



School Leadership

The Internationalisation Agenda



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production

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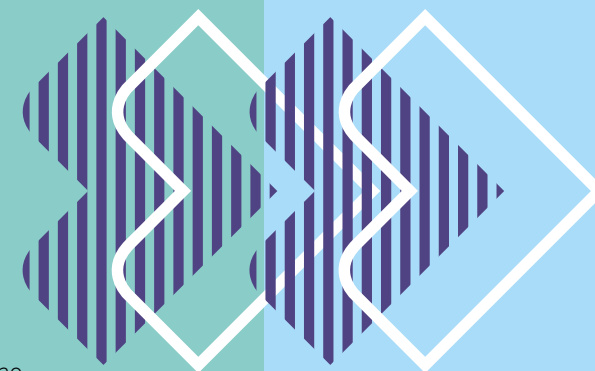
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Foreword

Martin Dowle



ARMANDO RAPCHAN



Internationalisation, much like bilingual education, is a much-used term in education today. Its meaning can of course be open to many interpretations, but the sense that we wish to convey in this collection of essays relates primarily to the sharing of good practice internationally, and to the desire to drive up standards so that they strive for excellence in the way we undertake school leadership and management.

This is of critical importance in an era of squeezed budgets and ceilings on public expenditure. Governments of course have the right to demand efficient use of public resources, and in the field of education this should be no exception.

Around 15 to 20 year ago in the United Kingdom, and in England in particular, politicians and civil servants observed that even where an equal amount of resources were applied to differing schools, the results in terms of education were widely different – more so than indicators such as difference in socio-economic circumstances, housing conditions and, for example, the presence of a large number of children whose first language was not English, might imply.

One of the conclusions reached was that the degree of leadership and efficient management of a school could be the differing factor in questions of performance. By turning high-performing head teachers into champions of excellence in terms of leadership and twinning or clustering schools so that knowledge could be transferred and poorer performing schools improved, a considerable difference can be made in a fairly short timeframe to improve school performance indicators.

In recent years the British Council has been sharing the experience of the UK and working with Brazilian facilitators, government bodies, organisations and researchers on various projects, from capacity building to policy dialogues. We now felt it was time to capture the work undertaken and share it more widely, hence this publication drawing together the experience of academics and practitioners in the field. Our aim is innovating together to open new pathways for further collaboration between the countries.



We all have something to learn from each other about school leadership and management at the local level

Finally, it is worth mentioning that the differing education systems across the four nations of the UK all demonstrate a commitment to the core values of accepting diversity, encouraging inclusion and equality. Adopting internationalisation is important for the UK too, facilitating the growth in knowledge and understanding about contemporary challenges that need to be tackled from the earliest ages.

Of course no one country has a monopoly of wisdom and we all have something to learn from each other about how school leadership and management is undertaken. Many operating environments are completely different one from the other. But by internationalising our experiences, and adopting the spirit of mutuality – that is, ensuring learning and knowledge sharing is a two-way process – we can all benefit and can, it is to be hoped, raise the level of quality in our classrooms. ● ●

A continuous process

..
**Dialogue and partnerships
between countries must gain
force in school education**

The international flow of students and researchers has increased continuously over the last few decades. In 1998, there were about 2 million university students studying outside their home country, but by 2017 this number had almost tripled, to about 5.3 million international students, according to the OECD.

There are various reasons for this increase. From the individual point of view, the student is motivated by the opportunity for new experiences, contact with other cultures, the chance to increase their knowledge, and to broaden their vision of contemporary issues.

From the public policy point of view, incentives for international study can be a significant component in broadening the perspective and capability of students and researchers, as well as a stimulus for finding new solutions for complex issues, be it in the academic or educational areas. In Brazil, programmes such as Science Without Borders (a large scholarship programme for Brazilian undergraduates and graduates to study abroad) and CAPES' PrInt (a programme providing incentives to institutional internationalisation in the HE sector), both introduced since the start of this decade, have invested in student mobility to open new horizons.

For the British Council, the desire to internationalise in Brazil and other countries is an inducement to create and support programmes and actions to increase the internationalisation of institutions and research, aiming to establishing long-lasting and relevant ties.

A Growing Process // In the field of higher education, especially when it comes to scientific research, strong international links between teaching staff and researchers have existed for a long time. Now, internationalisation has moved well beyond research to embrace faculty and student mobility, English lessons, and double degrees, all at the institutional level and offering an advantage to universities, colleges and research centres. In some countries, such as the UAE and Qatar, European and American universities have set up local campuses.

Liane Hentschke, who has a post-doctorate in music education from the University of London and is the former Director of Institutional Cooperation at CNPq, recalls that the terms used to speak of educational relations between countries is varied. "Several terms, such as international cooperation, internationalization, and exchange, depending on the form of the relationships that have been established, have been adopted."



Modern education requires school leaders to know about what is happening in other educational systems and countries

Her preference is for “international relations”, which gained traction in Brazil in the 1960s within the area of post-graduate studies. Thereafter, student exchange or mobility became an option for students, with young people going to study abroad (outward mobility) or coming to Brazil (inward mobility).

The number of projects in partnership with researchers and institutions increased when they returned to Brazil with their master’s degrees or PhDs, keeping in contact with their peers in other universities. One of the milestones in this internationalisation of research was the Human Genome Project. This was an international research project in the 1990s that became a reference for large-scale projects involving various specialisations, viewpoints and funding sources. Shared between 18 countries, including Brazil and the UK, and led by the research scientist James Watson, the project achieved its objective in 13 years and showed us many aspects of our genes, including the fact that there is much more to discover than was imagined.

New Professional Profile // It became routine for citizens from various countries and cultures to work together, and this has changed the profile of what is required of a professional. The new requirements are having an impact not only on undergraduate courses but are also starting to influence school education. School curricula and organisation are changing and leading educational managers to learn more about what is happening in other educational networks and institutions at the local, national and international level. The objective is to be more effective in improving learning results by introducing management tools and actions which have an impact on the school, making them more effective in fighting inequality.

This should lead to a transformation of the training programmes, believes Liane Hentschke. “Nowadays, education requires pupils to develop many different skills and abilities, such as inter-personal and inter-cultural understanding, flexibility, leadership, critical thinking, creativity, and so on. These competences and skills need to be developed in school, so that we can prepare the future professional for an interconnected world.”

When it comes to basic education, Hentschke emphasises the strategic role of leadership. “Developing school leadership is of paramount importance so that school leaders can implement change in the education system, fostering innovative educational concepts, so that they are in tune with what is happening worldwide,” she adds.

Research Agencies // Institutions responsible for supporting and encouraging research such as Brazilians CAPES, CNPq and Finep have a strategic role in accelerating the internationalisation of education. CAPES (Coordinating Agency for Higher Education Staff Development), subordinate to the Ministry of Education, has strengthened its support for internationalisation by establishing CAPES-Print in 2017. The programme is intended to encourage the strategic planning of internationalisation in a group of universities selected by CAPES, through post-graduate programmes in priority areas. Since the programme started, it has allocated R\$ 450 million for the participating institutions and researchers.

The underlying strategy is to increase the visibility of Brazilian research programmes through interchange, building relationships between universities and research centres, not just between individual researchers. The funding comes with various conditions, such as the inclusion of international topics in post-graduate lessons, that promotional material should be produced in languages other than Portuguese, and the training and development of non-academic and technical staff in the institution.

MOBILITY IN NUMBERS**:

From **1998** to **2017**, the number of international students worldwide rose from 2 million to 5.3 million. Of these, 3.7 million were from OECD countries. The number studying in OECD countries grew by 6 per cent between 2016 and 2017.

Between **2010** and **2017**, the countries that recorded the highest growth in student mobility were the **Netherlands (7 per cent), Estonia, Latvia (both 6 per cent), Hungary** and **New Zealand (5 per cent)**.

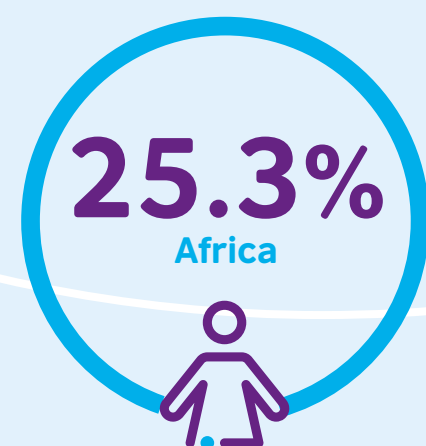
English-speaking countries with a large number of universities are the preferred destination for **40 per cent of students from countries in the OECD and of partner countries who intend to study away from home**. The United States, Australia, United Kingdom and Canada are, in this order, the most popular destinations amongst the OECD countries, followed by France, Germany and Russia.

Asian students were responsible for 56 per cent of student mobility at all levels in 2017. Two-thirds of them study in only five countries: The United States, United Kingdom, Australia, Canada and Japan.

European students prefer to remain within the European Union. They represent 24 per cent of student mobility, but 42 per cent of those who are studying in other countries that are members of the OECD and the European Union.

The higher the level of study, the higher the degree of internationalisation 4 per cent of students studying at undergraduate level are international, while 22 per cent of those studying for a PhD come from another country.

In Brazil, the international students come from the following regions:



For Cynthia Paes de Carvalho, Lecturer and Vice-coordinator of a project in PUC-Rio's Department of Education supported by CAPES-PrInt, research and post-graduate studies are already involved in the international context, but internationalisation is still in its early stages in undergraduate studies.

"From the point of view of government, there are incentives for exchange programmes at the undergraduate level, but they are focused on the individual student, not on the teaching programme as such, and do not require that a specific objective is delivered," she says. For example, in order to have greater consistency in achieving the aims of internationalisation in both undergraduate and post-graduate programmes intended to attract foreign students, the number of disciplines offered in English needs to increase.

Another important factor, especially for institutions that intend to invest in research, is that their academic staff participate in exchange programmes. "They need to get to know what is happening in other countries. This has an effect on PUC-Rio's approach to educational policy and practice, acting as an important catalyst for training and development in an interconnected world. This favours an innovative viewpoint," says Paes de Carvalho.

As well as CAPES, FAPESP (São Paulo Research Foundation) has also given priority to internationalisation. The physicist Luiz Nunes de Oliveira, Deputy Coordinator of Special Programmes and Partnerships at the foundation, says that since 2005, the institution has been actively seeking international cooperation programmes. It was in that year that FAPESP renewed an agreement with the British Council which it had first signed 20 years before, the first agreement between the foundation and an international agency.

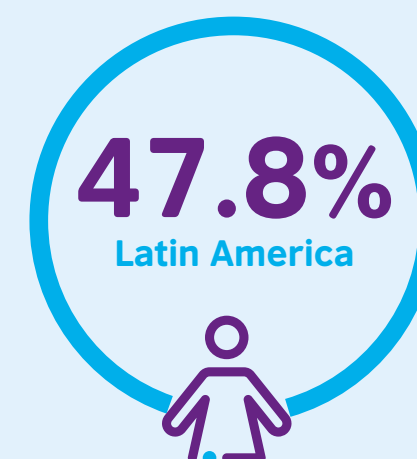
"Today, FAPESP finances three types of programmes: exchange of senior researchers (PhDs or post-doctorates), issuing new calls for proposals every three months; projects with a greater scope, usually involving partnerships between institutions, and projects involving companies associated with one of the Research Centres in Engineering supported by the foundation," says Luiz Nunes. These centres first came into being in 2014 and now cover various research areas.

"The philosophy behind this programme is based on the notion that through internationalisation the researcher will be exposed to new areas of investigation and problems, which they may not have been aware of before. It is necessary, then, to establish new methods and approaches, effectively encouraging research," explains Luiz Nunes.

Another institution that encourages internationalisation is CONFAP (the National Council of State Foundations for Research Support), which recently signed a partnership agreement with the British Council, starting with five collaboration calls for proposals from Brazilian researchers, encouraging internationalisation to increase the relevance of the research being undertaken in Brazil.

The Internationalisation Agenda //

The fact that there is an internationalisation agenda for school-level education, especially with regard to school management and leadership, is still relatively unknown, not just in Brazil. Cynthia Paes de Carvalho, who has worked on the topic since 2008, recalls that this agenda has its origins in the Anglo-Saxon world. The main countries involved in research into this topic are the UK, the USA, Canada and Australia. They are countries which have valued the whole question of school leadership for some time. Christopher Day from the University of Nottingham, England, and Kenneth Leithwood from the Institute for Studies in Education in



17% of the total number of students in higher education in Portugal are international (2018)

0,2% of the total number of students in higher education in Brazil are international (2019)

Sources: OCDE, MEC, MCTES (Portugal)

Toronto, Ontario, Canada, are highly respected for their work in the field and have formed networks of researchers around them.

According to Paes de Carvalho, an internationalisation agenda exists and is relevant, but is, to a large extent, being driven from the centre to the outside. “There is interesting work going on, but there is a lack of more horizontal discussion,” says Paes de Carvalho. This has happened because the research protocols have not been devised together, and so they do not take into account the issues of interest in countries outside the central axis.

For researcher Ana Almeida, Deputy Coordinator of Humanities and Social Sciences at FAPESP and a lecturer at the State University of Campinas (UNICAMP), who is responsible for projects relating to school education, national education systems have always been constructed with an eye on what is going on in other countries, since the 19th century. “The tension between the national and the international has existed throughout the history of school education. Countries have built their educational systems in dialogue with other countries. But there has never been general agreement on the curricula. However, in this respect the contact is positive, as we see that there are situations that do not only happen here in Brazil,” she adds.

She points to a historic change in the view of school leadership. “There is an interesting cycle going on in the analysis of the dynamics of educational outcomes. Until the 1970s,



For the school to have a positive impact on learning, leaders should be aware of factors such as climate, environment, and the training and motivation of its teachers

differences in educational performance were attributed to the pupils themselves. When the ability to analyse results digitally improved, it was found that social inequality influenced the results. From the 1990s onwards, a new sociology of education has looked at the school and its impact,” she says.

The original perspective came from the Anglo-Saxon world and has now spread to other countries, founded on evidence that shows that the school itself has an effect – the school effect. Starting from this observation, attention is now focused on reducing inequality. One of the main factors involved in making this happen is the work of school leaders, along with attention to variables such as the school environment and climate, in addition to the continuous task of training and motivating teachers, to improve learning.

At FAPESP, this change of vision has been reflected in an increase in research on school climate and teacher turnover, both of which are management and leadership factors that influence the performance of students. Since

the 1990s, FAPESP has supported a programme focused on school education entitled Public Sector Education, that considers issues more concerned with learning, such as developing a scientific viewpoint, knowing how to deal with mathematics, or combating violence in the school. “The intention is that the programme responds to issues identified by those who work in a school environment,” says Ana Almeida.

The Internationalisation of Innovation //

The *Instituto Unibanco*, a foundation which focuses on improving the management and leadership of middle school education, has organised international seminars in Brazil and study missions to countries such as the United Kingdom, Canada, Estonia, Poland and Portugal. These countries have introduced educational reforms that include changes to the curriculum, teacher training and school leadership.

The first study mission involved a visit to London by representatives from the Institute and from state educational secretariats partnered with the Institute’s core *Jovem de Futuro* (Youth with a Future) programme. The study mission focused on three topics: school leadership, the organisation of the educational system, and assessment and oversight. The programme included visits to schools and other institutions, including the Office for Standards in Education (Ofsted), the body responsible for maintaining the quality of schools in the UK, where the group took part in a workshop organised by the institution.

In other years, representatives of the Institute have also visited universities with a strong reputation in educational training, including Harvard and Stanford in the USA and Diego Portales in Chile.

“We are mapping the profile of the different levels of leaders, their responsibilities and the selection and evaluation processes, adding an international element to similar work in Brazil. Starting from this reality and having a dialogue with various institutions, we are aiming to propose national parameters for training leaders,” says Rita Jobim, the Institute’s Coordinator of Middle School Policies and responsible for the Knowledge Management area, about one of the main aims of the Institute at this time.

The challenge we are tabling is to discover school leadership models that resonate with both the evidence and with local characteristics. As Liane Hentschke says, it is a condition for students to flourish in the global world that they know how to operate in situations where different cultural codes prevail. This is what will enable everyone to be part of a mobile world and the school is a key tool in achieving this mission. ● ●



One of the challenges to be resolved is to find school leadership models that are evidence-based but which are also sensitive to local situations



GHEISE QUELLI MARQUES VASCONCELOS

Seeking inspiration

● ● ● ● **Ana Cristina Oliveira from UniRio in Rio de Janeiro talks about how internationalisation could bring about change in Brazilian school leadership and management**

School leadership and management are strategic tools not only for improving the learning performance of Brazilian pupils but also a way to improve the educational systems of the country in general. Learning about what has been tested in other countries can be inspiring for education researchers, and for leaders who are frequently faced with protected organisational structures that continue to exist purely through inertia.

A concerned educator and researcher who believes in change, Ana Cristina Prado de Oliveira is an Associate Lecturer in Education and Postgraduate Studies at UniRio, the Federal University of the State of Rio de Janeiro. She has been looking more deeply at the key factors involved in good leadership and management, the learning environment, leadership training, implementing public policies and the overall school context.

A member of international research groups such as the International School Leadership Network

(ISLDN) and the International Successful School Principalship Project (ISSPP), she emphasises in the following interview how getting to know and understand other realities can not only help find new solutions but also raise awareness of the need to formalise processes and procedures which are currently the result of instinct or individual initiatives. Why is it that school leaders need to seek a new solution every time they are faced with similar problems, when they could have recourse to previous experiences and empower themselves and their actions generally.

Until very recently, the internationalisation of educational discussion and policymaking was almost exclusively the concern of higher education. What is it that is bringing it to basic education?

It is early days for internationalisation in Brazil, where there is resistance to seeking inspiration or collaboration from the international arena. What has driven this agenda is Brazil's participation in international events and



One of the benefits of the internationalisation of research is the opportunity it offers to compare projects from both a theoretical and methodological perspective

assessment processes, such as the OECD's PISA testing programme, which Brazil applies. This puts us in a position where comparisons can be made. A vision such as this, where the results from one country can be compared with those of others using the same system, leads those who are concerned with education in Brazil to think about how to build on or improve the results, bringing them to the same levels of accomplishment as other countries subject to similar conditions. As well as the national results, it enables us to see what other countries are doing, how they are using the results. New strategies and possibilities on how to improve reading skills and problem-solving are being supported by this process, something that has been done in the past, but only on the basis of national data. When looking at issues such as these from a global perspective, we look at what has been done in other places, especially in those countries where the results have improved, such as South Korea, which started with a poor result and achieved a significant improvement.

What other benefits and advantages would come from participating in the international agenda?

The first advantage is that in the field of school leadership and management, we start believing that we can do things differently – things that we've done the same way for a long time. And it's also about getting to know educational practices and research in other countries, in terms of both the methodologies and the underlying reasoning, and also school management skills training and support, as well as discussions on how to conduct research and establish a political agenda for the area. Getting to know

other realities brings inputs, whether from the opportunity it offers to provide information about what has been done in Brazil and what we are currently thinking about, or to bring other perspectives from outside the country that help us to reflect on what we have done and how to improve. Continuous exchange, which is more regular than sporadic activity, is very important. We have had one-off exchanges, individual initiatives or small partnerships. A more continuous process would be important to ensure more meaningful results of mutual benefit, from a research group that could study different approaches and project concepts, as well as reflect on educational management policies.

Is academic research examining aspects of international cooperation in school education?

More work being carried out in the higher education field. As far as school leadership and management is concerned, we have yet to publish material on the aspect of international cooperation. We have taken part in one-off studies such as, for example, a study of democratic school leadership and management in the USA and Brazil, as well as involvement in international studies. But not surveys of what has already been done or what we've already managed to build.

In the Brazilian case, what aspects of educational management can benefit more from these exchanges of experience?

The attributions that define the potential role of a school headteacher in Brazil are quite specific, we did not find many similarities with other realities. There are some aspects that restrict or widen the role of the school headteacher. Despite these specific issues, what can be gained from the internationalisation of research is that it offers new opportunities to contrast the approaches, from both the theoretical and practical points of view. What we have seen in the American research on leadership is that it is broader.

There are, for instance, surveys with more significant sample sizes. Nowadays, there is the possibility of applying questionnaires outside the context of *Prova Brasil* (the Ministry of Education's equivalent of the UK's National Curriculum Assessment, applied at age 10/11 and 14/15), the limitations of which have been known for some time. We could improve the tools we need to answer survey questions on Brazilian school management and leadership, but which also include items already tested in international surveys, to improve comparability. We can also avail ourselves of the results of international research that already exists. Europe and the USA have a well-established system of quantitative research, the results of which widely available. Surveys of this published research into management and leadership allow us to achieve a synthesis, or a meta-analysis of the results, which make our search much easier and, in fact, give us useful information about methodological trends and theories in the field. This will make it easier to expand the network of researchers investigating the field.

How is it possible to incorporate successful experiences of other countries which have cultures and educational systems which differ from ours?

It is very important to establish what relationships exist between the different experiences. One way of doing this is, when building an understanding of the different realities, to really understand how the country or educational system works. This is something that needs to be done before examining data which specifically refers to leadership in the system. For example, if the UK has carried out an interesting study into how training school headteachers makes a real difference to their performance and pupils' results, before we can understand how the

research was done we need to understand the country's educational system. How many children are studying at school and how many are not? What is the reality of education in the country? How, over the years, has the country constructed its educational system, in particular progress through the system, quality, participation in external assessments, monitoring? What are the initial and in-service training programmes for the school leaders? How are they chosen? In other words, understand the context before looking at the specific research. It is essential to consider that, for example, here in Brazil the context is different and that needs to be considered, as there are variables that we cannot change in the short term. While we have to start from the reality, what can inspire us, or guide us? Perhaps something about our training approach, which has yet to include a specific training programme on leadership, while in-service training is very fragmented. In other words, to inspire us in a more contextualised manner.

What are the positive experiences Brazil can offer in exchange?

When we extend our work outside Brazil, or speak to international research groups, we have shown them aspects of our approach that interest them because they are specific, and for the Brazilian approach to organisation in the field of leadership. The first difference is the decentralised way we select school headteachers in Brazil – there are many different approaches, frequently contradictory. This attempt to meet the specific needs of each different system frequently creates divergencies. There is a desire to respect the need for a democratic



“When we present our work internationally, we call attention to those aspects which are specific to the Brazilian approach to educational leadership”



RICARDO MATIAS

selection process in each system which clashes with the problems arising from different contexts, where we face issues such as patronage, or a desire to sustain the political structure when selecting for positions held by political appointees (Note: in Brazil, political appointees are appointed to many different positions in the public service). What Brazil could share about this situation is what we have learned from it over the years, what it has shown us. Undertaking the task of explaining to a non-Brazilian what we have learned about this system since the Constitution of 1988 would, perhaps, be a way for us to look inwards and evaluate the past impact of this approach on the selection of school headteachers so that we can move ahead.

Another issue of interest is managing and leading schools in situations of vulnerability, in the broad sense, going beyond the question of scarce financial and material resources to social and cultural vulnerability. In this regard, Brazilian school headteachers in some regions of the country have to deal with this reality every day. And frequently there is

the question of violence impacting on urban schools. We have a tradition of dealing with these situations as they arise, but without documenting them or organising the relevant information to provide material for the training of school headteachers. Frequently, it is the school headteacher who assesses the situation and takes decisions – think of the figure of a ‘superhero’ who will base their approach to the local context, or will have the good sense to close the school when there is an exchange of gunfire in the neighbourhood, as there is no standard procedure they should follow on how they should act in such situations. We are not making use of the accumulated experience to support the drafting of a procedure to be followed or case studies that could be useful in training the headteachers. A way ahead would be to organise what we have on the basis of the experience of these headteachers, so that we can think about how to train them. It would

also demonstrate the extent of the experience we have. It would help us in developing an approach to promoting leadership training.

Is the school leader profile that we demand nowadays very different from that from two or three decades ago? What has changed?

The main change has been placing responsibility on the school headteacher for the learning results of their pupils. Two or three decades ago, the school headteacher’s role was very focused on the day-to-day administration and bureaucracy of their school. As soon as the results of large-scale pupil assessment tests start to be published, then you start to give the school itself responsibility for its results. When the headteacher receives data from IDEB or the results from a local assessment, they are being told about the performance of the school as a whole. It then becomes their responsibility to account for the service provided by the school, and to give the public in general the opportunity to see whether or not the pupils are learning. The headteacher starts to be assessed for the school’s learning achievements, not just for their administrative and bureaucratic performance. It is also their duty to oversee their pupil’s learning, which they need to keep a close eye on with their team.

And, in Brazil, the provision of primary schooling has expanded to become universal and, as a consequence, the profile of the pupils going to school has changed. This is a very clear challenge. Our own research and research by others shows that there has been a change in the families: it shows

that the families no longer help their school-age children with learning, the family unit is no longer so organised. The blaming of the families by headteachers and the schools as a whole is a symptom of the change in the type of pupils now attending schools, and their failure to adapt to this change. It has been a challenge to the school headteacher over the last few years. They need to understand what type of pupil is going to state schools in Brazil and what is the nature of the family they come from nowadays – they are not the same as 20 to 30 years ago.

* OLIVEIRA, Ana Cristina Prado de and WALDHELM, Andrea Paula Souza.

Liderança do diretor, clima escolar e desempenho dos alunos: qual a relação?

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**OLIVEIRA, Ana Cristina Prado de
As relações entre direção, liderança e clima escolar em escolas municipais do Rio de Janeiro [Tese, Rio de Janeiro] [The Relationship Between School Headteachers, Leadership, and Organisational Climate in Schools in Municipal Schools in Rio de Janeiro (Thesis, Rio de Janeiro)]. Pontifícia Universidade Católica do Rio de Janeiro (PUC-RJ), 2015. <https://www.maxwell.vrac.puc-rio.br/25774/25774.PDF>

Pontifícia Universidade Católica do Rio de Janeiro (PUC-RJ), 2015.
<https://bit.ly/2WstN9z>

Can you tell me what are the main factors involved in building a positive organisational climate in a school, or do they vary a lot from school to school?

Yes, they do vary. There is a question that we do not take into account in the two studies that I have done into the perception of organisational climate, which is the external context of the school, extremely important for the definition of the organisational climate of the school. There are some very specific variables, which we attempt to examine in another survey, which are interpersonal relationships, pupil discipline, and maintaining a calm atmosphere, factors which have been shown to be indicators of a good learning climate. These variables can be measured in different school contexts and impact on building a positive organisational climate in the school. These are determining factors, whatever the social context or location of the school may be. What we've seen is that there may be significant differences in these areas between schools in the same context where the pupils come from similar backgrounds. One of our research interests is what is being done in these schools, or what is the leadership profile that favours or not the building of a positive learning climate in a school.

Culturally, in Brazil we focus a lot on people and less on processes. How do we change that?

Traditionally, we've personalised responsibility for results. One way is through the act of researching itself, which can help with documenting existing processes. A problem is that we do not have the tradition or initiative of evaluating public policies. If we did, we would have documented processes and we would not be attributing everything to individuals, when it comes to governments and other authorities. To move away from this, the way ahead is to carry out more research on the implementation and evaluation of public policies. This would be of enormous value to educational management – making longitudinal



The more prescriptive the policy, the less space there is for those responsible for applying it. When the policy is more flexible, individuals can use their own discretion in implementing it.

studies, monitoring and assessing processes. With the support of the documentation and data analysis, we would be able to evaluate processes independently of the individuals involved. This is a truly critical issue.

Isn't there a great difference between the policies decided on by the education authorities and those actually practised in the schools and classroom? Why? Could the differences be welcome?

My current research interest is understanding how an educational system can implement the same policy in different ways in its school network. What we've seen is that, however clearly defined a policy is and however clear the instructions for implementing it may be, those on the front line who are responsible for implementing it use their own discretion when it comes to delivering the policy, in a flexible way or inflexibly. The more prescriptive the policy, the less space there is for the person responsible for applying it to use their own discretion in how they approach the task. But when the policy is more open and subject to discretion, the individual will have some space to contextualise it in a way that seems best to them. This takes into account the values of the individual concerned, their view of the policy, and their training – all aspects which will direct the way they make use of that discretion.

We have observed the introduction of the *Turno Único Carioca* in Rio de Janeiro [a scheme that increases the school day in municipal schools in the state to seven hours] and how it is being implemented by different schools. For as much as the policy is for the teachers to have one hour set aside every day for meetings – which is an advance introduced in the policy – each school will use that hour differently. One school headteacher told me: “we can use the time to socialize, to chat, or to discuss the school and the best strategies to help the pupils learn.” In some schools, the time is used for planning. In others, you might not even see any evidence of it. And it is in this way that the headteacher, can use the opportunity for autonomy given them, which is frequently limited, to improve the quality of their school, according to their training and own values.

What is the relationship between the level of training and the freedom to implement the policies?

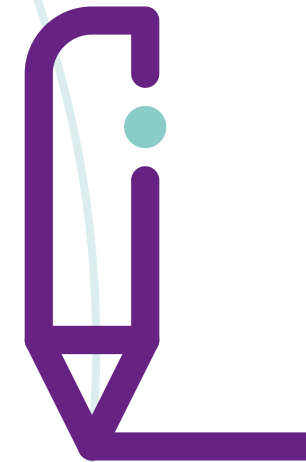
Training is essential. With training, the headteacher can have a better understanding of how much room they have for independent action. A lot is said about teacher autonomy, for instance, but there is little discussion about the use they make of it. Will we, as educators training the future generation of teachers, prepare them to use that autonomy, so that they arrive in the classroom and decide, for instance, what it is that a child of nine should learn? Does their training allow for that? We have to think along those lines, of the responsibility that comes with autonomy, and what the training needs are for the teacher to embrace it. We have to think about how to value that teacher, as very important decisions are being taken in this area and are little valued. We have to value teachers even more, even tracking and supporting their decision-making. If we do that, we will get better results. ● ●



GHEISE QUELLI MARQUES VASCONCELOS



The importance of headteachers



International research shows the important role of leadership in establishing a good learning environment

Headteachers are the second most important factor in pupils' learning. This statement results from evidence collected during international research and can be found in the document *Activating Policy Levers for Education 2030*, published by UNESCO in 2018. The report identifies school leadership as one of the three policy levers, alongside governance and monitoring, that are essential to improve education over the next decade.

In order to occupy this important space in school education, however, headteachers need to position themselves as mediators in various discussions in the area of school education – amongst which, the report cites those institutions involved in formulating public policies, teachers, parents and pupils. For this process to succeed well, the educational system as a whole needs to support the headteacher with both practical and legislative issues. In many countries, it has been necessary to introduce educational policy reforms in order to make this possible.

The mediating role of the leader has a catalysing role, as can be seen in an extensive review of research into the area: *Successful Leadership: a Review of International Literature* (2015) by Christopher Day from the University of Oxford and Pamela Sammons of the University of Nottingham.

The authors of this study highlight two leadership profiles: pedagogical/instructional and transformative. In another related study, *Successful School Leadership* (2016), Day and Sammons refer to an American research project which listed 21 separate leadership profiles but highlight the two above as having the greatest potential for improving schools and learning.

The study concludes that the two forms of leadership are not mutually exclusive. “There is recent evidence that reveals that a combination of strategies can be most beneficial in ensuring school success”, write the authors. School headteachers have a key role in “creating a positive school culture and promoting success for schools in challenging circumstances.”

In the 2016 publication, the authors compare different concepts of leadership, management and administration, and conclude that there are two principal approaches to the topic. The first is more connected with a vision of leadership, characterised by institutional diagnosis and analysis, while the other is more focused on administration and management, with more attention to operational issues. A combination of the two produces four linked skill areas, which can be summarised by the Australian experience. They are:

- Influencing skills e.g. motivating people, negotiating, public speaking and entrepreneurial.
- Learning skills e.g. rapid reading, thinking skills, information processing and anticipation.
- Facilitating skills e.g. listening, recognising potential, team building, building alliances.
- Creative skills e.g. envisioning, inspiring, empowering and aligning.



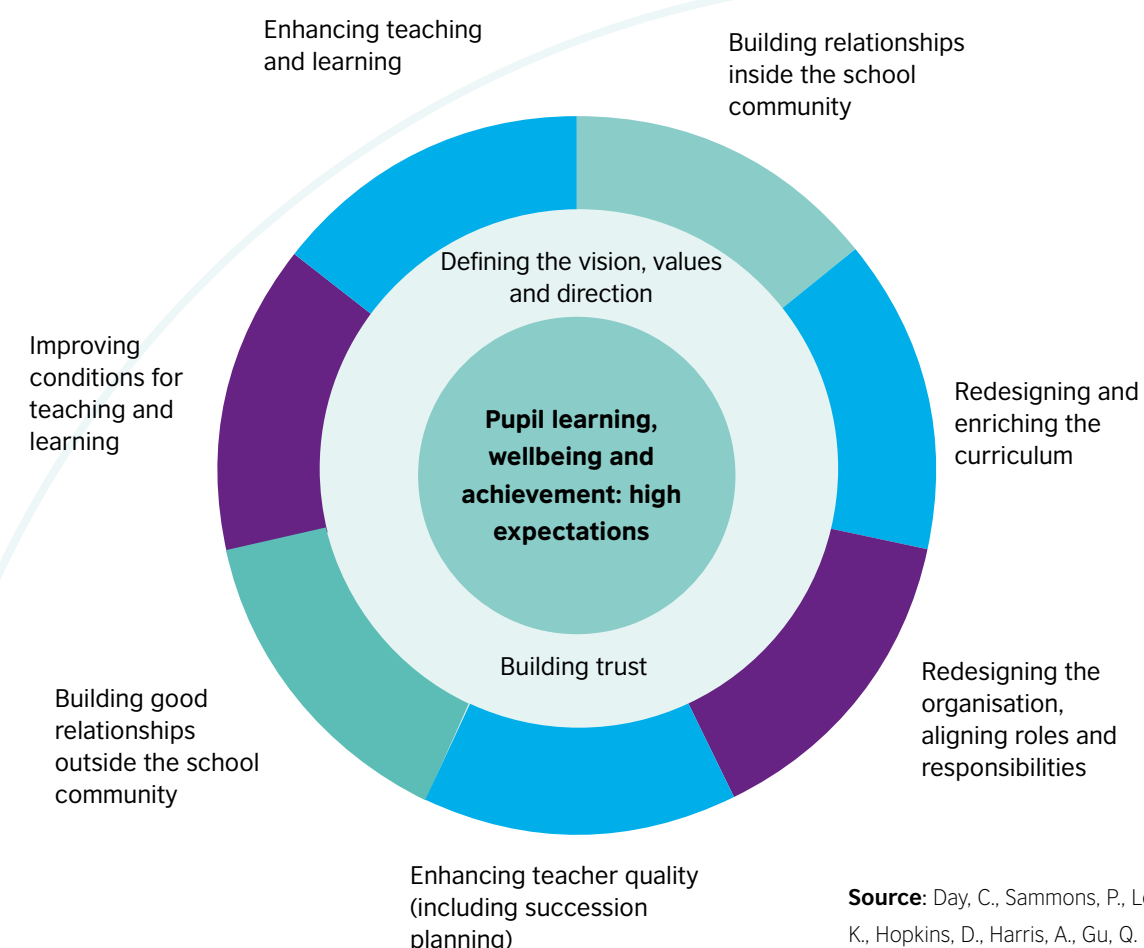
Surveys show that school leaders who give priority to pedagogical actions achieve better learning results

Day and Sammons also draw a useful framework which summarises how the actions of the school headteacher are related to building a good school climate and environment, directly and indirectly influencing student learning (see table).

The book Lessons Learned: How Good Policies Produce Better Schools, (Fenton Whelan, London, 2009), a collection of examples of schools transformed by leadership in more than 40 countries on all continents states that “pupil performance at a school almost never exceeds the quality of its leadership and its management, and improvements in performance almost never happen in the absence of good leadership.”

Or, as the Canadian researcher Kenneth Leithwood wrote, in a new edition (2010) of one of the best-known studies of the topic, *How Leadership Influences Student Learning*, written in collaboration with Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom: “until now, there is no record of a single case of positive transformation of a school in the absence of talented leadership.”

The key dimensions of successful leadership*



Source: Day, C., Sammons, P., Leithwood, K., Hopkins, D., Harris, A., Gu, Q. & Brown, E. (2010) *Ten Strong Claims about Successful School Leadership*. Nottingham: NCSL.

This statement and the study are given prominence in a new book in preparation, provisionally entitled *Good Headteachers* (Bons diretores), by journalist Antônio Gois, President of the Brazilian Association of Education Journalists (JEDUCA) and columnist for the newspaper O Globo. In the book, he compares examples of educational systems and schools in various contexts which are considered good examples and findings arising from research into leadership. Gois believes that good leadership may not be a sufficient condition for good pupil performance but is an essential one.

“Researchers have identified that the main impact of the headteacher and their team is that they serve as catalyst of change, achieving the maximum benefit from all the human and financial resources available”, emphasises Gois. He points to the similarity of the solutions found by headteachers he has met in Brazil, Chile, Mexico, the USA, Canada and Singapore.

In Brazil, however, he mentioned surveys that show headteachers too focused on bureaucratic issues. This view is reinforced by a survey of 400 headteachers carried out by IBOPE for the Victor Civita Foundation in 2009. In their view, issues such as school meals, the arrival and departure of their pupils from school, cleanliness of the premises, and the availability of materials occupy more of their time than pedagogical meetings and work.

There are, however, existing Brazilian studies that show examples of what research has identified as key to leadership at the international level. In the study *“Identification of Leadership Profiles and Characteristics Related to Pedagogical Management in Effective Schools”* (2005, PUC-Rio), carried out by Telma Polon and Alice Bonamino and involving 68 schools in the city of Rio de Janeiro, the authors conclude that “school management that emphasises the pedagogical area is a characteristic of schools that have demonstrated better learning outcomes.”

Gois links this study to the work which is most frequently cited in articles on school administration in scholarly journals in the area around the world, written by the New Zealand researcher Viviane Robinson. In her meta-analysis and review of 27 articles which correlate leaderships profiles with pupil learning, she concludes that a predominantly pedagogical leadership profile has the strongest impact. Leaders who focus on the pedagogical aspect of their job set learning targets, plan the curriculum, evaluate and support their teachers with their teaching strategies.



Surveys shown that in Brazil, school leaders still give too much attention to administration rather than to educational issues

Confirming the findings of Day and Sammons, the British researcher Nigel Brooke, who has lived in Brazil since the 1980s, makes the point that pedagogical leadership does not mean that the school headteacher should only focus on that area, or take sole responsibility for it. A past member of the GAME research group at the Federal University of Minas Gerais, Brooke defends the idea of shared leadership.

“The headteacher is not necessarily the only person in their school who can take on the role of pedagogical leadership. It may be that there are other members of their team who are equally or better prepared to take it on. The headteacher has to know how to build a team, motivate it, resolve conflicts, plan and ensure that people follow and deliver plans and projects. These are questions of people and resource management, which extend far beyond pedagogical management”, he emphasises.

Brooke advocates the creation of a framework for the training of school leaders, as Chile has introduced. “They have incorporated the worldwide discussion on leadership after discussing and negotiating a high-level strategy for the area, which now underpins that post-graduate training of headteachers”, he says. This is one of the current challenges in relation to leadership in Brazil. In 2018, a working group appointed by the Council of State Education Secretaries (CONSED) recommended: “Define, at national level, the skills and the professional profile of school leaders, including headteachers, deputy headteachers and pedagogical coordinators”. The group also proposed further progress in establishing the criteria for the selection of headteachers, their training and the evaluation of their work.



The English school system has established structures which ensure that headteachers are able to discuss issues amongst themselves so that they can improve their performance

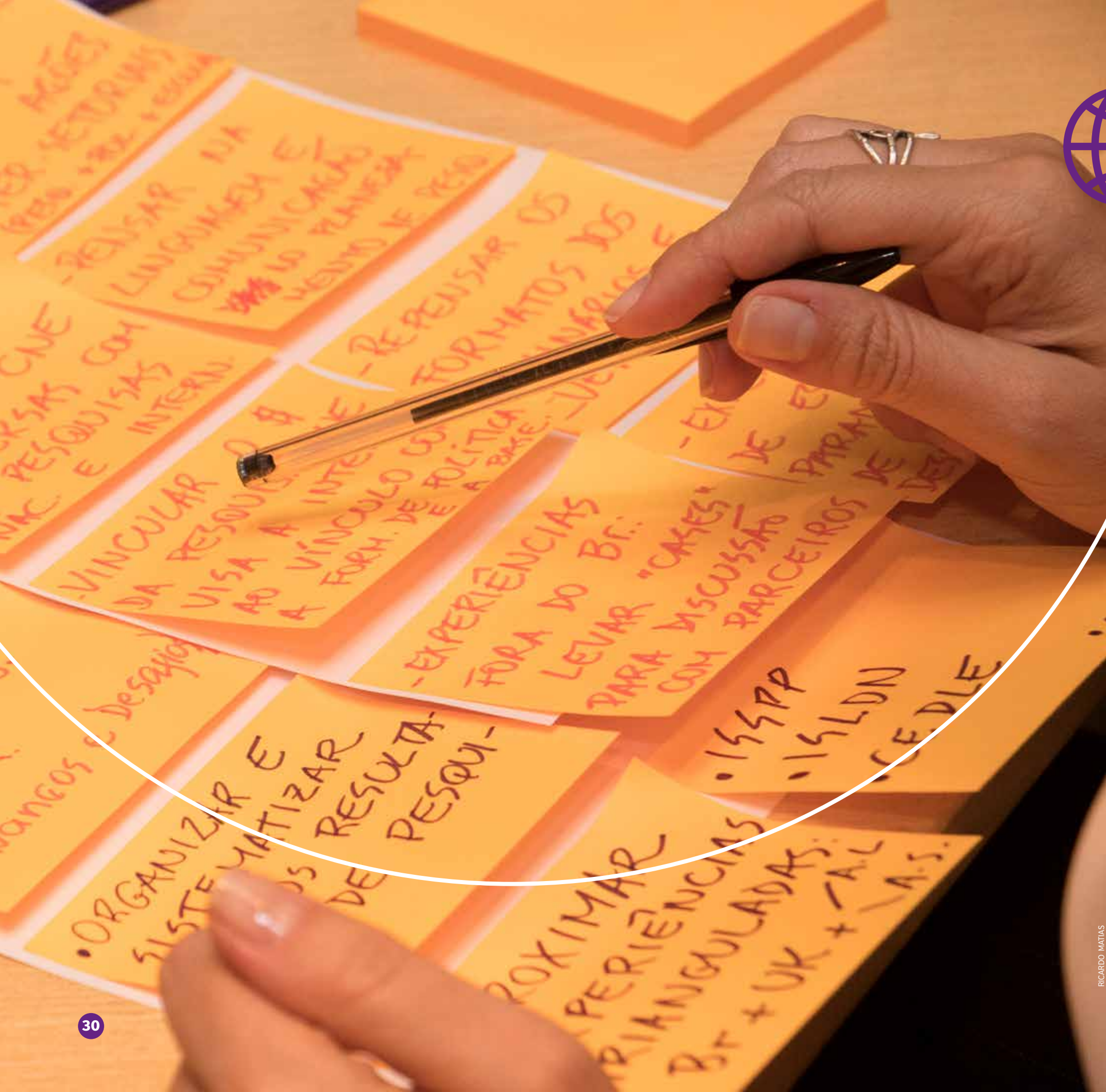
Leadership school // School leadership training in England is a global reference. In 2000, the country established the National College for School Leadership, to develop headteachers and deputy heads, as well as lower-level leaders. According to Qing Gu, Professor of Leadership at the Institute of Education of University College London (UCL), a study has shown that, over a period of three years, the schools that sent their leaders to the National College recorded an improvement in learning results. “This evidence proved what we already knew from research into the importance of school leaders.”

In addition to training school leaders, defining the skills and knowledge necessary for the exercise of functions of greater responsibility, the English school system has created conditions under which headteachers have contact with each other and exchange experiences. “London has a programme where the headteacher of a poorly performing school receives counselling and advice from the headteacher of a school which is performing well. A similar model is being tested by the government in other regions and the idea is to introduce it throughout the country,” says Gu, who is also Director of the London Centre for Leadership in Learning at UCL. ● ●

What do good headteachers do*

- Build common goals
- Develop people
- Invest in ties with the community
- Establish relationships of trust
- Seek to create a good school climate
- Focus on pedagogical actions

***Source:** Summary of survey results analysed in *Bons diretores*, Antônio Gois (Editora Moderna, 2020)



Bridges to knowledge

- ● Meetings reflect on strengthening partnerships between Brazil and the United Kingdom

To strengthen international cooperation through the exchange of reliable information and the vision of those involved in research and other actions relating to school leadership and management, the British Council has organised a series of activities in the area since 2018. In 2019, two workshops were held in Rio de Janeiro and São Paulo with representatives of institutions from the areas of basic education, research and school leadership, in a multi-sector discussion with an emphasis on plurality of visions.

In the two meetings, participants discussed the main issues involved in achieving a joint approach, such as the concept of legitimate exchange, that is, where both parties have significant knowledge to impart, which presupposes a traffic in both directions and equivalent availability of the institutions involved.

RICARDO MATIAS



Participating institutions

- Association of Education Journalists (Jeduca)
- The Brazilian development bank (BNDES)
- British Council
- The National Council of Education (CNE)
- The National Council of Education Secretaries (CONSED)
- São Paulo Schools of Business Administration (FGV-EAESP)
- Brazilian Public Administration and Enterprises School (FGV-Econ)
- São Paulo Research Foundation (FAPESP)
- Carlos Chagas Foundation
- The National Institute of Educational Study and Research (Inep)
- Instituto Singularidades
- Instituto Unibanco
- Itaú Social
- Brazilian Ministry of Education (MEC)
- Pontifícia Universidade Católica do Rio de Janeiro (PUC-RJ)
- Secretaria de Educação de Araçatiguama
- Universidade do Estado do Rio de Janeiro (UniRio)
- Universidade Federal do Paraná (UFPR)
- Universidade Federal do Rio de Janeiro (UFRJ)

In addition to Luis Serrao and Alessandra Moura, Senior Manager and Project Manager for the British Council Schools programme and Ana Cristina Oliveira, Assistant Lecturer in Teacher Training and the Post-Graduate Education Program at UniRio, representatives of governmental organisations, research agencies, universities and colleges and non-governmental bodies participated (*see complete list on the left*). This variety of viewpoints and the use of cooperative methodologies resulted in a wide range of proposals and helped identify those which resonated most strongly amongst the participants.

The study was supported by a systematic literature review, coordinated by Ana Cristina Oliveira, of 241 scientific articles in four publications. A total of 959 articles published between 2014 and 2018 were selected and analysed (*see text on page 34*).

What to offer and what to aim for// They reached the consensus that to establish agreements or partnerships the parties need to specify what they had to offer and needed to receive in order to result in gains for both sides. Despite being apparently obvious, the exercise of listing an institution's own attributes and identifying gaps is not always easy as there is often a lack of benchmarks to support a thorough assessment.

This being the case, an important initial exercise to identify the place Brazil occupies in this universe of exchange was to assess the virtues of and challenges facing educational administrators and school leaders in the country.

To ensure a variety of perceptions and diverse points of view on what is involved in the activity of school leadership, this exercise involved representatives of different segments of Brazilian education and related areas, who carried out a joint effort to identify all aspects of the job, which resulted in a very broad framework for the performance of school headteachers in the country. In the second workshop, the key discussion was about what Brazil has to offer international partnerships and what they can offer in return.

How can Brazil contribute to the agenda of internationalisation?// The group considered that Brazil is able to contribute in various areas. Several lines of action were mentioned, from the expertise in large scale evaluation (Saeb, Enem, etc.) to the ability to respond to demands as diverse as a school that specializes in the reception of refugees, not to mention the formation of a network of researchers whose work serves as a support to educational development.

Collaboration at various levels, such as between the Federal Government, states and municipalities or between partners of a different nature, such as universities, non-governmental institutions and state Secretariats, was highlighted as a recurring practice by many participants. The experience of setting up associations involving consortia, development agreements and specific education forums is also extensive, facilitated by legislation that allows several types of solutions, in addition to being well founded on the constitutional guarantee of the right to education.

This right has been expressed in the pursuit of diversity, with the provision of education to communities of indigenous peoples, Brazilians of African descent, refugees and vulnerable populations, among other factors that require school leaders to be highly adaptive. The Brazilian Law of Inclusion of People with Disabilities is another positive differential.

The diverse cultural, socioeconomic, and geographic factors, as well as the sheer scale of the education system in Brazil, requiring a variety of school leadership and management solutions, was also mentioned as a differential by the group. The growing involvement of young people was emphasized, as well as the availability of data and information arising largely from population censuses conducted by the National Institute for Educational Studies and Research (Inep), with additional support by state and municipal research organisations.

What can Brazil gain from international partnerships?// Brazil has a positive image regarding creativity, flexibility and its ability to deal with contingencies. On the other hand, the group identified the challenge Brazil faces in ensuring rigor, systematisation, planning, organisation and continuity of actions. Participants believe, however, that internationalisation can represent a path toward change in the appropriation of these virtues.

A clear indicator of this issue was the frequency with which they mentioned words such as system, systematisation, model, scientific methodology and others with similar meanings. Through many experiences, methods and knowledge arise, but they lack a systematic approach, which would support the cycle of reflection and improvement. This would resolve a sensation that translates into a collective feeling: "I know, I know, but I don't know what I know."

Following this path, another recurring need is to identify and set the parameters for managing performance: it is necessary to describe skills, characteristics, good practice, as well as to compare and establish models that reflect what it means to be a good manager. And what serves as the scope of the professional also serves for the effective operation of governmental structures, the actions of which should be designed, planned, and evaluated throughout the process and redirected according to the results.

Finally, the clamour for the recognition of the human element in education. Professional development needs comprehensive models and practical processes which show how support structures of headteachers and teachers operate, the stimuli for entry and retention in these careers, such as career progression for educators. This goes far beyond financial recompense, although it also embraces it.

Legitimate exchanges// The idea of legitimizing the partnerships so that they conform to a two-way flow led to the exercise of defining the best principles (the group's ethical-philosophical precepts), their assumptions (pre-conditions aligned with the project's goals and objectives), strategies and methods (how to achieve the goals established) and how to communicate results and further actions.

At each of these points the following topics were identified:

Principles

- Otherness and empathy: always taking into account everyone's point of view, with open listening, curiosity and respect.
- Trust: transparency, credibility and privacy.
- Reciprocity: projects need to be a two-way street, including the availability of institutional time.
- Impersonality: projects should not have the "face" of an individual, the collective should prevail.
- What is not acceptable: disrespect for universal human and social rights on issues such as combating child labour and slavery, trafficking, prostitution, etc.

Assumptions

- The internationalisation projects must be capable of being implemented and feasible, prioritizing the practical aspect without ignoring the theoretical foundation.
- We should pursue sustainability, continuity and financial viability. At the end of the partnership, the schools or networks involved must be able to proceed towards implementation.
- The project should have links with other schools or public networks.
- The focus should be on resolving specific problems (high rates of truancy and evasion, teaching deficiencies and the learning of fundamental knowledge, for example).
- Pragmatism must be a constant guiding principle. Projects should propose effective and lasting improvements.

Strategies

- Get to know partners well to confirm the initial interest.
- Always have a plurality of voices. All those involved should participate in the design of the project. Do not submit preconceived solutions.
- Contemplate prospects for qualitative and quantitative research. Indicators and context must progress side by side.
- Look and learn from the process, not only from the result. Document all stages (planning, implementation, progress, completion and results) to enable multiplication of the results, correction, improvement and adaptation.
- This documentation should be available in the most accessible and approachable manner. Avoid long reports and academic language. Produce material focussing on online platforms, easy to understand and assimilate. Use videos, photos, Google Maps and other tools that can help achieve this.
- Ensure that the academic sector can take part in the practice and have contact with the frontline by means of helping in the implementation design.
- Provide support to headteachers or administrators, researchers and teachers.
- Whenever possible, use the process of mentoring in schools to facilitate learning and its dissemination.

Communication/Further action

- Use digital and technology platforms to publicise the project; establish a bilingual portal with the description, learning, indicators and results.
- Compile and systematise a repertoire of solutions.
- When possible, take the viable solutions to the National Education Council and the municipal/state secretariats. Help to propose public policies.

New opportunities// Although institutions and individuals involved in the day-to-day Brazilian education are aware of many of the aspects that may be enriched from an international partnership, they also know that there are barriers to overcome to strengthen the potential of the research.

Two points are of strategic importance. The first is to listen effectively to the issues raised by school leaders. The other is to enable exchanges between academic researchers and school leadership policies, so that one feeds the other.

In this field, the British experience can help greatly in the construction of new parameters. For instance, Ofsted (Office for Standards in Education), responsible for the norms of school leadership, is a consistent example of how to revisit and renew policies on the basis of response to the actions implemented. ● ●



It is very important that there is effective exchange between academic research and school leadership policy development, so that both can be strengthened

school leadership and research

In Brazil, there are few empirical surveys

A study that examined scientific articles published in four scientific journals, two Brazilian and two European, served as an input in preparation for the discussions at the workshops conducted by the British Council. Under the coordination of Ana Cristina Oliveira, Assistant Professor of the Pedagogy course and the Post-Graduate Program in Education at UniRio, and completion of the student Isabelle Parada, the survey selected 241 articles in the area of school management and leadership, from a total of 959 articles published between 2014 and 2018. Two of the magazines had as their focus general education (one European and one Brazilian) and two focused on the area of educational administration and leadership.

The survey is a systematic literature review and cannot be characterised as state of the art on research in this area. It tried to identify trends in the two countries of interest in the workshops, emphasizing the aspects of greater visibility in the performance of researchers.

The search for the characterisation of what is or should be a profile of school leadership was the theme with a larger number of individual occurrences, showing that there is an urgent need for this definition. The teacher also stresses a trend in Brazilian research: the massive preponderance of theoretical research about concepts or public policies, at the expense of empirical research. "It warns us about the need to make and disseminate this kind of survey," says Ana Oliveira.

There were only nine instances of studies involving international collaboration. The countries with the highest level of participation were Canada (4), Chile (3), United States (3), Thailand (2) and the United Kingdom, Ghana, South Africa, Cuba, Finland, Switzerland, New Zealand and Norway (1). The positive note is the record of comparative studies contrasting models of school leadership and management.

The publications analysed

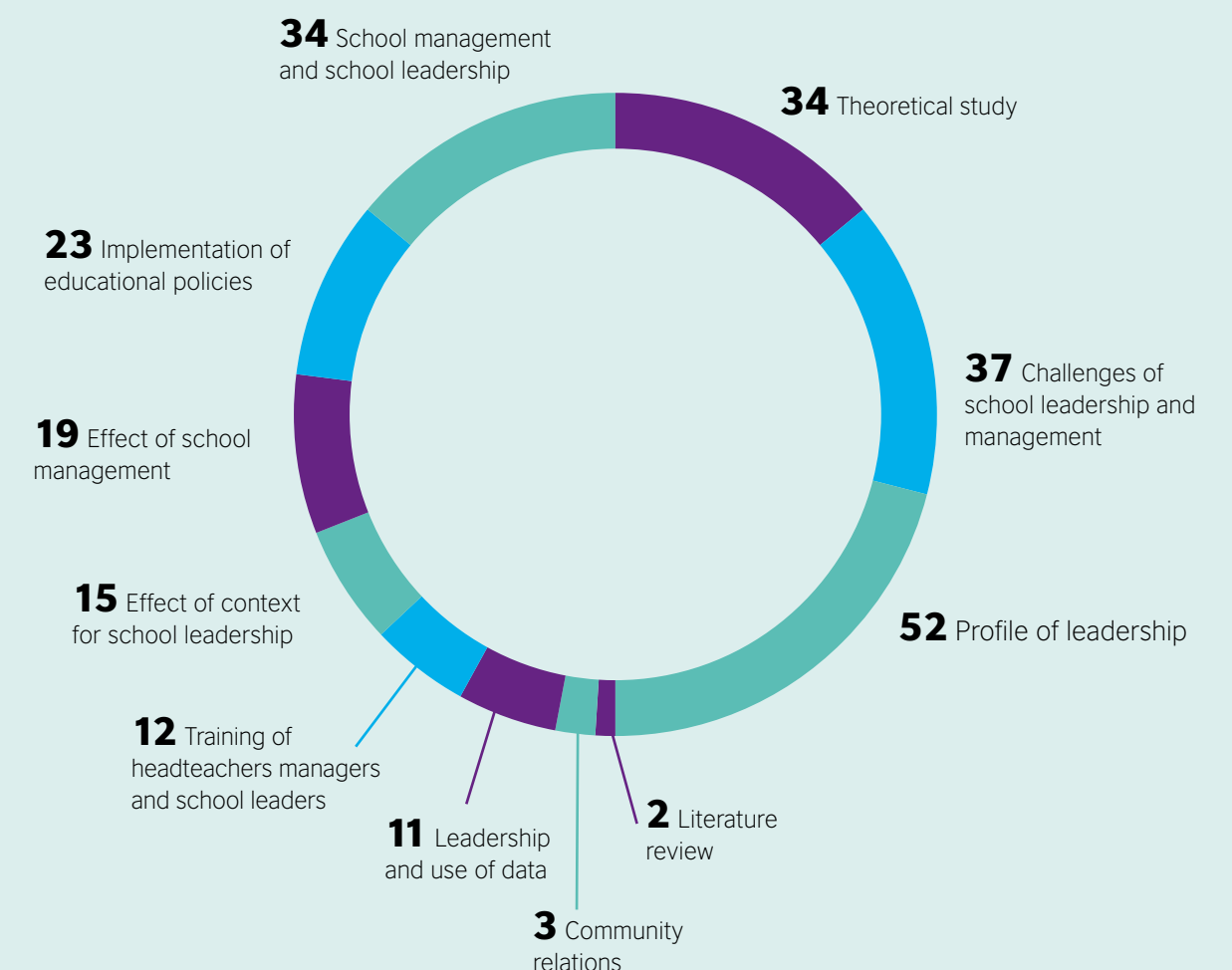
(RBE) Brazilian Journal of Education

(RBPAE) Brazilian Journal of Education Policy and Administration

(EERJ) European Educational Research Journal

(EMAL) Educational Management Administration & Leadership

The most researched topics



>> **Gender equality:** another theme identified in studies of publications in the area is gender equality and the school sector. Read more on page 53.

Different approaches



Getting to know other realities helps leaders understand different contexts better

In the early 2000s, Adriana Aguiar had recently been appointed as head of the Presidente Costa e Silva state school in Gurupi, a city with 85,000 inhabitants, 214 km south of Palmas, the capital of the state of Tocantins. She started looking for school leadership ideas and guidance on how she should do the job and ended up taking part in the School Leadership programme, part of the British Council's Connecting Classrooms project.

This gave her the opportunity to visit London to learn about school leadership and to show the Brazilian reality to a British colleague, who visited her school twice. This exchange of experience developed further over the long-term. She remained in the job for 10 years and only left it to become the Regional Director for Gurupi in the State's Department of Education. She is now occupying that position for the second time.

Having worked at these different levels, Adriana considers that collaboration is exceptionally important for school leaders. Nowadays, she is also the Vice-Chair of CONSED, the National Council of State Education Secretaries, and recalls the Sister-School Programme introduced by the Federal Government in 2005. The programme allowed her to experience other realities, which until then she had little knowledge of. The project encourages interchange between educational professionals, leaders, parents and pupils and has led to similar projects around Brazil.

Nowadays, her department is investing in collaboration between school headteachers. She speaks of two programmes in particular: SAEB Connection and Educational Agenda, both of which are concerned with the national school pupil performance test, encouraging the collective analysis of the test indicators and possible interventions to improve learning performance.

CONSED focuses on two axes to improve collaboration across Brazil: one is to promote the generalised adoption of public policies which have good results, while the other aims to improve the legal and regulatory environment for the sector. The most common legal structures for formalising collaboration are consortia and agreements between entities in the same region. The consortia require that their members (which is only open to Federal entities) approve their own common statutes. The collaborative agreements are simpler. “Both schemes focus on actions that improve the quality of teaching, starting with teacher training and in-service training, expanding to promoting improved educational provision and infrastructure,” says Aguiar.

The Academy Trusts Experience// According to BESA (British Educational Suppliers Association), England has 24,323 schools, including nursery schools, out of a total of 32,770 schools in the UK as a whole. Many of the schools in England are members of Multi Academy Trusts (MAT), which are responsible for two or more schools and report direct to the Department of Education (the equivalent of the Brazilian Ministry of Education). As of October 2019, the latest information available, there are 1,170 Academy Trusts, 598 of which are responsible for five or more schools. There are 29 MATs with 29 schools or more, 85 with between 12 and 25, and 259 with between 6 and 11 schools.

The Academy concept was introduced in the English school system in 2010, with the Academies Act. Until then, the central government was responsible for public education policies and it was the responsibility of the 408 local education authorities to fund the schools and implement the policies. The Act changed that system. The Department of Education became responsible for funding some schools directly. The concept of Academy Trusts was introduced, with responsibility for a proportion of the schools. So long as they follow legislative requirements, the Trusts can set

the curricula and educational strategies, define salaries and establish their own structures which they consider best to ensure that they are effective.

The English system is intended to encourage autonomy in all types of schools, so that they find the best approach to delivering the results expected by the system. That being the case, there is no standardised approach to mutual support between the institutions, explains Susan Douglas, Senior Adviser at the British Council.

“Both with the Academies and with the schools which are not part of that system, there is a variety of approaches to networking and supporting each other. One local education authority, for instance, may have what they call a Headteachers’ Forum. Under the umbrella of the Forum, the headteachers meet regularly to help each other, have peer discussions, share experiences and specialist knowledge. The same thing may happen with the Academies,” says Douglas.

● ●
Working within the regulatory framework, Academy Trusts can establish their own curricula and educational strategies, set salaries, and follow the paths that they consider to be most effective

According to Adrian Ingham, an Educational Adviser at the British Council, Chair of the Governors of the West Drayton Primary Academy and a governor for the Park Federation Academy Trust, the working of the academy system has improved over the years.

Ingham, who has been a teacher and school headteacher, says that there is a strong support system within the Academy Trusts between those schools which perform better and those in difficulty. The fewer schools involved and the nearer they are geographically, the better the group works and the better the results. In the case of the Park Federation Academy Trust, there are eight schools. “They are all in the same area and the headteachers are constantly in touch with each other.”

For Ingham, the biggest change in the system has been introduced recently by the Department of Education’s agency for educational standards, Ofsted (Office for Standards in Education). In 2019, the office changed its school inspection criteria, introducing a broader approach. “Ofsted abandoned the idea of just looking at the results of large-scale, national testing. Now, the focus is more on the curriculum, quality, and a new range of subjects have become the centre of attention, such as Art, Dance, Music and Physical Education,” he explains.

Ingham observed that the schools have had to take urgent action for their work in these areas to become more evident. A school only knows that it is to be inspected on the eve of the inspectors’ arrival. In 2019, West Drayton Primary Academy was inspected at the start of the school year, with the inspection focusing on Music and History.

This, and other experiences, are often mentioned by Ingham during his frequent visits to Brazil, where he is a facilitator for the British Council’s School Leadership course. By 2019 he was in touch with more than 250

Brazilian school leaders who have taken part in international exchange and professional development programmes over the years. Ingham himself, when he was a school headteacher, took part in the British Council’s Connecting Classrooms programme in order to get to know Brazilian culture, which helped the school he led.

Direct dialogue// The Academy Trusts model has removed the local authority from the scene, from both the academic and the financial perspective. This means that the MATs have more money to pay their teachers and have a CEO who oversees all the MAT’s schools. It is the CEO who is responsible for supporting the headteachers of the schools that form part of the Trust and agreeing performance improvement plans with them. Frequently, it is just support and advice that is needed, but if the school has problems which it does not resolve, the headteacher may lose their job. The CEO reports to the Trust’s Board of Governors, the members of which come from different areas and have experience in functions such as HR and finance. Board membership is voluntary and each member is expected to visit the schools at least every three months.

In the case of the Park Federation, the support that has been shown to be most effective in educational terms is that given to the Trust’s primary schools, where the pupils aged 7 to 11 have improved their reading abilities. “We give a lot of individual support to the teachers,” says Ingham.

This help includes class observation, identifying areas for improvement and, when required, nominating a good teacher to mentor and help them develop an improvement plan. With so much accumulated experience, there is plenty of know-how to ensure that this counselling is successful.

For Kaizô Beltrão, a lecturer at EBAPE/FGV/RJ, who recently visited the UK to study British educational institutions, the school leadership and management aspect that is most evident in the Academy Trusts is the optimization of material and human resources.

The researcher highlights the fact that, even though a school headteacher is no longer required to have a formal qualification in school leadership, candidates for the position still seek such training to increase their chances of being appointed. “There are various training centres, at different levels. Studying at one of them gives candidates a competitive advantage,” believes Kaizô. ● ●

Data never sleeps



GREISE QUELLI MARQUES VASCONCELOS



Institute collects and collates large amounts of data on Brazilian education and makes it available to researchers online

Estimates of the amount of data produced every year are always out of date, as the volume increases geometrically. According to a report produced in early 2019 by a specialist data company (Data Never Sleeps, Ed. 6), in 2020 every person will produce an average of 1.7 Mb of data every second of the day.

Stratospheric amounts of data are available for every area of activity, including education, and always presents the same challenge: the need to transform raw data into palpable information, or structured data, as the analysts say. In the context of Brazilian education, some institutions play a strategic role in this process, from collecting, collating and comparing variables to underpin indicators which support both research and public policies, to applying large-scale assessments schemes such as SAEB, the school education testing system, and ENEM, the secondary education test.

With a central role in this activity, the Anísio Teixeira National Institute of Educational Studies and Research (Inep) was established in 1937 and is now the main repository of information on basic and higher education in Brazil. The institute is responsible, among other things, for supplying the data for international programmes such as PISA (Programme of International Student Assessment) and TALIS (Teaching and Learning International Survey), a set of indicators collected by the OECD (Organisation for Economic Cooperation and Development).

Inep's main activities are the assessment of pupil performance and the collection of statistical data on Brazilian schools. The institute is responsible

for coordinating two large data collection exercises every year, the School Census and the Higher Education Census. It values international cooperation. "We have a strong interest in the internationalisation agenda, which is a positive step", says Sandra Grippi, Head of the institute's International Department.

Grippi points out that Inep is responsible for collecting the data used by the OECD for international comparisons, such as the number of pupils in each school year, the number of teachers, professional development for teachers and school leaders, dropout rates, the progress of pupils through their schooling, etc.

Ex-president of Inep and a member of the National Education Council, assessment specialist Francisco Soares highlights the fact that the institute makes longitudinal data available to researchers at its headquarters. Inep's website (www.inep.gov.br) provides access to consolidated data to researchers, including those outside Brazil, but where the research involves examining the underlying assessment data where individual pupils can be identified, it has to be carried out in a secure area on the premises of Inep.

"This longitudinal data on individual pupils is very good. Since 2007, the progress of every pupil enrolled in a school has been monitored by the School Census", says Soares. Access to this data, which has only been made available recently, should improve educational performance analysis, which is currently restricted to data on educational outcomes. "It is now possible to match data on individual pupils'



The last School Census included more questions about the headteacher. Now there is much more information on the different aspects of the job available to researchers

progress through their time at school with their achievement, as well as with the inputs. There is much talk of fairness, and we need to consider equality”, believes Soares, for whom the ability to correlate different data sets allows us a more precise view of the offer and the educational context of the pupils. “With this data, none of the pupils will ‘disappear’, instead of detailed data only being available on some, detailed information on the real situation of each and every pupil will be accessible”, he finishes.

Novelties and innovations // As far as international partnerships are concerned, Sandra Grippi points out that Inep signed up for two new assessment systems in 2019 and will start to collect data during their forthcoming cycles. The two programmes are coordinated by IEA (International Association for the Evaluation of Educational Achievement). The first of the new assessments is the ICCS (International Civic and Citizenship Study), which is given to 13 to 14 year olds (Year 8 in the English system). It will be applied for the first time in Brazil in 2022. The second new assessment is the PIRLS (Progress in International Reading Literacy Study), which measures reading and literacy levels, and will be applied in 2021. Both will have a prior assessment before the international studies are applied.

Inep is also studying the possibility of Brazil adhering to a study of achievement in mathematics and science, the TIMSS (Trends in International Mathematics and Science Studies), which is applied every four years. The next assessment cycle will take place in 2023. It is applied to pupils completing the first stage of primary education in Brazil (normally aged 9/10 – Year 5 in the English system) and their last year in primary (normally aged 13/14 – Year 8 in the English system).

Focus on leadership // The last School Census was widened to include questions relating to the headteacher of 180,000 Brazilian schools. “We included questions on how the headteacher entered the profession, if they had had any training, if they participated in a selection process or were nominated or elected, that is to say, many of the factors relating to the position are now available in the census data”, says Carlos Eduardo Moreno, Director of Educational Statistics at Inep.

He pointed out that the institute itself already calculates several indicators based on the numbers, such as the rate of change of school attendance by municipality, dropout and repeat year rates, etc. and makes them available to researchers (see table). According to Moreno, only a few countries are able to provide these indicators matched to pupil performance. A researcher can consult the raw data, which is made available on the institution’s website to produce these and other indicators.

Another advantage is that Inep’s databases include data from all of Brazil’s state and municipalities. In the United States, for instance, it is very difficult to arrive at national totals for all the country’s 50 states, because of its federative and decentralised system.

More Opportunities// Inep’s data is also frequently matched with data collected by other government bodies. For example, the institute has crossed its data with that of SIOPE (Information System on Public Education Budgets), which is produced by FNDE, the National Education Development Fund, and provides information on expenditure on education at the municipality, state and national levels. Inep uses FNDE data to calculate education expenditure indicators, such as the percentage of the GDP spent on education, expenditure per pupil, etc. In the same way, data from RAIS (Annual Report on Social Information), which is collected by the Ministry of the Economy, allows Inep to

estimate the average salary of teachers by matching the data to the School Census.

Inep is also responsible for administering the large national educational achievement tests, including ENEM, now used to select candidates for places in public and private universities, SAEB, and ENADE, which is one of the systems used to assess the performance of students in higher education.

The expertise that the institute has gained has led to it being sought out by other countries to help them set up assessment systems. These countries include São Tomé and Príncipe, Cape Verde (higher education) and the Dominican Republic (basic education). These requests for technical cooperation arrive at Inep via the Brazilian Cooperation Agency of the Ministry of Foreign Relations.

Sandra Grippi emphasises that Inep also seeks international partners to ensure that it remains at the forefront of educational data collection and reporting. A short while ago, the institute mapped out its needs so that it could continue to match the performance of the top institutions in the world. It is identifying possible partners in the United Kingdom and the USA, both countries considered to be in the top rank in the field. “Our view is that the UK has a lot to offer us. We are open to new possibilities”, says Sandra Grippi.

In the midst of so much data, there are many opportunities for further research, believes Francisco Soares: “Recently, we published an indicator for teacher turnover. Using that data, we can see if teachers are moving school more frequently than is desirable when introducing a pedagogical project. Understanding the situation better would facilitate a policy to employ teachers at a single school, a policy that is associated with improved pupil learning”.

UniRio researcher Ana Cristina Oliveira agrees and thinks that much of this data, despite it already being in use, could be exploited to a much greater extent to support public policy decisions.

“International partnerships can help us, by helping us devise and introduce new data collection methods or with the application of methodologies we already have or with the interpretation and analysis of data”. She goes on to say: “We should be able to match the results of schools and pupils with the contextual factors associated with educational performance”. ● ●

The headteacher and the School Census



Data for equality, diversity and inclusion policies:

- Date of birth
- Sex
- Colour/race
- Any special needs, autism spectrum disorder, or with special gifts or talents?
- Nature of special needs, gift or talent.



Education details

- Highest education achievement
- Type of secondary education
- Undergraduate degrees, diplomas, etc.
- Post-graduate qualifications
- Other professional development (in-service training of at least 80 course hours)



Employment details

- Position/recruitment criteria
- Posting or contract type
- Employment type

Respected school leaders



The British experience in improving school leadership can strengthen the internationalisation of schools

Brazil has been investing in the training and development of the more than 2.2 million school teachers in service, a number that is larger than the entire population of many countries. In 2008, only 67 per cent of this group had higher education qualifications, but now this percentage is 85 per cent, according to the 2019 edition of the School Census (*Censo Escolar*), the most important statistical education survey in Brazil. Around 40 per cent of the teachers also have post-graduate qualifications, against 28.3 per cent in 2012.

This apparent progress, however, is not leading to learning improvement amongst the pupils in the same proportion. In both the final years of primary education and in secondary education, pupils are performing below expectations, as measured by the targets and results of the Ministry of Education's Index for Development of School Education (IEDB), which is based on learning results in Portuguese

and Mathematics and on the pupil's progress through the school system.

In the view of Kaizô Beltrão, a lecturer and researcher at the Getulio Vargas Foundation's Brazilian School of Public and Business Administration (FGV/EPABE), this failure to have an impact is due to the lack of coordination within the teaching force. "They are not working under the guidance of qualified school leaders," he sums up.

In fact, only one in ten of school headteachers has had specific training in educational management, according to the 2019 School Census. And many of them have been nominated for their position. This is the situation for 66.2 per cent of those in the municipal schools and for about 25 per cent of those working in the federal and state school systems. Where the nomination is political, it is inevitable that the jobs change hands frequently, comments Beltrão, who has a doctorate in statistics from Princeton University, USA.

The impact of leadership// Research has established that effective school leaders succeed in improving educational results by shaping the conditions under which teaching and learning take place. In a review of almost 70 studies into the topic, the American



A number of studies show that pupil performance can improve by more than 20 per cent as the result of substituting an "average" headteacher for an "excellent" one

researchers Robert J. Marzano, Timothy Waters and Brian A. McNulty found that pupil performance can improve by more than 20 per cent when an "average" school headteacher is substituted by an "excellent" one.

It was conclusions such as this which led the United Kingdom to invest in training and developing school leaders. Susan Douglas, a Senior Adviser in Education at the British Council, says that 20 years ago the government realised that in order to improve education, it needed to invest in school leaders. It was in this context that the National College for School Leadership was established. The college delivered courses and organised workshops to teach the practical aspects of managing a school and, above all, the educational issues involved in developing, improving and maintaining the quality of learning.

The training programme led to the National Professional Qualification for Headship (NPQH), without which it was not possible to be appointed as a school headteacher in state schools. From 2012, the qualification is no longer mandatory, but for more than a decade the college trained a large number of schools headteachers.

"We've gone from school leaders being administrators to being directors of learning, and I think that has been vitally important to improving pupil outcomes," says Douglas. "School leaders now see their main role as focussing on the quality of teaching and the quality of the curriculum in their schools," she adds.

While the National College no longer exists, teachers who intend to become school headteachers still follow a very similar path. That is to say, they first need to build experience in the classroom and occupy middle-management positions in order to apply for the top position in a school. Specific leadership qualifications, now offered by other institutions such as universities, continue to be a valued factor.

Accountability// Some of the rigour of this recruitment process is due to the responsibility carried by the school headteacher. They have autonomy to decide on various issues but are accountable for their decisions. "British schools have considerable autonomy in comparison to those in other European countries, for example. The British school leader is responsible for hiring the teachers and other staff and for their salaries, for maintenance,

and for improvements to the buildings, as well as for managing the entire budget and for improving the results of the school – and the consequences are serious if the school performs poorly," explains Adrian Ingham, an Education Adviser at the British Council who for 25 years was a school headteacher in London.

School quality standards are controlled by Ofsted (Office for Standards in Education), which inspects all schools every two to five years. Over one to two full days, the inspectors watch classes, analyse documents and activities, and carry out interviews. Pupils and parents are also consulted during this process, which culminates in awarding a grade to the school: Outstanding (1), Good (2), Requires Improvement (3), and Inadequate (4). For the bottom two grades, the school headteachers are given a fixed period to correct the issues. Successfully achieving this is a non-negotiable condition for the institution to continue to receive public funding.

After 27 years of applying the current inspection model, Ofsted has announced a new evaluation system. In a public announcement, Sean Harford, Ofsted's National Director, said that from then on, the curriculum would be the main focus of the inspectors, and there would be less emphasis on the results of standard tests. "We want to make sure that good results come from teaching a broad, rich curriculum. We want to portray the real learning, and not the intensive preparation for a test or to the next stage."

The impact of Ofsted's inspection reports drew the attention of Tássia Cruz, an economist and lecturer at the School of Public Policy and Government (EPPG) of the Getulio Vargas Foundation (FGV) in Brasília. During a study visit to the United Kingdom in 2019, organised by the British Council São Paulo office, she observed how the inspections have an impact throughout society. A decision whether or not to enrol their child in a specific

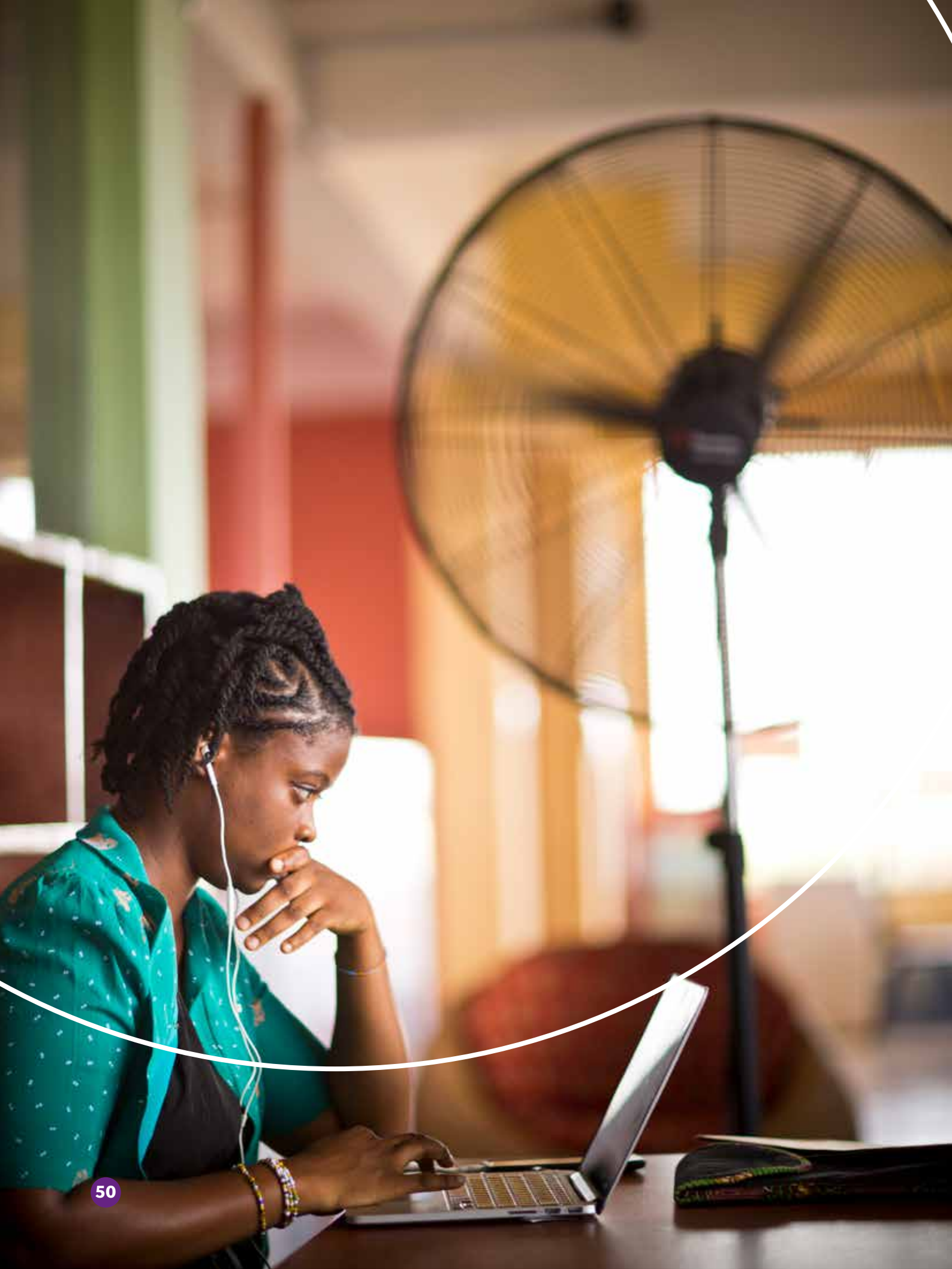
school will frequently involve the parent consulting the Ofsted data on that school.

In Cruz's opinion, the British experience in leadership training could serve as an example for Brazil and it was this view, indeed, that led to the visit by FGV researchers to the UK. The college intends to train professionals who work in state district education offices and in other school leadership positions. During their visit, the visitors met with UK institutions that offer public courses, such as University College London and the Ambition Institute. "They have a clear understanding that school heads have to be proficient in administration and have also to develop their leadership skills so that they can identify issues and lead change. Their academic training in education is also very strong, and this is where we can learn a lot. Leaders are trained to work on developing their teachers. A large part of the training takes place in the schools. This is very interesting and should inspire us," says Cruz.

Ângelo Ricardo Souza, an Associate Lecturer at the Federal University of Paraná, also believes in the potential for the exchange of experience between countries on developing leadership. During his post-doctoral studies at the University of Bristol, Souza, a specialist in school management, noted a number of points about British school headteachers. "They give greater autonomy to the teaching force and other staff, and manage to delegate more tasks and responsibilities, which leads to more efficient management," he summarises. "Relationships are more horizontal, but at the same time the headteacher is an important authority figure."

Ten years ago, the British Council ran a project called SLANT (School Leadership and New Technology) in collaboration with five Brazilian states (Tocantins, Santa Catarina, Goiás, São Paulo and Pernambuco). The idea behind the initiative was to develop quality standards for school headteachers and the project was endorsed by the National Council of Education Secretaries (CONSED).

"Actions such as these tend to benefit both sides, because those teachers and leaders who share knowledge will also improve themselves," emphasises Susan Douglas. There are, therefore, opportunities for the British and Brazilians to move ahead together in what has become one of the most important areas of educational policy. ● ●



Window to the world

- ● Discussions of contemporary issues help young people widen their view of the world and become citizens. Educators face the challenge of including these issues in the classroom



A recent survey by the OECD (Organisation for Economic Co-operation and Development) shows that boys who do well in science and mathematics in the organisation's Programme for International Student Assessment (PISA), a regular international evaluation of the scholastic performance of 15-year olds in these subjects, can expect to follow a career in related areas, such as engineering. The OECD's publication "Dream Jobs? Teenagers' Career Aspirations and the Future of Work" shows, however, that this is not the case for girls.

This conclusion is not fortuitous. On the contrary, it results from an historical social trend which emerges, above all, during the school years, points out Sandra Unbehau, a researcher at the Carlos Chagas Foundation (FCC), who coordinated the study "Girls in Science: A Study of Gender Equality in Secondary Education", published in 2017 with the support of the Unibanco Institute. The study was carried out in ten state secondary schools in the city of São Paulo and revealed that, in the view of teachers of science and mathematics, girls are not as interested in mathematics as boys. By underestimating the motivation of girls, many

teachers also lower their expectations and do not demand good results.

Coupled with a lack of family support and the absence of inspiring examples inside and outside the school, the problem affects the girls' own perception of the place they should occupy in society, says Unbehau.

To change this picture, which is repeated in many other countries, public policies and a wider public debate are needed, which has to include the classroom, as shown by the experience of the United Kingdom. Of the pupils in the England who opted to study for A-levels (university entrance exams) in the STEM (Science, Technology, Engineering and Mathematics) areas in 2018, 50.3 per cent were girls. For the first time in history, the number of girls studying for these subjects exceeded the number of boys. This result is thanks to a wide-ranging effort in the schools, according to the British organisation STEM Women. It claims that, among other issues, there was a lack of inspiring examples for girls, which was resolved over the years by including related topics in the curriculum and female role models in educational materials.

While recognising that there has been some progress in discussing the problem in Brazil, Sandra Unbehaun believes that, in general, the topic is still infrequently discussed in the school environment and is not included in in-service training programmes.

Other subjects and topics are in a similar situation. “Under pressure to meet curriculum requirements and prepare their pupils for the ENEM school-leaving exam and university entrance exams, many teachers, mainly in the secondary schools, do not succeed in including the major issues of our times in their lesson plans. To avoid confronting the more conservative parts of our society, many also avoid speaking about citizenship, democracy, prejudice, and diversity – all of which have become burning issues,” comments the sociologist Miriam Abramovay, Coordinator of the Youth Studies and Policies area at the Brazilian branch of the Organisation of American States’ Latin American Social Sciences Faculty (FLASCO).

The result of this omission is that young people are not becoming involved in the major contemporary issues. By their nature sensitive to changes in paradigms, young people want to debate current issues so that they can resolve their doubts and form an opinion, as well as letting off steam, which happens when the topic under discussion touches them personally. Many of them also do not have the structure to build their knowledge of such topics, not even at home, where it is not uncommon to find parents who have had less education than their children.



Just like the parents, many teachers also feel unprepared for contemporary topics. School leaders can have a decisive role in tackling this

“Schools are the main space – the only space for some – where they can deal with contemporary issues. As well as offering young people access to humanity’s historical patrimony, we also have the obligation to help them understand the modern and post-modern world, to speak of social inequality, to discuss prejudices. The school cannot say “this isn’t our job”, as families are not able to take on the role,” Abramovay believes. She coordinated the study “Young People in School, Meanings and Seeking: Why do They Go?”, published in 2015 with the support of the Ministry of Education.

Leadership in schools and effective learning // For Brazil to move forward in this area, Abramovay recognises that teachers need guidance as, similar to some of their pupils’ parents, many of them feel unprepared. It is here that school leaders such as headteachers, coordinators, and supervisors can have a positive influence, helping with the development of new competencies and abilities so that their teachers can innovate in taking this important work forward.

The National Common Core Curriculum (BNCC) also offers an opportunity to open up the schools to the world. In addition to the curricular content, the core curriculum includes a list of ten basic skills that need to be developed if the children and young people are to have a complete education – the equivalent of the British holistic education. “It is for the leaders and managers to make a strong connection between what is in the core curriculum and what their schools are doing – it is for them to question whether their pupils are being placed in situations that help them actively develop empathy, dialogue, resolve conflicts and cooperate,” says Tereza Perez, Director of *Comunidade Educativa CEDAC*, a foundation in São Paulo providing in-service training and development for teachers in the state system.

This approach, in collaboration with the educators, opens up a range of contemporary topics for the schools to work with. She also believes that the approach helps educational policies become more dynamic and connected to society, a belief that she puts into practice in her coordination of in-service training programmes for teachers, school headteachers and specialists in the state education system.

A good example of this work is *Maré de Ciência* a research and training project coordinated by Ronaldo Christofolletti of the Federal University of São Paulo (UNIFESP). Working in partnership with the British Council, the university helps teachers in the state system develop projects that help develop critical thinking, one of the core curriculum skills, while discussing the issue of preserving the oceans and building awareness in communities.

Refugee crisis transforms English lessons

Araçariçuama, 52 km from the city of São Paulo, stands out as one of the few local educational authorities in Brazil that offers English lessons from the first years of primary education. This has been the case since 2003, but the generation educated over the last seven years has not succeeded in becoming fluent in the language. This became clear when the town became part of a programme to support refugee families. When the town signed up for the scheme, under the auspices of the UN High Commission for Refugees (UNHCR), the local state schools were included in the list of possible schools for the refugees of school age.

The refugees started arriving in 2018 and became involved in the day-to-day life of the schools, as well as, of course, stimulating projects and discussions on the question of refugees. At first, they faced practical challenges, such as how to enrol a child with no documentation whatsoever, and the children started studying at different times throughout the school year. However, the main obstacle to the process of acceptance was communication with the children and their families, most of whom came from Venezuela, scene of the largest exodus in the recent history of Latin America.

The existence of this language barrier was an alert to the local education authorities, where Luciana Cury held the position of Education Superintendent. She started a series of discussions about the teaching of languages (English and Spanish) and observed that the biggest problem was the lack of integration between the language lessons and the overall educational programme. “The language lessons were not part of the core curriculum, but now that has been overcome,” says Cury, who emphasises the support of the British Council in making this change. Through a series of activities, the British Council has been offering support to education authorities and schools to help them introduce the English-language component of the National Common Core Curriculum.

In Araçariçuama, this support has been important in giving a clearer direction to the teaching of language, which has succeeded in gaining more space in the curriculum. Now, classes are held twice per week and are planned in conjunction with the educational coordination team and the other teachers.

Teachers from several schools have taken part in workshops, proposing a wide range of approaches. Thaís Failache Ribeiro Pileggi, a teacher from Ribeirão Preto, a city situated about 400 km from the coast, has helped her pupils connect with the problem of the 9 million tons of plastic waste that are discarded in the oceans every year. Before arriving in the sea, all this plastic rubbish passes through a long disposal chain that may start far from the sea.

“When talking about the oceans, we are also talking about poverty, food, the climate crisis, and how all these problems can be related to the content and skills in the core curriculum,” emphasises Christofolletti, who works at UNIFESP’s campus in Santos, on the coast of the state of São Paulo.

Internationalisation and youth leadership // In the field of science, the connection with the real world has gained a sense of urgency. A comprehensive survey conducted by the Gallup Institute at the request of the British organisation The Wellcome Trust showed that, in Brazil, a third of the population does not believe in scientific research. The ramifications of this result are serious, says Christofolletti. To combat this situation, science needs to do its part, that is, to step out of its current position of a conversation between equals to a more open dialogue with society in general. Schools have the role of informing and of developing skills which help children and young people position themselves as more critical and reflective – an attitude that many have already mastered, incidentally. Indeed, this is one of the sources of the pressure faced by school headteachers who are living with the challenge of ensuring that their schools are in tune with the new times.

On many fronts, it is the young people who are bringing their debates and arguments to the classroom from the streets, and not the adults. The Swedish activist Greta Thunberg, aged 17, mobilised more than two million young people from 130 countries in 2019 to take part in a global protest alerting the world to the climate crisis. Motivated by this experience, the English pupil Joe Brindle, also 17 years old, is spearheading a project to put forward a bill for debate in Parliament to change the way the schools in England are addressing the issues of climate and ecological emergencies. His campaign, Teach the Future, is raising money through crowdfunding to support the drafting of the Bill which will be sent to the government and



“Science needs to do its part, that is, to step out of its current position of a conversation between equals to a more open dialogue with society in general”

which even includes changes to teacher training. A 2019 survey by the British market research company YouGov showed that 75 per cent of teachers had not received adequate training to deal with the theme.

In Christofolletti’s opinion, phenomena such as these will become more common and will encourage schools to take a more open approach to contemporary themes. He believes, following this logic, that the climate emergency which, in general, is not being addressed in any depth in Brazilian classrooms, should be imposed by the pupils themselves.

The same situation may occur in other areas. Maria Inês Ribas Rodrigues, a lecturer at the Natural and Human Sciences Centre of the Federal University of ABC (UFABC) in Santo André, in the state of São Paulo, was surprised by the number of girls who engaged in the first edition of the project Menina Ciência – Ciência Menina (Girl Science – Science Girl), which aims to bring girls into closer contact with STEM subjects, an issue mentioned at the beginning of this article. The university organised a programme of talks and practical activities on astronomy, cosmology, oceanography, physics, palaeontology,

engineering, mathematics, and other subjects, offering 50 places to pre-secondary education girls enrolled in schools in the ABC region of Greater São Paulo.

Within a few days, UFABC received 2,000 applications – 40 times the places on offer – demonstrating the lack of similar opportunities in the region and the interest amongst girls in the subjects, says Rodrigues. All the participants, who were selected by lot, finished the programme, which ran for the whole day over a number of Saturdays. Almost all of them asked for the programme to be repeated, which Rodrigues believes shows that there is a gap in the education system which needs to be addressed.

Change could start with the teachers, but Cecilia Motta, President of the National Education Secretary Council (CONSED),

believes that it would be more effective if it was driven from the top, by school leaders. In her view, the national curriculum and the Novo Ensino Médio (New Secondary Education) reform of the secondary education system (which intends to offer young people different educational paths in secondary schools) have had a significant impact on educational concepts. The pupils have gained an unprecedented role in their own education and now there is clear guidance that young people should be “helped to become socially aware”. “The educational content needs to be focused on issues”, emphasises Motta, who is also the Secretary of Education for the state of Mato Grosso do Sul, in the midwest of Brazil.

Many teachers are keeping pace with developments in their profession, but not all. It is, therefore, the responsibility of the state education authorities to encourage broader change, starting by offering in-service training to school leaders, the real “maestros”, as Motta calls them. It is the school leaders who will make the process of change flourish. ●●



Gender, diversity and inclusion

The issue of gender equality in educational leadership has also received the much-deserved attention of the British Council. Alongside other issues such as diversity and inclusion, the whole question of equality has been an important focus for the institution throughout the world.

That being the case, the bibliographical survey undertaken for this study included an initial selection of studies concerned with these topics. It is interesting to note the number of articles about the situation of women leaders in various parts of the world in the European journal Educational Management Administration & Leadership.

In an initial review, there are articles about the work of women who are headteachers of Arab schools in Israel, about race and gender in Canada, women leaders in socially vulnerable situations in South Africa and Zimbabwe, and the connections between ethnicity, gender and social class and women as leaders in the United Kingdom, etc.

The question of democratic leadership is the topic that is most examined in the Brazilian journals analysed in this initial review. However, the Revista Brasileira de Política e Administração da Educação (Brazilian Journal for Education Policies and Administration) records a dossier on the theme of “the views of women headteachers on public policies and legal issues in education”.

Acronyms and meanings

● ● Public policies, bodies and examinations related to education in Brazil, the United Kingdom and the rest of the world

BNCC (National Common School Curriculum) // Defines the set of essential learning skills that all students must develop along the stages and modalities of Brazilian basic education. Approved in 2018 by the Ministry of Education, it became official in 2020.

BNDES (The Brazilian development bank) // Brazilian state bank providing long-term financing and investment in strategic segments of the economy, such as education.

CAPES (Coordinating Agency for Higher Education Staff Development) // The agency is responsible for expanding and improving the quality of undergraduate and postgraduate higher education, the dissemination of scientific output and the initial and in-service training of school teachers. It is responsible to the Ministry of Education.

Connecting Classrooms // The British Council's international programme that promotes contact and sharing of practices and experiences between pupils and school teachers around the world.

Dream Jobs? Teenagers' Career Aspirations and the Future of Work // Published in 2020 by the OECD, the publication is based on information derived from PISA

surveys and analyses of young people's expectations of the labour market.

ENADE (National Student Performance Exam) // Applied since 2004, the exam evaluates the performance of undergraduate students in Brazil.

ENEM (National Secondary Education Examination) // Applied annually since 1998, ENEM is the main access route to higher education, its results being accepted in Brazil and abroad (mainly in Portuguese universities) by public and private institutions.

International Tests // In addition to PISA, other international tests measure different competencies: public spirit and citizenship, ICCS (International Civic and Citizenship Study); reading and literacy, PIRLS (Progress in International Reading Literacy Study); mathematics and science, TIMSS (Trends in International Mathematics and Science Studies).

FNDE (National Fund for The Development of Education) // Agency responsible for the transfer and control of funds related to the Ministry of Education's programs in Brazil's 26 states, 5,565 municipalities and the Federal District.

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IDEB (School Education Development Index) // The main quality indicator of basic education in Brazil. It is based on pupil pass rates and pupil results in large-scale tests.

IEA (International Association for the Evaluation of Educational Achievement) // International research organisation based in Amsterdam (Netherlands). It has carried out comparative international research in the educational sector since the 1950s.

Inep (National Institute of Educational Research) // Brazilian body subordinate to the Ministry of Education, produces, coordinates and conducts evaluations, exams and indicators for basic and higher education, in addition to producing educational statistics and publications.

NCSL (National College for School Leadership) // School leaders training agency subordinate to the Department of Education in the UK, established in 2010. In 2013, it was renamed the National College for Teaching and Leadership and continued to operate until 2018, when it was disbanded. Currently universities, school-linked training centres and specialist institutes across the UK offer training programmes for school leaders in various formats, from graduate to residency programmes.

Ofsted (Office of Standards for Education) // Government agency responsible, through inspections, for maintaining quality standards in British schools. It also inspects care services for children and young people.

PISA (Programme of International Student Assessment) // International triennial test applied to 15-year-old students required to use reading, math and science skills in everyday problems. It was established by the OECD, which applied the test for the first time in 2000.

PNE (National Education Plan) // Provided for by Article 214 of the Brazilian Constitution for 10-year planning periods, the PNE determines national educational policy guidelines, goals and strategies. The current Plan covers the period from 2014 to 2024.

SAEB (School Education Assessment System) // The system assesses the performance of students in Portuguese and Mathematics. It is applied every two years to 5th and 9th grade elementary school pupils and the 3rd year of high school. The system publishes data on state and private education based on sampling.

SIOPE (Information System on Public Budgets in Education) // Centralised electronic system for the collection, processing, dissemination and public access to information regarding the education budgets of all federation entities.

TALIS (Teaching and Learning International Survey) // An OECD survey project, TALIS collects information from teachers and school leaders on working and learning conditions in schools. First applied in 2008.

Teaching Regulation Agency // Regulatory agency for educational staff in the school education sector in England. Responsible for publishing the national quality standards for the performance of teachers and school leaders. ● ●

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