURE

危机

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CRISIS IN WESTERN CULTURE

The term crisis etymologically derives from the Greek word κρίσις /krisis/ and means:

Isolation, decision, turning point

As a verb κρίνω /krinō/ means:

To distinguish, choose, decide

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RELATIONSHIPS OF CRISIS AND DEVELOPMENT

If the current attitude and relationship no longer work, the crisis will provide an opportunity to raise them qualitatively to a new, workable level.

The prerequisites for this development are the expansion of attention span, creative freedom, i.e. overcoming the fear of error and courage, and the ability to let go of what no longer works.

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HUMAN DEVELOPMENT

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

Bernard Lievegoed "Man on the threshold„

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ZONE OF COMFORT, CHALLENGE AND OVERLOAD

Comfort zone
- Security ensured
- Needs met
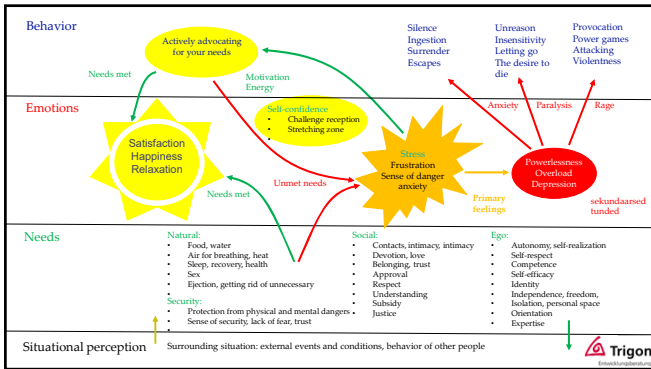- Relaxed state
- Satisfaction

Challenge zone
Unmet needs
- Tensions
- Positive stress
- Self-confidence
- self-control
- motivation to act

Overload zone

Challenge zone

Comfort-Zone

Overload zone
Negative stress
- anger – attack
- fear – fighting
- paralysis – dead end
Loss of self-control, tears
Fainting

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COMMON DEVELOPMENT

If being with each other so far has become one against each other being and tensions escalate, always come into view in conflicts Our biggest challenges for development.

We should ask ourselves: where have I reached my own limits or those of others?

What abilities does this conflict situation require of me?
What can I develop in myself with the help of this conflict?
What can we only learn together as we take on the challenge of conflict?

A group always goes through a common path of development in cooperation, even if it is not aware of it.

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FIRST DAY OF TRAINING

II PART
House rules and other community agreements

21

COMPOSITION OF THE SCHOOL BOARD

- 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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ELECTIONS OF THE SCHOOL BOARD

- The members of the school board 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 board of trustees so far and to publish larger plans related to the future.

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HOUSEKEEPING RULES

§ 92. Rules of Procedure (1) The rules of procedure of a child care institution shall be drawn up by the director and submitted to the board of trustees of the child care institution for approval.

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HOUSEKEEPING IS NEEDED …

... so that the discussions are constructive and remain within the scope of topics and time;

... to agree on the collection, sharing and issuing of information;

... to have uniform, permanent rules, more clarity, fewer misunderstandings;

... so that new board members of the board of trustees can read and implement;

... so that we can move from problems to solutions;

... to make work run smoothly and not to create chaos.

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GROUP WORK

1. The relationship of the discussion with the core values of the educational institution and other important community agreements.
2. Sequencing the ten most important principles for the Rules of Procedure with your group.

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PRACTICAL EXERCISE

Exercise with chairs placed in a circular motion.

Everyone stands with their right side in the direction of the circle of chairs and takes the chair from the back of the chair with their right hand. Everyone tries to get it on two front legs by balancing their chair.

If it succeeds, everyone will have to take a step forward on the signal and grab the next chair before it sinks out of balance. Continue until the chairs no longer fall.

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FURTHER ACTION

1. Self-determination and information of the Board of Trustees,
2. Parent involvement
3. The work plan of the Board of Trustees, including information, discussion, trainings and decision-making
4. Supplementing the development plan
5. Rules of Procedure of the Board of Trustees
6. Division of labour and working groups of members of the Board of Trustees
7. Coordination with the school administrator

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SCHOOLBOARD AND PARENTS' COUNCIL 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 PARENTS' COUNCIL 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 PARENTS' COUNCIL 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 PARENTS' COUNCIL I

- 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 SCHOOL BOARD?

- 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 PARENTS' COUNSIL

- 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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THE PARENTS' COUNSIL

1. Is optional
2. Not related to state rules (size, rules of procedure, etc.)
3. Partner to the academic council, student council and alumni council.
4. Examiner of drafts of the Board of Trustees and proposer
5. Parent training planner
6. Person preparing and conducting (general) meetings of parents
7. Determining the needs and satisfaction of parents
8. Organiser of rotation for parents' representation on the board of trustees
9. The main organizer of the school's major events

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FIRST DAY OF TRAINING

III PART
Implementing the organization's ideology

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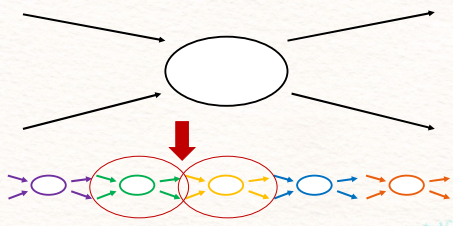
VISION and MISSION

1. Vision is the main goal
2. The mission is the main task that is pursued in pursuit of the vision.
3. Core values are commonly agreed values, the observance of which requires firm agreements.

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VALUE CHAIN

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RESPONSIBILITY

1. Only the one who decides can be responsible.
2. You have to be responsible for what you do and also for what you don't do.
3. You can only decide in a **selection situation:**
   - At least one alternative.
   - Ability to add alternatives.
   - The ability to decide by recognizing your best.
   - The thing that is being talked about must be important.

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GROUP WORK

Mapping common values and having a joint debate on whether these values have changed since they were agreed and what should be done to better ensure that they are respected together.

Summary of the day and agreeing on homework.

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SECOND DAY OF TRAINING

I PART
Stages of human and organizational development

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MAIN PHASES OF HUMAN DEVELOPMENT

Receptive phase **Spiritual development**	Active, expansive phase **Processing**	Social, management phase **Surrender**

0   21   42   63

Growing up	Equilibrium	Degeneration

Spiritual and spiritual - - - - - - - - -
Biological development ─────────
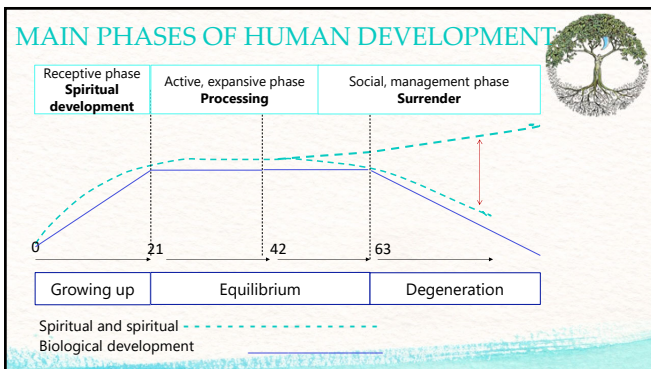
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RECEPTIVE PHASE

Authority rule **0-7**
the growth of the physical body, orientation to parents,
imitation, the formation of the will, life is moral.

Selective authority **7-14**
orientation to peers, the formation of feelings, memory, habits,
temperament, life is beautiful.

Liberation from authority **14-21**
orientation to thinking, the formation of personal judgment,
consciousness, decision-making, life is true.

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ACTIVE PHASE

The Birth of Me - Expansion **21-28**
Experiencing oneself in the world (years of travel), partnering, living
in reality, self-realizing, not holding back in one's feelings.

The development of rationality - organizational phase **28-35**
Staying still, securing life.

The development of consciousness - constructive phase **35-42** The
formation of decision-making abilities, awareness of one's own
boundaries, the key to development is to work through
experience.

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SOCIAL PHASE

Dynamic phase **42 – 49**, new relationships,
 the potential for leadership is growing.
Maturation of personality **49 – 56**, calming down, seeing things
through, mutual harmonious relationships.
Mental phase **56 - 63** - conceptual thoughts and moral force are
directed at others (giving).
Phase integration **63 plus** - increasing distance, time does not play a
special role, generalizing social insight.

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HUMAN DEVELOPMENT

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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PRACTICAL TASK

- Think about the organization with which you are involved and describe some of the main problems in this regard that are of concern or prevent you from moving forward.

- Describe a situation that has developed with a few sentences and keywords?

- Time 3 minutes.

-

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OVERVIEW MODEL

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PRACTICAL ASSIGNMENT cont.

- Please name the problem discovered in your school section and give an assessment of what stage of development the problem has?
- What did you learn and learn about your organization?
- What was your perception of the general condition of your organisation?

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WILD GROWTH

- Transformations occur without conception, unplanned or randomly and coordinately.
- Methods and techniques that have seemed to work for other organizations are being taken over.
- An adaptation is achieved, which can be effective for some time.
- In most cases, it turns out that contradictory approaches have been introduced, which subsequently lead the organization to difficulties.

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BASED ON EXPERT TREATMENTS

- Diagnostics and/or internal experts are carried out by external and/or internal experts and develop their own proposals.
- Strong emphasis on rational abilities, in which analyzes and recommendations must be logically justified.
- Rational campaigns win the support of employees for the proposed solutions.
- Management's belief in experts may or may not guarantee success.

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A TREATMENT BASED ON FORCE

- Management has set itself specific change goals and is now trying to push them through with the workers.
- The management allows itself to be advised by experts and give a "scientific explanation" to their intentions.
- Moral pressure is applied and benefits are promised to those who adapt and threaten those who do not want change.
- A "bomb-throwing strategy", in which the changes requested by the leadership are presented unexpectedly and often provocatively.

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DEVELOPMENT-BASED TREATMENT

- Through development counselling, people's ways of thinking, emotions, motives and interests in the organization are acknowledged.
- In practical development counseling, basic processes are used, with the help of which the changes necessary for organic development are carried out.
- Through the active involvement of people, their ideas, goals and values come to innovation.
-

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DESCRIPTIVE DEFINITION

By organizational development (OA) we understand:

the process of human development,

which they themselves actively manage

so that they reach the capacity for self-renewal

Whereas each person shapes the organization and change processes based on their own needs and values and those of the team and the company as a whole.

Friedrich Glasl

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SECOND DAY OF TRAINING

II PART
Conflict as an opportunity

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DISAGREEMENT and CONFLICT

1. **Disagreement** is based on different perceptions, thinking (concepts), feelings and will.

2. **Intrapsychic conflict** is the perception of contradictions within oneself.

3. **Social conflict** is one in which at least one party experiences behavior towards some kind of disagreement in such a way that the actions of the other party interfere with him to go through or carry out his own imaginations, feelings or intentions.

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FROM DISAGREEMENT TO CONFLICT

Disagreements are the most natural thing in the world in the cohabitation of people; They don't necessarily have conflicts yet. It all depends on what people do with these disagreements.

Tension becomes a conflict when the parties involved are no longer able to deal with it constructively.

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HONEYMOON and HELL

1. The enthusiasm for a joint venture will give impetus to a pioneering initiative.

2. High hopes create an atmosphere of positive admiration.

3. Negative wonder occurs when the realization of ideals is compromised.

4. The greatest danger of falling into the trap lies in those who strive for high ideals.

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CHANGE OF PERCEPTION

- It is believed that one's own perception is correct and that the other distorts reality.
- Attention becomes picky and something goes unnoticed.
- The dangerous is seen more clearly. Nothing else will be noticed.
- The disturbing qualities of the other stand out, the good ones unfortunately don't.
- The perception of time narrows and the long-term consequences disappear from consciousness.
- Events are perceived in a distorted and reversed way. Also chronologically.
- Complex things and situations are perceived in a simplified way.
- Only what corresponds to personal opinion and thought pattern is seen, ie. prejudices become entrenched.

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CHANGE OF THINKING

- More and more simplifications and generalizations appear in thinking.

- A one-sided picture is created: the cause of disagreements is seen in another.

- Often events are remembered in a different sequence than they were.

- Old memory images emerge: "He's always like that!". It is cemented.

- The images are entrenched and what is actually happening is no longer seen.

Conclusion - Do not consider the perceived truth. Do not think that the other maliciously distorts.

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CHANGE IN EMOTIONAL LIFE

- Sensitivity rises, which feeds the emerging distrust.
  - Does he have anything evil in the plan?
  - Do I want to be let down?
  - Maybe I'm too benevolent?

- Uncertainty increases, and empathy begins to disappear.

- A person becomes a prisoner of his state of mind.

- The solution is to try to free oneself and others from the captivity of one's own feelings and moods. It is necessary to find empathy and contact with the opposite side.

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CHANGE IN WILL

- One-sidedness and stupor arises, in which, due to frustration, one clings to few goals, trying to push them through.

- The will narrows to a few small possibilities.

- Becomes absolute and radical. Fanaticism arises.

- Instead of expressing one's real needs, uncompromising views and demands are made.

- The solution is to contribute to relaxation and liberation.
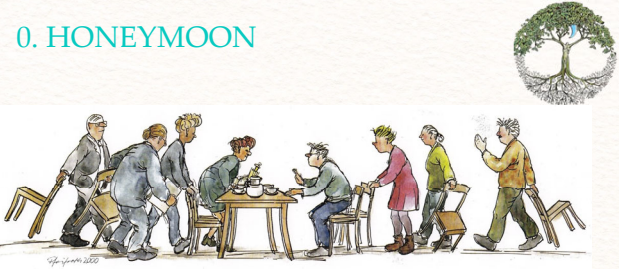
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PATTERNS OF CONFLICT

Competition

Delegation

Escapes

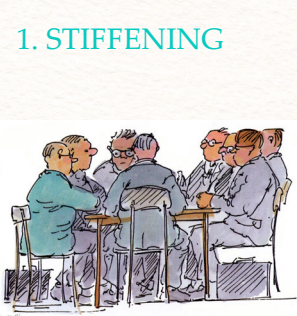Compromise

Submission

Consensus

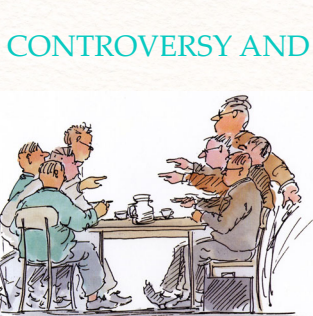Trigon

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0. HONEYMOON

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1. STIFFENING

1. Awareness of the existing tension provokes cramping.

2. There is still a conviction: tension can be resolved through joint discussions!

3. There are no definite parties or hostile camps yet.

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2. CONTROVERSY AND WAR OF WORDS

1. Black and white thinking reigns.

2. The polarization of confrontation in thinking, feeling and wanting.

3. A raunchy verbal tactic is used: it is done as if the argument is rationally made, while verbal violence is applied.

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3. ACTIONS INSTEAD OF WORDS

1. A competitive attitude is greater than a willingness to cooperate.

2. Empathy is lost, the contenders put each other before the facts that were born.

3. The parties come together more often, draw a line and exclude dissidents.

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4. IMAGES AND COALITIONS

1. Stereotypical images, clichés about knowledge and ability. reputation campaigns, rumors.

2. Counterparties maneuver each other into negative roles.

3. The hidden arousal of each other occurs so skillfully that it is difficult to prove.

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5. REPUTATION ATTACK, LOSS OF FACE

1. In public reputational attacks moral integrity is lost.

2. "Actions to tear off masks" is deliberately staged as a public ritual.

3. Exposing evokes "frustration" in the field-pushers: they believe they were deceived until now.

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6. THREATS, EXTORTION

1. Fighters take self-absorbed actions to demonstrate their determination.

2. The parties to the conflict create pressure on themselves with each threat.

3. Due to ultimative demands and counter-demands, stress is increasing.

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7. LIMITED DAMAGES

1. The thinking of the parties to the conflict still moves only in the categories of "matter-of-fact".

2. No more human qualities apply to decisions and actions.

3. By limited acts of destruction is meant a "suitable answer", oversized counter-strikes are still avoided.

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8. CRUSHING THE ENEMY

1. The parties to the conflict seek to destroy vital factors in the system in order to make it unmanageable in this way.

2. Fighters do everything to cut off the opponent's "front fighters" from the "rear".

3. The goal is the total destruction of the opponent.

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9. TOGETHER IN THE ABYSS

1. The only goal is the complete destruction of the enemy at the cost of self-destruction.

2. One experiences pleasure from self-destruction: the main thing is that the enemy perishes!

3. They are prepared to permanently harm their surroundings or descendants by ruining themselves.

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FORCES ESCALATING THE CONFLICT

In an increasing escalation, these are powerful forces, but we are not willingly subordinated to them, but we can, in principle, come to the mind on every threshold and interrupt our actions.

Conflicts will only escalate if we ignore these signals of consciousness on individual thresholds and allow ourselves to be carried along by powerfully rising urges and passions.

"When the gardener sleeps, the devil sows weeds.„

German proverb

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SECOND DAY OF TRAINING

III PART
Conflict as a solution

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CAUSES OF THE CONFLICT I

Conflicts are often the result of vague or
contradictory goals,
inhumane structures,
unclear work instructions,
insufficiently developed procedures or
inappropriate means and instruments.

Although they are due to the organization, they are personified
and caused by certain people!

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CAUSES OF THE CONFLICT II

On the other hand, people have developed the dexterity to roll their
personal shortcomings on organizations, as if they were the result of
faulty structures, so as not to take personal responsibility.

The consequence of grafting this mutual to the other side and
pushing it away from oneself is that the causes and consequences are
sought in the wrong place. This is the best way to maintain existing
unresolved conflicts within the organization!

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CONFLICT RESOLUTION I

A fruitful solution is that the human and organisational side of
conflicts is seen and worked through in their mutual conditioning.

In this way, people can get to know themselves through conflict.
When they take responsibility for their part in the conflict, they collide
with their own boundaries and weaknesses.

From painful exposures, they receive pushes for further development.
Conflicts challenge us to take a stand on existential issues, no one
can remain lukewarm or disinterested. Escaping doesn't help either,
because no one can run away from themselves.

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CONFLICT RESOLUTION II

When people recognize signs of conflict, and organizations creatively pick up signals of disagreements and tensions, conflicts become midwives of development.

Old habits and structures are shaken up and better ones are created, which are developed in a dignified and zealous confrontation. This applies to both individuals and collectives.

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ANALYSIS OF A PRACTICAL CASE

Joint play and analysis of a specific case selected in advance.

Thematic summary of the day.

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THIRD DAY OF TRAINING

I PART
Creation of working groups

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A REVIEW OF WHAT'S BEEN DONE

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

The existing working groups review what has been done.

85

COLLEGIATE MANAGEMENT

- Separation of spiritual, economic and legal life.
- The principle of freedom in educational life.
- The principle of brotherhood in economics.
- The principle of equality in legal life.
- Relationships between collegial decision-making and accountability.
- Development of shared leadership.
- Why is the process more important than the result?

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GROUP WORK

After the training of the school community, new and otherwise unused

1. … needs mapping,
2. prioritization and
3. agreeing on next steps.

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THIRD DAY OF TRAINING

II PART
Development plan and
curriculum design

88

DEVELOPMENT PLAN

The task of the development plan in school life and its legislative framework.

Based on what was previously agreed, the group that did the preliminary work presents the existing development plan, and the representatives of the management give an overview of what is related to the development plan.

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GROUP WORK

Collection of ideas in the form of brainstorming to update the development plan.

90

CURRICULUM

Teachers' representatives provide an overview of the curriculum implemented in the school and the organization of its changes. Alternative curricula and the needs and possibilities of implementing these elements are also summarized.

91

GROUP WORK

Collection of ideas in the form of brainstorming to update the development plan.

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SUMMARY

Based on the principle of a talking stick circle, a joint overview of both workshops is made and the next steps of the working groups are agreed upon.

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THIRD DAY OF TRAINING

III PART
Budget creation and shared budget

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FUNDAMENTALS OF FINANCIAL EDUCATION

An overview of the basic principles of funding the education system.

An overview of the basic principles of educational institution financing.

An overview of shared budgeting principles.

An overview of the shared budget part agreed in advance with the school administrator and the terms of its use.

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GROUP WORK

Ajurünnaku vormis jagatud eelarve rakendamiseks ideede korje.

Mängureeglite ja hindamiskriteeriumite kokkuleppimine ning märgukirjas vajalike aluspõhimõtete kokkuleppimine.

Vajaduse korral töörühma moodustamine ja kinnitamine.

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SUMMARY

Based on the principle of a talking stick circle, a joint review of both the training day and the entire training programm.

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NEXT STEPS

What thoughts and feelings dominate me?

What is it that I must keep? Why?

What should I definitely change in my daily life?

Where do you need to start?

How do I know that the change has been made and that it has benefited me?

Who can help me and how?

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We wish you self-belief, good relationships and courageous action!

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