

OPEN SESSION

January 2, hrs 14.45 - 16.00 – Room 112



ALEJANDRO TIANA

Secretario General de Educación, Ministerio de Educación y Ciencia
Catedrático de Teoría e Historia de la Educación en la Universidad Nacional de Educación a Distancia (UNED)



BLAI GASOL I RODA

Director General d'Ordenació i Innovació - Departament d'Ensenyament
Generalitat de Catalunya

KEYNOTE SESSIONS / PONENCIAS INVITADAS/PONÈNCIES CONVIDADES



Karen Seashore

January 3, hrs 9.00 – Room 112

BEYOND PROFESSIONAL COMMUNITIES: THE FUTURE OF DEMOCRATIC SCHOOLS.

In most countries, the history of schooling is deeply embedded with a sense of place and local culture. Schools were seen as part of their local communities, and were extensions of family, work, and church. Over the last century and a half, public schools have evolved to match the dominant state-focused ideologies of liberalism and social democracy. The participatory democratic foundations of schooling have been diminished in favor of a strong professional bureaucracy and state regulation. While these trends have strengthened the adequacy and equity of public education, much has also been lost. Current research has focused on creating community within schools, but it is also time to consider how schools relate to the communities that they work with most immediately. Four different ways of thinking about the relationship between schools and communities will be discussed. The presentation emphasizes the need to consider the role of both schools and communities in creating well-educated children who are prepared for adult roles.

Karen Seashore is Professor of Educational Policy and Administration at the University of Minnesota. Dr. Seashore has more than 30 years of experience in studying school improvement. Her work in K-12 education has focused on the problem of renewing urban schools beginning with the research on urban high school's implementation of effective schools/effective teaching programs in the mid 1980s and continuing through an eight-year association with the University of Wisconsin's Center for Effective Secondary School. In addition, Dr. Seashore has been involved with the Center for the Organization and Restructuring of Schools where she and her colleagues Sharon Kruse, Tony Bryk, and Helen Marks, developed a research program on the impact of professional community on student experiences and performance. She is also active internationally, and has worked on educational reform and leadership issues in countries ranging from Azerbaijan to Sweden. Her most recent publications focus on creating democratic schools. She has served on the executive council for the University Council for Educational Administration, and is a past-president of Division A (Educational Administration) of the American Educational Research Association. In addition, she serves on numerous editorial boards, ranging from *School Effectiveness and School Improvement* to *Educational Evaluation and Policy Analysis*.



Rosa Maria Torres

January 3, hrs 9.45 – Room 112

EDUCATION NETWORKS: THE VIRTUAL WORLD AT THE SERVICE OF ANOTHER EDUCATION MODEL

The traditional "deficit of information" problem has become today an "infoxication" problem (for a minority of the world population). The virtual world, with the major paradoxes that characterize today's globalized society in which it emerged, is bringing with it extraordinary possibilities for a double, contradictory movement, both towards further concentration and towards democratization of information. The "banking education model" – which monopolizes power and truth to legitimize a structurally hierarchical and asymmetric relationship, concentrates and recycles information and knowledge, and adopts a selective, transmissive and unilateral instructional strategy- was once associated to the classroom but navigates today at large in the Internet, with enormous capillarity. However, that same virtual world houses and carries the antidote: the possibility, also at local and global scale, of horizontality, encounter of the diverse, debate, reasoned, interactive and genuinely democratic communication, capable of building relationships and processes that are educative in themselves and more coherent with that other education possible: for critical thinking, acknowledging diversity and complexity, emancipation, and social transformation. In every platform, portal, site, list, network or virtual community there are different political, communicational and educational projects at stake. This paper outlines a general reflection against the background of the author's concrete experience of moderating various national, Latin American and international networks and virtual fora.

Rosa Maria Torres del Castillo is Ecuadorian, educationist, linguist and education journalist, researcher and specialist in basic education. She has worked for both national, regional and international organizations. Most of her international experience in the field of education is linked to UNICEF and UNESCO. She was Minister of Education and Cultures in Ecuador (2003); Researcher and Coordinator of the Area of Educational Innovations at IIPE-UNESCO Buenos Aires (1998-2000); Program Director for Latin America and the Caribbean at the W.K. Kellogg Foundation, based in Buenos Aires (1996-1998); Senior Education Adviser at UNICEF Education Cluster, in New York (1992-1996); Education Officer at UNICEF, in Quito (1991); Pedagogical Director of the National Literacy Campaign "Monsignor Leonidas Proaño" in Ecuador (1988-1990); Researcher and Coordinator of the Education Area at CIUDAD Reserch Center in Quito (1986-1988); Researcher and Coordinator of the Education and Communication Area at CRIES (Regional Coordination Office for Economic and Social Research) in Nicaragua (1983-1986); and Advisor to the Vice-Ministry of Adult Education in Nicaragua (1981-1983). Since the World Education Forum (Dakar , April 2000) she coordinates the initiative that led to the creation of the network of signatories of the Latin American Statement for Education for All. She moderates various virtual networks and is the author of many books and articles on education. In 2000 she started to work independently as a researcher and international education adviser from her own institute, Fronesis www.fronesis.org



Steve Packer

January 3, hrs 14.30 – Room 112

EDUCATION FOR ALL: THE QUALITY IMPERATIVE

'Education for All' (EFA) stands for a global process that aims to achieve, by 2015, a number of internationally agreed policy objectives related to basic education. These include the universalisation of primary education; the expansion of early childhood care and education; the reduction of illiteracy; and the expansion of opportunities to enhance the skills of youth and adults. Gender parity in primary and secondary schooling should already be achieved by 2005. An overarching objective is to ensure the quality of learning opportunities in all of these areas.

Quality is the theme of the third of a series of annual EFA Global Monitoring Reports. This report, titled 'Education for All: the Quality Imperative', will be / was launched on 8 November 2004. As of that date it can be retrieved at www.efareport.unesco.org. The report first investigates the factors that influence the quality of learning using various analytical perspectives and bridging the evidence from developing and industrialized countries. After a global and indicator-based review of progress towards the objective of higher quality, the report looks at practices, policies and strategies to enhance quality. Mr. Packer's presentation will focus, as the ICSEI conference itself, on the effectiveness of schools and on ways to improve them but place this subject within its wider development context.

Steve Packer is deputy director of the EFA Global Monitoring Report. He has worked as an education adviser, programme manager and policy strategist for nearly 30 years, and is currently on special leave secondment from the Department for International Development (UK) where he served as deputy head of the education department. Previously a teacher with interests in development education in East Africa and the UK, Co-ordinator of the Commonwealth Secretariat's Human Resource Development Group, and a regional education adviser and programme manager in central Africa. His special interests include governance of education, the role of community in schooling, education in small states, and the modalities of aid.



David Istance

January 4, hrs 8.00

BREAKFAST WHIT DAVID ISTANCE

David Istance is a Senior Analyst in OECD's Centre for Educational Research and Innovation (CERI), where he heads the Schooling for Tomorrow project. He produced the main report and scenarios in 'What Schools for the Future?' (OECD 2001) and his analysis of schooling and lifelong learning will appear in the next OECD 'Education Policy Analysis'. He is on the editorial boards of the European Journal of Education and the Korean KEDI Journal of Educational Policy.



Mel Ainscow

January 4, hrs 9.00 – Room 112

THE NEXT BIG CHALLENGE: INCLUSIVE SCHOOL IMPROVEMENT

Inclusion is the major challenge facing educational systems around the world. In economically poorer countries the priority has to be with the millions of children who never see the inside of a classroom. Meanwhile, in wealthier countries many young people leave school with no worthwhile qualifications, whilst others are placed in various forms of special provision away from mainstream educational experiences, and some simply choose to drop out since the lessons seem irrelevant to their lives. Reflecting on evidence from a programme of international research carried out over the last ten years, this presentation will provide a framework for determining levers that can help to ease systems in a more inclusive direction. The focus will be on factors within schools that influence the development of thinking and practice, as well as wider contextual factors that may constrain such developments. It will be argued that many of the barriers experienced by learners arise from existing ways of thinking. Consequently, strategies for developing more inclusive schools have to involve *interruptions* to thinking, in order to encourage an exploration of overlooked possibilities for moving practice forward.

Mel Ainscow is Professor of Education at the University of Manchester, UK. He served as Dean of Research, 1998-2001. Previously a head teacher, local education authority inspector and lecturer at the University of Cambridge, his work attempts to explore connections between inclusion, teacher development and school improvement. A particular feature of this research involves the development and use of participatory methods of inquiry that set out to make a direct impact on thinking and practice in systems, schools and classrooms. Mel was director of a UNESCO Teacher Education Project on inclusive education which involved research and development in over 80 countries, and is co-director of the school improvement network "Improving the Quality of Education for All (IOEA)". He was until recently a member of the National Curriculum and Assessment Committee; he is a consultant to UNESCO, UNICEF and Save the Children; and is co-director of the Excellence in Cities Leadership Develop Unit.



Wambui Gathenya

January 4, hrs 9.45 – Room 112

BREAKING BOUNDARIES TO ACHIEVE QUALITY EDUCATION FOR ALL: NATIONAL STRATEGIES FOR MAINSTREAMING NON-FORMAL EDUCATION INNOVATIONS IN KENYA

In the keynote address, I hope that my input will provide useful insight into how policy-based research feeds back into national education policy reform and relevant programme implementation. I plan to highlight the successes and tensions in non-conventional attempts to build bridges between research, policy and practice and between the formal and non-formal education (NFE) sectors, establishing new linkages in environments that range from keen interest to forge stronger partnerships to mutual suspicions about the key reform players' intentions. Besides contemporary research, the presentation draws practical examples from ongoing education reforms in Kenya within national strategic plans to realize the goals of "Education for All" (EFA) by 2015, the Millennium Development Goals, and Universal Primary Education (UPE) and gender parity by 2005. The focus is on major the NFE delivery approaches or "the third channel" in attempts to reach the out-of-school children, the hard-to-reach and other children in extremely difficult circumstances. Of interest are the non-conventional, mandated or voluntary organizational partnerships and related transformations in the attempts to "mainstream" the NFE community-based and other initiatives while "flexing" the formal school model and without compromising quality, equity and relevance. I hope to share Kenya's experience of the "Free" Primary Education initiative introduced in January 2003 and that brought back 1.3 million out-of-school children into the school system within the first two months of the reform. Kenya's experience is being cited globally as a success story. My aim is to highlight some of the triumphs and challenges in implementing the programme. Mention is made of emerging flexible school models including the mobile, the shepherd (shift system) and the feeder/cluster school models.

Wambui Gathenya works with the Ministry of Education Science and Technology in Kenya. She is currently a Senior Assistant Director of Education and Kenya's National Coordinator for Non-Formal and Continuing Education, and the Education of the children from the nomadic pastoral communities in the Arid and Semi-Arid Lands (ASAL) and children living/working on the streets and in the informal urban settlements ("slums"). She is also in charge of the Gender desk in the same Ministry where she has worked in various capacities for nearly three decades. Current duties involve working with different Government, local and international Non-Governmental Organizations, and Community/Faith-based organizations, all engaged in provision of basic education through formal and non-formal delivery channels. Within and outside the Ministry, Wambui is currently involved in the development of a national NFE Curriculum and Database, Policy Guidelines on NFE, Open learning and Distance Education, and the education of children engaged in child labour and of orphans and other vulnerable children (OVC), as well as implementation of the Children's Act (2001)'s stipulations related to the education of all children. In 2003, she obtained a PhD degree in Education Administration (theory and policy) from the Ontario Institute for Studies in Education (OISE) of the University of Toronto (Canada). Other academic qualifications include, a M.Ed. (1993) from the University of Bristol (UK), a P.G.D.E.A. (1985) from the University of Leeds (UK), and a B.Ed (1976) from the University of Nairobi (Kenya). Official educational/training tours include, the US, South Africa, China and Botswana. Twice a Commonwealth Scholar (Britain (1991-92) and Canada (1997-2003)); British Technical Cooperation Award (1984-85); Recipient of the University of Toronto Alumni/Gordon Cressy Award (2003), OISE/University of Toronto Dean's Commendation Award (2001) and OISE/University of Toronto Special Award for Most Innovative Project Proposal in the Community Teaching Project (2000).



Nieves Blanco Garcia
January 4, hrs 14.30 – Room 112

INNOVATION BEYOND REFORMS: RECOGNIZING THE WISDOM OF SCHOOLS

Innovation is linked to the search of adequate forms of teaching, so that they make possible a better and more rewarding life for each and every one of the boys and girls in our classrooms. However, to give shape to this purpose is a very complex matter, but at the same time there is the conviction that it was never so important to achieve it. Reforms may constitute an opportunity or an obstacle for innovation, creating contexts that induce change and favour educational practices, or that restrain them. In any case, what recent research tells us is that reforms will have limited success, or even become announced failures, if the changes to improve the pedagogical practices are not desired and supported by the teachers themselves. The possibility of innovation, therefore, is linked with the professional ideals and the participation of each teacher individually, for, as Barry McDonald wrote, "what determines the quality of teaching and the perfectment of school is the quality of the teachers themselves and their involvement with change." If we want to promote innovation and changes to improve schools, which are so needed at this moment, it is necessary to base such process in the knowledge that is already there, the one that the innovative teachers have; it is necessary, therefore, that the policies are based in the trust and ability of the teachers to begin and maintain changes; and that research practice should redefine its codes to be able to listen and translate them in adequate words, "interrupting the mechanisms of unlegitimization and subtraction that have dominated until now the economy of relations in the academy and schools." (Mecenero, 2003, 109)

Nieves Blanco Garcia is PhD in Sciences of Education; Professor and Coordinator of the PhD program "Educational Policy in the Neo-liberal Society" at the Department of Didactics and School Organization, School of Sciences of Education, Málaga University. Is member of the Scientific Committees, "International Congress on Didactics" and "International Congress Education and Society" (1999), member of the Advisory Boards of the Journals "Cooperación Educativa", "Perspectiva Cep", "European Educational Research Journal". She is Technical Advisor, the APREMAT Project (SLV/B7-310/IB/97/249), Ministry of Education of El Salvador (2000). She is member of the Experts Commission that supervises textbooks and auxiliary material for the Education Council of the Government of Andalucía. Member of REMA (Málaga Educational Renovation). Is also member of Sofias, Association of Education Authorities.



María Corominas Canal
Helena González Sola
Blanca Mampel Ayuso
Ángel Muñoz Álvarez
Iolanda Eito Navasal
IES El Castell

January 4, hrs 15.15 – Room 112

COORDINATING PROJECTS: INTEGRAL PLAN FOR THE IMPROVEMENT OF THE SECONDARY SCHOOL EL CASTELL OF ESPLUGUES (BARCELONA)

El Castell is a public secondary school belonging to the network of schools of the local Catalan government. The aim of this presentation is to show the key improvement lines of this school around five main projects. (a) The *Strategic Plan 2002-2006: Foreign Languages and European Projection using New Technologies* is based on the willingness of enhancing students interest in foreign languages, fostering the exchange of educational experience among teacher of different countries and satisfying the information and communication needs of the whole educational community by using information technologies. (b) The *Boys and Girls, coeducation project* was set in motion to address the school's worries about sexist behaviours among our students. This initiative was selected and awarded by the Education Department in 1999 (www.xtec.es/recursos/valors/coeduca). (c) The *Education for Health project* was launched in 1996 in order to look for the best strategies to avoid non healthy practices, especially on those aspects related to drugs and other risky conducts. (d) The *Education for Citizenship project*, within the frame of the *Citizenship and Politics in the Catalan Parliament Educational Project*, offers students a simulation setting for practising democratic attitudes by developing empathy, respect and responsibility. (e) *Living Together and School Mediation project* which major objective is to handle conflict resolution among people starting on agreement and reparation. It is based on dialog and responsibility. It strengthens and improves relationships among people who leaving together. These and other school-based improvement initiatives contribute to the achievement of fundamental attitudes and values in the educational process a whole.

IES El Castell Team

Maria Corominas Canal. B. A. in Physics. Senior secondary school teacher and Head of the Mathematics Department.

Helena González Sola. B. A. in Hispanic Philology, with specialisation in Catalan Language and Literature.

Blanca Mampel Ayuso. B. A. in Geography and History. She teaches Social Sciences and is the Head of the Humanities Department.

Ángel Muñoz Álvarez. B. A. in Geography and History, with specialisation in History. B. A. in Documentation and MA in History.

Iolanda Eito Navasal. B. A. in Biology. She teaches Experimental Sciences and is the Head of the Sciences Department.



Jan M. Robertson

January 5, hrs 9.00 – Room 112

BOUNDARY BREAKING LEADERSHIP: RETHINKING TIME, SPACE AND CURRICULUM, TO DEVELOP OUR FUTURE LEADERS.

To develop the leaders of tomorrow we need to be doing things differently today in our schools, as well as in the way we develop school leaders. School leaders, at all levels, can play an important role in breaking boundaries such as those created by time, space, and curriculum, to provide today's students with the necessary experiences to develop the qualities to become the leaders we desire for the future.

Jan M. Robertson is an Associate Professor at the University of Waikato, Hamilton, New Zealand. She is the Assistant Dean for International Development and the Director of the Educational Leadership Centre in the School of Education. Jan was a Fulbright scholar in 1992, and is also an Adjunct Associate Professor of the University of Calgary. Her research interests are leadership coaching, and University leadership development programmes. Jan was a principal of a New Zealand primary school for four years, before entering the University where she has been teaching and researching for 14 years. She was recently made a fellow of the New Zealand Educational Administration and Leadership Society, and is also the current editor of the national journal, *The Journal of Educational Leadership*. Jan is a member of Itern – an international network of researchers on leadership education, for the National College for School Leaders (NCSL) in the UK, and is also a member of an international team evaluating the NCSL Networked Learning Communities.



Brian Diver

January 5, hrs 9.45 – Room 112

BOUNDLESS ENERGY: MOVING A SCHOOL BEYOND THE LIMIT

To move a school beyond the limit requires beating the bounds of traditional educational practice and innovation by empowering all participants to embrace an entrepreneurial vision in which they become individual crusaders, personally responsive and accountable. Thus a school and its stakeholders will move forward in leaps and bounds. This address will detail practical actions that bring about transformation:

- How boundary breaking theory is inculcated as practice at all levels
- How curriculum is moved beyond traditional constraints

- How time and space are adapted to allow practical transformation
- How public accountability for performance is not only preserved , but enhanced
- How individuals are vocationally inspired, and in fact moved from basic to rich accountability

Hence, boundary breaking schools are catalyst, platform and springboard for future boundary breaking leaders. "And the cow jumped over the moon!"

Brian Diver is currently Principal of Tauranga Intermediate School which is one of New Zealand's largest Intermediate/Primary schools. Tauranga Intermediate School is situated in Tauranga city in the Bay of Plenty region of the North Island of New Zealand. He has been teaching for thirty five years, twenty eight of those years in a variety of Principalship positions ranging from small rural two teacher schools to his current position in a large urban school. In 1987 he taught in an English Middle school as a Commonwealth exchangee. He recently completed his Master of Educational Leadership degree from the Educational Leadership Centre of the University of Waikato, Hamilton, New Zealand.