



INTERNATIONAL SYMPOSIUM
What is new on educational leadership?
An overview from practice

MADRID
MAR, 9-10
2023

**LEADERSHIP FOR WHOLE CHILD DEVELOPMENT THROUGH
SUSTAINABLE, FOREFRONT, AND INCLUSIVE EDUCATION**

The European Foundation Society and Education and the Centre for Studies on Peoples and Cultures (CEPCEP) of Portugal, with the collaboration of Porticus, have come this far trying to fulfill their objective of putting school leadership policies at the center of the educational agenda.

With this closing decalogue, we do not end a cycle of study, training or even implementation of a leadership model in schools in special vulnerability. On the contrary, we open another cycle, passing the baton to those who have been able to learn about their effectiveness, are able to share their experience, want to actively strengthen the training of leadership teams, are convinced of the usefulness of networking, and intend to "spread" the enthusiasm to lead our schools.

With the co-creation of knowledge that has been shared these days here, in Madrid, with the contributions of the Academic Committee and the International Committee, with the ideas and suggestions that have come to us from friends and collaborators in the months of preparation of this Symposium that ends today, we would like to propose the following 10 points, as a possible roadmap to 2025, when we will do everything possible to meet again.

LEADERSHIP FOR WHOLE CHILD DEVELOPMENT

POINT ONE

Let us reflect on the role of schools not only as the means of perpetuating knowledge but also as agents of transmission of culture and of the original experience of civic coexistence; if education is an awakening art and the school assumes the purpose of arising, stimulating and encouraging the development of the cognitive, aesthetic, affective, spiritual, ecological, civic and social dimensions of the person, "let us lead for whole child development".

POINT TWO

Leadership teams should give themselves time to reflect on the uniqueness of their school and to ask themselves about what they do, how they do it and for whom they do it; by doing this exercise they become educators and assume a more relevant and comprehensive purpose than that of "leader". Only from this knowledge of the immediate reality can they define the vision and the educational project in a systemic and sustainable way, and communicate them, involving the educational community.

LEADING FOR SUSTAINABLE EDUCATION

POINT THREE

<https://www.wcdleadership.com/symposium>



INTERNATIONAL SYMPOSIUM
What is new on educational leadership?
An overview from practice

MADRID
MAR, 9-10
2023

Sustainability is critical to making organizations inclusive; in turn, the commitment to learning by school leaders is a condition for sustainability, which needs a recognizable strategy to guide the work of professionals; is based on aspiring to the continuous and integral improvement of the student in all educational actions; promotes the exercise of the particular functions of each member of the organization, under the principle of cooperation and *personal-professional* responsibility.

POINT FOUR

The task of those who work in and for education is guided today by the consolidation of equitable and inclusive education systems. This requires, above all, removing barriers for disadvantaged students, ensuring teacher training and professional development, and creating structures and pacts of mutual care that promote welfare mechanisms within the organization. Thinking of principals as agents for improvement entails orienting the processes to individual and personalized education, ensuring effective and efficient organizations, which are ethical, open and socially committed.

LEADING FOR EDUCATION AT THE FOREFRONT

POINT FIVE

Involving the entire teaching community in the current curricular transformation, grounded on a paradigm of competence-based learning, requires transforming oneself to face new ways of teaching and learning. To respond to the challenges met by students in vulnerable situations, management teams need a solid support from administrations and stakeholders, greater curricular autonomy, and more resources linked to teaching to enhance the objectives of pedagogical differentiation and ensure quality of the teaching-learning and evaluation processes.

POINT SIX

The current school leadership training instruments are in need of a thorough overhaul. Homogeneous or standardized models face the risk of pursuing identical curricular and organizational objectives, without taking into account the context of leaders who work in economically disadvantaged schools or have unequal technological or cultural access. Let us consider, therefore, using adapted training proposals, which benefit from mutual learning strategies, such as good practices or initial mentoring, among school leaders working in contexts of social exclusion.

POINT SEVEN

Tutorial and counselling functions are essential tools to support management action and one of the clearest indicators of a distributed or shared leadership model. This performance model involves informal sources of influence, existing school experience, and values put into practice by teachers. Knowing how to capitalize on the contributions of tutors as generators of multiple interactions and counsellors, as cross-cutting agents, reveals the systemic approach to leadership and reinforces the **whole child** perspective of the educational process.

<https://www.wcdleadership.com/symposium>



INTERNATIONAL SYMPOSIUM
What is new on educational leadership?
An overview from practice

MADRID
MAR, 9-10
2023

POINT EIGHT

Professional development, together with school climate, is an essential requirement to ensure motivation and recognition of teaching performance, as well as that of administrative and service staff. Part of this development focuses on the facilitating role of school leaders, allowing the undertaking of innovative and effective educational projects, and the promotion of co-teaching to avoid the risks of closed classrooms.

POINT NINE

To lead for a whole child development, the adequate participation and involvement of families, in their irreplaceable role in the lives of students, is essential. In the case of schools that educate populations in vulnerable contexts, it is necessary to have a network of family liaison professionals to help educate students without prejudices, stereotypes, clashes or conceptual or cultural barriers, or mutual unfamiliarity; that is, without factors that distance parents from schools. Cooperation between liaison services and public and private entities in the educational sector is an expression of mature, free, inclusive, and ethically committed societies.

POINT TEN

Global leaders operate in complex situations. School leaders, moreover, are the catalysts of an educational purpose that justifies the very existence of their schools. Leaders of a whole child development anticipate the future of their students, manage complexity with exemplarity, foster capacities in themselves and others, and act under the principles of respect, integrity and justice.

Madrid, Friday, March 10, 2023