



**Volume 1:3**  
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## **President's Message**



**Hello ICSEI members!** Welcome to our third issue of the ICSEI e-newsletter. We have news from several different countries, but we are always looking to hear about new initiatives around the world, so please send in details of your projects, initiatives, networks and publications. The work done by ICSEI members is so important in making a difference to the lives of children and young people and, hopefully, helping them to grow up with the same interest we have in reaching across country boundaries and sharing ideas and strategies.

ICSEI Barcelona 2005 is only a few months away. Do register early for the conference (2-5 January 2005). It's going to be an exciting and extremely stimulating conference, showcasing the innovative ways in which ICSEI members are Breaking Boundaries to promote school effectiveness and improvement.

I'm sure you'll all want to join me in wishing a speedy recovery to two people who have contributed an enormous amount to ICSEI who have both been unwell recently: Hedley Beare, a former ICSEI President, and Harry Broekema, organiser of our 2004 Rotterdam conference.

ICSEI is your organisation and I hope you will find a way to contribute. If you have any ideas for the development of ICSEI, please get in touch with me or the ICSEI Board member in your region. Also, do see our website: [www.icsei.net](http://www.icsei.net) for updates in the organisation.

*Very best wishes,*  
*Louise Stoll*  
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## **Research Projects and Evaluations**

### **NEW INTERNATIONAL TEACHER EFFECTIVENESS STUDY BEGINS.**

In October 2004, researchers from fifteen countries around the world will begin a study aimed at creating an internationally valid teacher effectiveness instrument. This proposed two-year study involves the development of the International System for Teacher Observation and Feedback (ISTOF).

Such an instrument will prove valuable for researchers interested in conducting international mixed methods studies of school/teacher effectiveness. Recent research, such as TIMSS and the International School Effectiveness Research Project, have demonstrated the need for a teacher effectiveness instrument that 'travels well' across countries.

The ISTOF team was initially formed at the 2004 ICSEI conference in Rotterdam, and a follow-up meeting was held at the 2004 American Educational Research Association meeting in San Diego. The team plans to conduct a network meeting at the 2005 ICSEI Barcelona meeting.

Individuals wishing to join ISTOF should contact either Charles Teddlie at: [edtedd@lsu.edu](mailto:edtedd@lsu.edu) or Fen Yu at: [fyu1@lsu.edu](mailto:fyu1@lsu.edu). If your country is already involved, we will put you in touch with the team coordinator. If your country is not involved, we will send you information on putting together a country team.

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#### THE EFFECTIVENESS PROVISION OF PRE-SCHOOL EDUCATION (EPPE) PROJECT



**What is the EPPE?** The Effective Provision of Pre-School Education project is the first major European longitudinal study of a national sample of young children's development (intellectual and social/behavioural) between the ages of three and seven years.

Funded by England's Department for Education and Skills (DfES), the aims of EPPE are to investigate the following questions.

- What is the impact of pre-school on young children's intellectual and social/behavioural development? Can the pre-school experience reduce social inequalities?
- Are some pre-schools more effective than others in promoting children's development?
- What are the characteristics of an effective pre-school setting?
- What is the impact of the home and childcare history (before age 3) on children's intellectual and behavioural development?

To investigate the effects of pre-school education for three and four-year-olds, the EPPE team collected a wide range of information on over 3,000 children, their parents, their home environments and the pre-school settings they attended. One hundred and forty-one settings were drawn from a range of providers (local authority day nurseries, integrated centres that combine education and care, playgroups, private day nurseries, maintained nursery schools and maintained nursery classes). A sample of 'home' children (who had no or minimal pre-school experience) was

recruited to the study at entry to school, for comparison with the pre-school group. In addition to investigating the effects of pre-school provision on young children's development, EPPE explored the characteristics of effective practice (and the pedagogy that underpins them) through twelve intensive case studies of settings with positive child outcomes. EPPE has demonstrated the positive effects of high quality provision on children's intellectual and social/behavioural development. This brief on the main findings of the research related to the pre-school period (for children aged three or four years of age to entry into primary school).

### **Key Findings**

*Research on the impact of attending a pre-school centre gave rise to the following conclusions.*

- Pre-school experience, compared to none, enhances children's development.
- The duration of attendance is important, with an earlier start being related to better intellectual development and improved independence, concentration and sociability.
- Full-time attendance leads to no better gains for children than part-time provision.
- Disadvantaged children, in particular, can benefit significantly from good quality pre-school experiences, especially where they attend centres that cater for a mixture of children from different social backgrounds.

*Research on the quality and practices in pre-school centres gave rise to the following conclusions.*

- The quality of pre-school centres is directly related to better intellectual/cognitive and social/behavioural development in children.
- Good quality can be found across all types of early years settings. However, quality was higher overall in integrated settings, nursery schools and nursery classes.
- Settings that have staff with higher qualifications, especially with a good proportion of trained teachers on the staff, show higher quality and their children make more progress.
- Where settings view educational and social development as complementary and equal in importance, children make better all round progress.
- Effective pedagogy includes interaction traditionally associated with the term 'teaching', the provision of instructive learning environments and 'sustained shared thinking' to extend children's learning.

*Research on the type of pre-school gave rise to the following conclusions.*

- There are significant differences between individual pre-school settings and their impact on children. Some settings are more effective than others in promoting positive child outcomes.
- Children tend to make better intellectual progress in fully integrated centres and nursery schools.

*Research on the importance of home learning gave rise to the following conclusion.*

- The quality of the learning environment of the home (where parents are actively engaged in activities with children) promoted intellectual and social development in all children. Although the parents' social class and levels of

education were related to child outcomes, the quality of the home learning environment was more important. The home learning environment is only moderately associated with social class. What parents *do* is more important than *who they are*.

The detailed findings from the EPPE project can be read in a series of technical papers and articles. The project came to an end in 2003 but is being extended until 2008 to continue to follow the progress and development of the same cohort of children to the end of Key Stage 2 (at age 11).

The EPPE project is based at the Institute of Education, University of London. The team are Kathy Sylva (1), Edward Melhuish (2), Pam Sammons (3), Iram Siraj-Blatchford (4) and Brenda Taggart (4) from (1) University of Oxford, (2) Birkbeck, University of London, (3), University of Nottingham and (4) the Institute of Education, University of London. For more details, visit: [www.ioe.ac.uk/projects/eppe](http://www.ioe.ac.uk/projects/eppe) or contact Brenda Taggart at [b.taggart@ioe.ac.uk](mailto:b.taggart@ioe.ac.uk).

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#### **DEMONSTRATING SCHOOL SUCCESS FOR DISADVANTAGED CHILDREN. Evaluation of the Roma Special Schools Initiative.**

Roma children experience little success in schools in Central, Eastern, and South-Eastern Europe.

While much research has examined the socio-economic conditions that contribute to their academic failure, very few models of successful education have been implemented.

The Step by Step Roma Special Schools Initiative developed and tested a model that focused on creating conditions that foster educational success for Roma children in the early years of school.

This pilot project, supported by the Open Society Institute, in New York, commenced in the fall of 1999, in special schools in Bulgaria, the Czech Republic and Slovakia, as well as in special schools and remedial mainstream classes in Hungary. The project operated under the auspices of the national Step by Step NGOs, which are all members of ISSA, the International Step by Step Association.



The project was based on the conviction that Roma children are mislabelled as 'mentally handicapped' and misplaced in special education.

The project began with the hypothesis that, given appropriate conditions for learning, the majority of Roma children are capable of academic achievement to the level of mainstream curriculum standards.

Since the basic premise of the project was that a significant number of Roma children in special schools are not 'mentally handicapped', the approach, by necessity, was a personalised one that emphasised the following components:

- building commitment among school staff to recognise the maximum potential of the children,
- developing teamwork at all levels of the project,
- regularly and actively supervising teachers on a professional basis,
- emphasising the professional development of all school staff, and,
- committing to an objective and systematic evaluation research process.

The approach to the pilot project also included a management structure, with an international management team consisting of a project director, a master teacher trainer, and an independent researcher/evaluator. The executive directors of the Step by Step NGOs in the four countries, who worked closely with the project director, each had their own national team, including master teacher trainer/s and researcher/s. Master teacher trainers and researchers also worked closely with their counterparts on the international team.

Furthermore, the educational model for the initiative was based on proven educational practice and included five basic components:

- use of the mainstream primary curriculum to replace the special education curriculum;
- sound early childhood methodology as a vehicle for delivering curriculum;
- anti-bias (social justice) education for all teachers and administrators;
- appropriate methodologies for second language learners; and,
- placement of a Roma family coordinator/teaching assistant, in order to help bring Roma language and culture into the classroom and to connect with families.

In addition, schools were encouraged to broaden the approach by implementing the project components throughout the entire school. A school improvement approach was promoted that included training to school teams, as well as ongoing consultative support.

The evaluation of the initiative, which included both the pilot schools and the control sites, drew the following conclusions after three years of project implementation.

- The majority of students in the pilot classes (approximately two-thirds) were able to meet the requirements of the mainstream curriculum. These results supported the hypothesis that Roma children are wrongly labelled as 'mentally handicapped' and misplaced in special education settings.
- Conditions in the pilot sites had a positive impact on student attendance. Data also illustrated that, under the conditions of the pilot classes, Roma children had high rates of attendance, refuting the belief that Roma children do not attend school regularly.
- Roma children liked school; and enjoyed learning. Given the appropriate conditions, including the expectation that they can achieve at school, Roma children will not only be academically successful, but also will enjoy learning.

- If valued and welcomed at school, as they were in the pilot sites, Roma parents will become involved with their child's school and will sustain their involvement over time. They will come to school, visit classrooms, and meet with teachers, thus supporting their child's school success.
- Roma parents in the project believed in the importance of education. Interviews with parents of students in the pilot classes also suggested that, if Roma parents see their children learning mainstream curriculum, they may have hopes that their child will be integrated into mainstream education.
- Inter-relationships existed among factors in the classroom environment, including teacher attitudes. The results also demonstrated that teachers in the pilot classes had learned from, and valued, their participation in the Step by Step Roma Special Schools Initiative.

In summary, teacher attitudes, pedagogy and, to some degree, student attitudes and achievement are intertwined. It is often difficult – and perhaps inappropriate – to dissect educational settings. Classrooms are themselves mini-communities, holistic in nature. However, the data from this research suggest that the pilot classes clearly contain features not evident in the control classes; features that promote positive student attitudes and behaviours, as well as desirable parental attitudes and behaviours.

Furthermore, the majority of children in the pilot classes, although labelled as 'mentally handicapped,' are able to perform according to the standards of mainstream curriculum. Clearly, inclusive classrooms, where good pedagogy and high expectations for success are the norm, result in educational success for Roma children. Replicating the elements of good educational practice found in the project model would not only promote the learning of Roma children, but would also serve to benefit all children during the critical early years of school.

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For the Year 3 report and the Year 4 report on the integration of Roma children into mainstream classrooms, see: [www.osi.hu/esp/rei/](http://www.osi.hu/esp/rei/) under 'Special Schools Initiative'.

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## **Policy Initiatives and Research and Development Projects**

**BRIDGES ACROSS BOUNDARIES. Cross-Disseminating Quality Development Practices for Schools in Southern and Eastern Europe.**

This EU SOCRATES Accompanying Measures project started in the late spring of 2004 and will continue throughout 2005, with participating institutions from seven EU countries and Switzerland (an affiliated partner). The countries taking part in the project are:

- **UK** (Faculty of Education, University of Cambridge, as coordinating institution);

- **The Czech Republic** (Department of Education Sciences, Faculty of Arts, Masaryk University, in Brno);
- **Greece (Department of Early Childhood Education, University of Patras);**
- **Hungary** (Hungarian-Netherlands School of Educational Management, University of Szeged);
- **Poland** (CEO -- Centre for Citizenship Education, the largest Polish education NGO);
- **Portugal** (Faculty of Psychology and Education Sciences, University of Lisbon);
- **Slovakia** (the Teacher In-Service Training Centre, Banskà Bystrica); and,
- **Switzerland** (Swiss Italian Educational Research Service, Ticino Canton, Ministry of Education).

This project aims to build on the European Pilot Project involving 101 schools in eighteen countries in the 1997-98 school year, called Evaluating Quality in School Education (EQSE), through further and more complex dissemination of the experiences, findings, approach, method and tools that came out of that work.

This project was a seminal example of European co-operation, highly evaluated by participating schools and, as such, has far from exhausted its potential to motivate and assist schools in their improvement efforts. It also helped to shape the European Commission's recommendations on school evaluation and self-evaluation.

In the spirit of the 1998 Vienna EQSE Conference Declaration, Bridges across Boundaries stems from the original Analysis of Questions of Mutual Interest concerning Educational Policy pilot project and attempts to complement it, and follow it up. It aims to widen the scope of its impact in geographical, intercultural and methodological terms, and to maximise its strategic power in terms of increased accessibility and overarching transferability within diversity and enlargement, while addressing key challenges and priorities set by the conclusions of the Lisbon European Council in 2000.

The dissemination will not only provide the occasion for a new relay of original EQSE concerns, but is also meant to serve as an 'umbrella' under which the valued contributions from the different partners can be collected. In this way, a multidirectional and multicultural 'cross-dissemination' of existing self-evaluation practice amongst the partners fosters the 'cross-pollination' of their contributions, at whatever stage school self-evaluation is operating at, in the regions involved. This synergy will help to lead us forward in dealing with the further promotion of quality in school education in an enlarged European Union, which is a common priority.

A unifying trait in the 'umbrella' dissemination process will take the form of five further versions of the book that came out of the pilot project (Self-Evaluation in European Schools: A story of change (MacBeath, Schratz, Meuret and Jakobsen, 2000). The rationale and the tools that this book contains have been enthusiastically received by practitioners and academics alike (not only in the original English version but also in the German, Polish and Italian versions into which it was translated in 2002-03). The new versions are to be accessible to those countries in which the adult population is generally not well versed in the more widely used languages of English and German. Indeed, the five versions will be in less widely used and taught European languages: Czech, Greek, Hungarian, Portuguese and Slovak.



Dissemination is not, however, a matter of straight translation, as the addition of new case studies and the adaptation of the book and its instruments to the different cultural contexts is also foreseen. A study related to the problems encountered in the cross-cultural delivery of certain key concepts in self-evaluation and school improvement, for the languages involved, will emerge as a by product.

Moreover, through action research, there is scope for further experimentation and innovation with approaches to school improvement, with special attention given to schools in the four new EU member states and in the Swiss Ticino Canton. This is done in the light of existing practices and of the 'cross-pollination' process mentioned earlier, with an eye also to one of the five European benchmarks set by the European Commission in its goal to meet the 2010 Lisbon process objectives. This benchmark is related to the achievement of greater gender balance in the study of maths, the sciences and technology. Further actions by local and regional decision-makers will also be supported by the evidence resulting from the experimentation. A vital element in the project is the mutual critical friendship engaged in by the project partners. Here are only a few of the baseline remarks emerging from the project's start-off seminar in Brno (Czech Republic), which was held in May 2004.

*'Politicians and educators have the idea that changing policy will show up in results, but this doesn't really happen. The expectations for change are overstated.'*  
(Afonso Natercio, University of Lisbon)

*'Our situation shows a high-pressure, painful process, with many contradictory features.'*

(Milos Novak, Deputy Director of the Teacher In-Service Training Center, Banská Bystrica)

*'Because of the lack of a mature evaluation culture in Greece, there are many gaps and a very long way to go concerning the theoretical, methodological and practical aspects of self-evaluation.'*

(George Bagakis, University of Patras)

*'... experiments with school self-evaluation are only starting locally, and there has been neither a coherent policy that would promote it, nor a sophisticated implementation system yet.'*

(Milan Pol, Masaryk University, Brno)

*'The new rhetoric of 'decentralisation', 'autonomy' and 'evaluation' is a virus spreading throughout the world, without the empirical evidence to support the idea that autonomous schools are more effective schools, when what they really need to do is to network.'*

(John MacBeath, University of Cambridge)

The West-East dialogue and support we wish to generate through the project is likely to provide enhanced mutual understanding and further insights into networked learning communities. A website with communication in English, as well as in the languages of the participating schools, will be set up by mid-September 2004 (see: <http://www.phil.muni.cz/ped/selfevaluation>). For further information, please contact the project coordinators, John MacBeath ([jecm2@cam.ac.uk](mailto:jecm2@cam.ac.uk)) and Francesca Brotto ([frbrotto@libero.it](mailto:frbrotto@libero.it)).

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## THE MASI PROJECT (METHODOLOGY FOR SCHOOL SELF-EVALUATION AND DEVELOPMENT). School Self-Evaluation in Switzerland.



Since 2001 the educational research institute (Ufficio studi e ricerche), of the Swiss Italian Ministry of Education in Bellinzona, has been applying self-evaluation methodology at different school levels, derived from John MacBeath's (1999) work and from the tools and findings of the 1997-98 European Pilot Project Evaluating Quality in School Education (MacBeath, Schratz, Meuret and Jakobsen, 2000).

The European Pilot Project was a very broad undertaking, involving 101 schools in eighteen European countries. As a first step, the schools received a Practical Guide to Self-Evaluation, containing suggestions needed to carry out a self-analysis process. In the second phase, they were requested to set up stakeholder groups, whose task it was to evaluate twelve areas of school life considered particularly important and significant, using a Self-Evaluation Profile (SEP). The final purpose was to stir up discussion from within about these schools' quality and effectiveness, so they could be rigorously judged using appropriately selected techniques (questionnaires, interviews, focus groups, peer observation between teachers, photo and video-evaluation, role play, etc.).

The approach was very open, with the schools being free to choose evaluation methods and tools that best suited their cultural environment and school culture. A critical friend acted as a consultant in the process. The other experience the MASI project is based on (MacBeath's book, Schools Must Speak for Themselves, 1999) was very similar in nature to the European Pilot Project, but here the stakeholders are first required to develop the self-evaluation grid themselves, defining the aspects that will be evaluated. Initially, some federal funding supported the development of this methodology for Swiss vocational schools. A task force of educational researchers was created and a first model was produced, supervised by John MacBeath. The methodology proposed to the vocational schools relies on the following key features.

- **Credibility:** the self-evaluation procedure can engage the trust of the school.
- **Flexibility:** the methodology can be adjusted to different situations.
- **User-friendliness:** no special skills are required to use the procedure.
- **Accessibility:** the results are made available to the entire school.
- **Significance:** the procedure of self-evaluation is focused on shared and meaningful factors.
- **Reliability:** the procedure can be used in different contexts without changing its fundamental elements.
- **Learning:** the methodology allows involved stakeholders develop a critical and constructive way of thinking, focused on improving the current situation.

Involved stakeholders included:

- apprentices;
- teachers of general cultural subjects;
- teachers of vocational subjects
- professional trainers; and,
- ex-apprentices.

A year into the project, a shortage of federal funding for research in the vocational field forced the German and French participants to give up their contribution. Only the Swiss-Italian researchers have since been able to continue the experience, thanks to earmarked financial resources from the regional authority, the Ticino Canton. At the same time, the methodology has been extended to other vocational schools and to the Scuola Medie (lower secondary school or ISCED 2). Currently, in Ticino, we have seven schools involved in the self-evaluation project (four Scuole Medie and three vocational schools).

### ***Methodology***

The process involves four main steps:

1. information/planning;
2. brainstorming;
3. evaluation; and,
4. improvement.

The information/planning stage includes presenting the methodology to the school. The stages of the project are explained, and global commitment required of different stakeholders is described. It is extremely important for the information to be provided as clearly, effectively and completely as possible. Afterwards, once the governing bodies and the stakeholder representatives have agreed to take on the project, everything needs to be planned out in detail with the school leaders.

During the second brainstorming stage, we ask the various groups of stakeholders to meet and define the key quality factors for their schools. This survey normally produces a great number of statements, classified by the critical friend according to specific categories. The data, arranged in this fashion are then checked with the stakeholders in a second meeting, to gauge the extent to which the proposed classification fits against original ideas expressed. At the end of this stage, the stakeholder groups meet for a third time to evaluate the quality and importance of the various categories of factors. This step allows them to choose a specific area or domain to focus on in their subsequent evaluation and improvement efforts.

In the third phase, the evaluation stage, the school self-evaluation group (comprising all stakeholder categories) selects and/or develops the tools needed to evaluate and consequently improve the quality of the chosen focus area. Here it is possible to use a vast array of instruments and techniques: questionnaires, observation, interviews, shadowing, photo-evaluation, and so on.

The final step is the improvement stage, in which the critical friend offers individual advice to teachers voluntarily requesting it. This advice aims to improve the quality of teaching and of relationships in the school. The critical friend's role here is particularly delicate and significant. The trust he/she engages needs to move from a widely 'dispersed' to a more 'concentrated' level, through focusing on individuals and

individual issues. In this, the critical friend must avoid appearing like a 'dispenser of truths' and try to be a real resource for all teachers. This requires particular skill: on the one hand, he/she must respect each teacher's orientations; on the other, he/she should develop a strategy allowing him/her to become accepted by increasing numbers of teachers, until the majority have truly come to perceive the value of having him/her as a 'critical friend'.

In the upcoming year, these same schools, plus two more (a vocational school and a secondary school), will be involved in the new European project called Bridges Across Boundaries (see above). Switzerland is an affiliated partner in the project, participating with a total of nine schools.

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## **Organisations and Networks**

### **NETWORKED LEARNING COMMUNITIES.**

The National College for School Leadership's (NCSL) Networked Learning Communities (NLCs) programme is completing the second year of its four-year programme. Since the launch in September 2002, 137 Networked Learning Communities have been created, accounting for 1,564 schools (6% of all schools) in 93 Local Education Authorities (62% of all LEAs/districts) throughout England. NLCs are groups of schools and other partners engaged in purposeful collaboration around locally designed, nationally 'generalisable' foci intended to improve learning outcomes for pupils (through evidence-informed innovation in classrooms) and adults (by fostering professional learning communities and challenging leadership learning models).

NLCs commit to making public what they are learning from their participation in the programme, both within their local context (network, LEA, other local schools that are not in the NLC) and nationally, through learning events and conferences, through contribution to programme publications, the Learning Exchange Online ([www.nlcexchange.org.uk](http://www.nlcexchange.org.uk)) (an interactive portal in which to share ideas and information), and through involvement in research.

The NLC programme is a development and research initiative with three core aims:

- the development of good learning networks;
- building knowledge about 'networked learning'; and,
- making learning available to the wider system.

It is through establishing good networks and studying them that we hope that the programme will be in a position to answer some key questions about 'networked learning' – questions that could have implications for reform initiatives internationally. These include the questions listed below.

- How does effective collaboration between schools happen?
- How is 'reach' in a network achieved?
- How is knowledge and practice best transferred?
- How do leaders, teachers and others best learn together?
- How is interdependent learning best sustained?
- How are external support arrangements best provided?
- What is the impact of all this on pupil achievement?

Having hosted interactive seminars at each of the last two ICSEI Congresses (and having received much constructive feedback from international colleagues), ICSEI Barcelona in January 2005 offers us an opportunity to provide emergent answers to some of these questions – and a look at how findings are being incorporated into government policy in England.

The programme's research includes a range of external projects. For example, Pam Sammons is undertaking an impact analysis using performance data. Donald McIntyre and Colleen McLaughlin are studying network-based teacher research. Michael Fielding and Judith Warren-Little are researching 'footprints of practice'. Alma Harris is looking at the contribution of networks to the support of schools in challenging contexts.

Two fields of international involvement will ensure that findings are widely available. In April 2004 a one-day international seminar was held to contribute to the external evaluation design. Participants included Brian Caldwell, Judith Chapman, David Crandall, Amanda Datnow, William Firestone, Michael Fullan, Andy Hargreaves, Ben Levin, Ann Lieberman, Ken Leithwood, Joe Murphy, Jan Robertson, James Spillane, Louise Stoll, Jon Supovitz, Helen Timperley and Priscilla Wohlstetter, many of whom are connected with ICSEI. The evaluation, the first findings from which will be published in April 2005, is being led by Lorna Earl and Steven Katz, and will draw expertise from a range of other researchers. In addition, David Crandall and Louise Stoll have also been closely engaged with the programme in developing a CD-ROM network learning simulation (for the Department for Education and Skills – DfES – Innovation Unit), which promises to be a significant planning tool available to all primary schools across England as the national policies unfold. The Government's recent Five Year Strategy for Children and Learners states that:

*'...supporting effective learning networks of primary schools will be the single most important way in which we can build the capacity of primary schools to continue to develop and improve, and in particular to offer better teaching and learning and a wider range of opportunities to pupils and to their communities . . . We intend this to be the foundation for a far wider range of networking activities in future.'*

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## ICSEI Members' News

### SAM SRINGFIELD, SUE LASKY AND MARISA CASTELLANO MOVE TO THE UNIVERSITY OF LOUISVILLE, USA.

Beginning this fall, long-time ICSEI member, Sam Stringfield, and more recent members, Sue Lasky and Marisa Castellano, have accepted positions at the University of Louisville, in Louisville, Kentucky (USA). Sam has become a Distinguished University Scholar and co-director of the Nystrand Center for Excellence in Education at the university. In addition to conducting doctoral seminar courses and advising doctoral students, he will help guide the Nystrand Center in its expanding role for both regional and international leadership. In addition to completing analyses and writing of studies for the US Department of Education-funded Center for Research on Education, Diversity, and Excellence (CREDE) (Datnow, Lasky, Stringfield, & Teddlie, in process), and the Center for Research on the Education of Students Placed At Risk (CRESPAR, see [www.csos.jhu.edu](http://www.csos.jhu.edu) and go to 'programs' or 'publications' or 'technical reports') with Johns Hopkins University (Stringfield, Wayman, & Yakimowski, in press; Wayman & Stringfield, 2004; Stringfield & Yakimowski, in press, in process); Stringfield is completing an edited volume on international issues in educating at risk students.

At the University of Louisville, Sam is working on the 'What Makes it Work?' study of the use of career and technical education to drive high school reform (funded by the National Research Center on Career and Technical Education, see Castellano, Stringfield, & Stone, 2003, 2004, and below). With Dr Lasky, he has begun a four-city study of school improvement efforts based on the school effects research base. With Dr Kirsten Sundell, Stringfield will continue editing the Journal of Education for Students Placed at Risk (JESPAR). Sam's new email address is: [sam.stringfield@louisville.edu](mailto:sam.stringfield@louisville.edu)

Sue Lasky has become an assistant professor at the University of Louisville. In addition to teaching graduate courses, Dr Lasky is co-directing the four-city school improvement study noted above. Sue's new email address is: [sue.lasky@louisville.edu](mailto:sue.lasky@louisville.edu)

Dr Marisa Castellano is also transitioning from Johns Hopkins University to the University of Louisville, where she is a visiting associate professor. Building on their five-year study funded by the NRCCTE and their review of the intersection of career and technical education and school reform (Review of Educational Research, 2003), Drs Lasky and Stringfield, working with Dr Jim Stone of the University of Minnesota, are writing a volume on innovative uses of CTE to drive secondary school reform. Technical reports of this ongoing effort can be found at: [www.nccte.org](http://www.nccte.org) and then searching on authors' names.

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## Books and Papers

**'INTERNATIONAL HANDBOOK ON THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS'**. Christopher Day and Judyth Sachs (2004) Maidenhead: Open University Press. ISBN 0-335-20974-2.

Continuing professional development (CPD) of teachers is recognised as a critical feature of school improvement. This handbook, 'the first of its kind for more than 20 years', pulls together contributions from different regions around the world. It highlights contextual differences in implementation of CPD, and tensions between systemic requirements of externally-driven reforms and personal requirements and needs of teachers. The editors conclude that there is a need for national and international research investigating the effectiveness of CPD of all kinds and in all locations over time and according to purpose.

**'HOW TO IMPROVE YOUR SCHOOL: GIVING PUPILS A VOICE'**. Jean Rudduck and Julia Flutter (2004) London and New York: Continuum, ISBN 0-8264-6531-5.

Jean Rudduck and her colleagues have been exploring perspectives of school students in England for some time. This book presents, and draws on, findings of a number of their research projects to argue that involving teachers in school change and promoting collegiality between them is insufficient. Furthermore, using pupil perspectives only provides an agenda for change; it doesn't guarantee it. It is only through really focusing on the 'transformative potential' of pupils' voice and reviewing pupils' roles and status in schools at a deep level that real improvement can be realised.

**'EFFECTIVE TEACHING: EVIDENCE AND PRACTICE'**. Daniel Muijs and David Reynolds (2001). London: Paul Chapman and Thousand Oaks and Greater Kailish: Sage. ISBN 0-7619-6881-4.

This book is a sharp reminder to all those interested in school effectiveness and school improvement that it is what goes on between educators and students that really makes the difference. It provides an overview of the research in a wide range of areas related to effective teaching and concludes that there is actually a lot known about this. The authors suggest, however, that the research base is less robust in some areas and acknowledges that the research drawn on came mainly from three countries. Hopefully, the new International Teacher Effectiveness Study described elsewhere in this newsletter will be able to add to this knowledge base.

## From the Editor



**ARTICLES NEEDED FOR THE NEXT NEWSLETTER.**  
**Can you help by writing a short article or story?**

We hope to build this newsletter into an active e-forum, where good ideas and information can be shared quickly and easily, by ICSEI members all over the world. If everyone makes just a small commitment, even just once a year, to help make this newsletter work, then it has the potential to become an effective networking tool.

**I warmly invite you to contribute an article or education story to the next issue of the ICSEI Network Newsletter.** Please spell out all acronyms, the first time they are used, for the benefit of readers in other countries.

The author's name, school/institution, role and location should be written at the end of the article, with an indication of which section of the newsletter the article should

be placed in (e.g., the 'Books and Papers' section or the 'ICSEI Members' News' section).

Articles should be emailed to me as a plain email message or as an attached Word document. High resolution photos should be emailed as separate JPEG file attachments and not embedded in the text.

**To contribute an article to the next issue, please email both the text and the photo/s to me at: [brydon@bigpond.net.au](mailto:brydon@bigpond.net.au) by 15 November 2004.**

*Debra J. Brydon*  
*Editor, ICSEI Network Newsletter*