

## ABSTRACTS PARALLEL SESSIONS / RESÚMENES DE LAS PRESENTACIONES/ RESÚM DE LES PRESENTACIONES

02 JANUARY 16.30 19.00 (02AF)

02AF ROOM 112

INNOVACIÓN, CULTURA Y PODER EN LAS INSTITUCIONES EDUCATIVAS. ALGUNAS EVIDENCIAS ENCONTRADAS EN EL DE LAS ORGANIZACIONES ESCOLARES

Speaker

Rodrigo Juan García Gómez, Defensor del Menor en la Comunidad de Madrid

Type

individual

Abstract

Ilustra brevemente una investigación que pone en evidencia la complejidad y, a la vez, la viabilidad del cambio y la innovación educativa en las instituciones educativas, explorando las ideas y prácticas hegemónicas en determinados centros escolares. La investigación ha supuesto la realización de un complejo proceso de indagación con el fin de captar o rechazar una hipótesis de partida: la relevancia de las interacciones que surgen entre los distintos componentes sistémicos de la realidad social y escolar, para entender y promover proceso de innovación y asesoramiento. Esta concepción ha permitido componer una visión más precisa, polidéctica y en red de las condiciones necesarias para la viabilidad y sostenibilidad de los procesos de cambio escolar. Al respecto, se facilitan un conjunto de conclusiones y recomendaciones que ponen de manifiesto la necesidad de fundamentar, cada vez más, las actuaciones de asesoramiento en la investigación, la reflexión colectiva y el compromiso ético.

02AF ROOM 112

A DIEZ AÑOS DE DISTANCIA, UNA MIRADA CRÍTICA A LA REFORMA DE LA SUPERVISIÓN ESCOLAR EN AGUASCALIENTES.

Speaker

Margarita Zorrilla Fierro, Universidad Autónoma de Aguascalientes

Type

individual

Abstract

En el contexto de las reformas educativas recientes, la de México tiene lugar a partir de 1992. Esta reforma se caracteriza por la descentralización de los servicios de educación básica –preescolar (3-5 años), primaria (6-11) y secundaria (12-14)–, y de la formación inicial y en servicio de los docentes. El gobierno federal transfiere a los estados de la república los recursos para operar dichos servicios educativos. En este contexto, en el sistema educativo de Aguascalientes se llevó a cabo un proceso de transformación de la supervisión escolar que permitió reorganizar los servicios de la educación básica. En esta contribución se describen sus rasgos distintivos y se plantea un análisis crítico de sus alcances y limitaciones a diez años de su implantación. Renovar la supervisión escolar en México es condición necesaria, aunque no suficiente para avanzar en el mejoramiento de la calidad de la educación que acontece en cada escuela.

02AFROOM 112

CALIDAD EDUCATIVA E ISO 9001:2000 EN MÉXICO

Speaker

Laura Yzaguirre Peralta, Secretaría de Educación Pública (México)

Type

individual

Abstract

La interrelación académica entre los niveles educativos es una cuestión de calidad poco abordada por los diferentes programas y proyectos emprendidos en los países de Latinoamérica, entre ellos México, siendo éste tema de gran relevancia ya que los resultados son importantes para determinar si lo estimado académicamente por un nivel, es pertinente para el siguiente y si cuenta con una secuencia de criterios de formación para el estudiante (curricular, docentes, organización escolar, métodos pedagógicos etc.). La interrelación académica entre los niveles educativos debe determinar una cadena de eficiencia, detectando con oportunidad las áreas de mejora que deberán ser atendidas y solucionadas, lo cual ayuda a elevar los índices de eficiencia terminal así como los de transición. Creando la cadena en mención es factible permitir el incremento en el tránsito de alumnos de un nivel a otro en mejores condiciones que las actuales, problema acentuado en México en los niveles de secundaria a bachillerato y de éste a la educación superior. La norma ISO 9001:2000 es una herramienta que puede facilitar esta tarea de interrelacionar académicamente los diversos niveles educativos de un sistema estatal o nacional escolar. En México, la Secretaría de Educación Pública conjuntamente con otras organizaciones, integraron el grupo técnico de trabajo que tomó la iniciativa de generar una guía de uso voluntario, que facilite el uso de la norma ISO 9001:2000 en las organizaciones educativas de todos los niveles y modalidades, dicha guía es denominada IWA2, "Aplicación de ISO 9001:2000 en educación". ISO publicó el IWA2 como una norma internacional el 6 de noviembre de 2003, en la versión en inglés. La norma mexicana, el IWA2 en español, entró en vigencia el 27 de julio del 2004.

02AF ROOM 112

LA INVESTIGACIÓN IBEROAMERICANA SOBRE EFICACIA ESCOLAR: SU DESARROLLO EN ESPAÑA

Authors

M<sup>a</sup> Lourdes Hernández Rincón , Diego Alarcón Charlo, Ana Paula Castroviejo Bienzobas Gala-Emma Peñalba Esteban . Centro de Investigación y Documentación Educativa (CIDE)

Speaker

M<sup>a</sup> Lourdes Hernández Rincón, Centro de Investigación y Documentación Educativa (CIDE)

Type

individual

Abstract

En el año 2001 se puso en marcha la Investigación Iberoamericana sobre Eficacia Escolar (IIEE), conformada por 11 equipos de trabajo y que será finalizada durante el año 2005. Situada plenamente en el movimiento teórico-práctico de Eficacia Escolar, esta Investigación pretende validar un modelo desarrollado en cuatro niveles de análisis (alumno, aula, escuela y sistema educativo) y adaptado a las características de los países iberoamericanos. Se trata, así mismo, de un trabajo de carácter aplicado, dado que está destinado a servir de apoyo en la toma de decisiones. El equipo de trabajo español presentará, en esta breve comunicación, el desarrollo de la Investigación Iberoamericana sobre Eficacia Escolar en España hasta el momento, así como las acciones previstas para su finalización y difusión de resultados.

02AF ROOM 112

EL DESARROLLO DE LA PROFESIONALIDAD DOCENTE MEDIANTE REDES.

Authors

Joan Rué Domingo Universitat Autònoma de Barcelona. Francesc Xavier Moreno Oliver Universitat Autònoma de Barcelona. Lourdes Balaguer Xaus IES Palau (Sant Andreu de la Barca - Barcelona). Ana María Forestello Universitat Autònoma de Barcelona. Alicia Garcia Colomo IES VII-la Romana (La Garriga - Barcelona). Carmen Núñez Esteban IES Duc de Montblanc (Rubi - Barcelona). Glòria Valls Giralt IES Escola Industrial (Sabadell - Barcelona)

Speaker

Joan Rué Domingo ([joan.rue@uab.es](mailto:joan.rue@uab.es)), Universitat Autònoma de Barcelona

Type

individual

Abstract

Desde 2001, profesores representantes de distintos centros de Educación Secundaria del área de Barcelona, se han articulado en red coordinados por el grupo Observatori d'Oportunitats Educatives de la Universitat Autònoma de Barcelona. Al finalizar el curso 2003-2004, se ha querido percibir la opinión del profesorado que ha asistido regularmente para que, desde la diversa experiencia acumulada en su participación en la red hicieran un balance sobre su vinculación a la misma. Se ha podido observar una importante contradicción: mientras consideran el trabajo en red como una metodología enriquecedora, deliberativa de reflexión en la acción, observan cómo la cultura institucional, la modalidad de gestión política y administrativa del Sistema Educativo plantea limitaciones para la ampliación de la participación en la misma de otros agentes y para la difusión generalizada de esta metodología. Este es el rol que han querido asumir los participantes de esta red en el actual contexto de la escuela en Catalunya.

#### 02AF ROOM 119

##### ENHANCING EFFORT AND ACHIEVEMENT: THE IMPORTANCE OF PARENT INVOLVEMENT AND HOME-SCHOOL PARTNERSHIPS

###### Authors

Opendakker Marie-Christine and Van Damme Jan , Catholic University of Leuven

###### Speaker

Opendakker Marie-Christine, Catholic University of Leuven

###### Type

individual

###### Abstract

Schools, teachers and peers can be important facilitators with respect to the enhancement of motivation, effort and achievement, but research has also established that differences in the experiences children have in the home are predictive of individual differences in motivation and cognitive competencies. In our study the importance of the home (especially parent involvement) for effort and achievement - next to family background (SES) and student characteristics like prior ability and achievement - was investigated, as well as, the existence of interactions between home and school characteristics with respect to achievement. A dataset of 4403 students, 266 classes and 57 secondary schools and multilevel and structural equation modeling were used to get an answer our research questions. The results indicate that parents' involvement has a unique positive effect on effort and achievement although it is (weakly) related to SES. Research on interactions revealed that all students are sensitive to their school context, but girls, students with highly involved parents and students with high prior achievement somewhat more. The results of the study suggest the importance of close lines of communication between home and school.

#### 02AF ROOM 120

##### SCHOOL LEADERS COLLABORATING: BUILDING NETWORKS, CAPACITY AND TRUST

###### Speaker

Clay Laffeur, OISE/UT & SCDSB

###### Type

individual

###### Abstract

Working collaboratively is one way to accomplish goals in an increasingly complex reform driven context. It is also one way to share ideas, provide support, apportion responsibilities, work co-operatively together, and engage in meaningful conversations about what matters. While much of the educational literature on collaboration has focused on collaboration within the school, this study examines a much-neglected area of collaboration among schools. Specifically, this paper describes a study that featured collaboration among school leaders from a small cluster of five schools over the past three years. The study demonstrates that school leaders who work collaboratively together are able to reinforce common goals and work co-operatively to implement educational reform. As a committed network of professionals, they are able to support each other and to improve their own cumulative capacity to improve. In addition, they are able to plan and implement increased opportunities for targeted improvement in their school learning communities.

#### 02AF ROOM 120

##### DEVELOPING THE CAPACITY OF EDUCATION AUTHORITIES IN SCOTLAND

###### Authors

Anton Florek , Virtual Staff College. UK. Alan Blackie and John Christie Virtual Staff College. Scotland

###### Speaker

Anton Florek, Virtual Staff College. UK

###### Type

individual

###### Abstract

Raising standards in schools is a core commitment of central government in the United Kingdom .Over the past eight years, this commitment has created an unprecedented period of challenge and change to those responsible for the management and delivery of education support services at local and community level. Although these have mainly been focused in England, the devolved government in Scotland (The Scottish Executive) has, since 1999, been increasingly vigorous in questioning the quality and effectiveness of the Scottish education system. In response to these challenges, the Virtual Staff College Scotland has been established by the Association of Directors of Education in Scotland (ADES) to promote the continuing professional development of key professionals working in Education Authorities (EAs). This presentation will describe the establishment of the College in Scotland and its development over the past two years. It will also outline how developing the professional practice of education service managers has a direct bearing on raising standards in schools and describe a number of specific professional development initiatives from Scotland which are aimed at increasing the organisational capacity of EAs (Education Boards) to challenge and support schools.

#### 02AF ROOM 120

##### EFFECT OF PRIMARY SCHOOLS ON STUDENT'S ACHIEVEMENT IN SECONDARY SCHOOL

###### Authors

Jan Van Damme , Heidi Pustjens and Patrick Onghena, Centre for Methodology in Educational Sciences, Katholieke Universiteit Leuven, Belgium

###### Speaker

Jan Van Damme, Centre for Educational Effectiveness and Evaluation, Katholieke Universiteit Leuven, Belgium

###### Type

individual

###### Abstract

The objective of the current proposal is to examine long-term effects, that is: the effects of the school in a particular phase on outcomes in a later phase. More specifically this study will focus on the effects of the primary school attended on the achievement scores for mathematics and Dutch (mother tongue) in first two years of secondary education. The LOSO database is used for the analysis of long-term primary school effects. LOSO is a longitudinal study on the secondary school career paths of a cohort of first grade pupils (N=6400) in about 90 secondary schools (Van Damme, De Fraine, Van Landeghem, Opendakker & Onghena, 2002). Information about relevant background characteristics of the pupils (gender, SES, intelligence) is available. Additional, information on the primary schools is included in the database. Children from a single primary school go to different secondary schools, so the social structure is not purely hierarchical in nature and therefore we make use of cross-classified multilevel analysis to model the effects of primary schools and secondary schools simultaneously. In the discussion we consider the extent to which primary schools have effects in the short term as a partial explanation for our research results. We compare our results also with the international research literature.

#### 02AF ROOM 121

##### TRANSFORMEMOS LA EDUCACIÓN Y MEJOREMOS LA ESCUELA TRABAJANDO CON UN PROGRAMA DE COMPETENCIA SOCIAL EN EL AULA

###### Speaker

Montserrat Tesouro Cid, Universitat de Girona

###### Type

individual

Abstract

Este trabajo se basa en la recopilación de diferentes experiencias sobre la aplicación del programa de competencia social en diferentes centros escolares de primaria durante los últimos 3 cursos escolares. Se trata de un método para mejorar la capacidad de relación con los otros y trabaja básicamente la educación en valores y habilidades cognitivas y sociales ya que estos contenidos han sido, a menudo, los más olvidados en la mayoría de escuelas, la cual cosa nos ha llevado a los problemas de conducta, disciplina y falta de hábitos y de interés. En este trabajo se ha visto que los resultados no son inmediatos ya que se necesitan unos meses para ver la mejora, pero que a largo plazo son muy positivos porque utilizando este programa durante diferentes cursos la conducta de los/las niños/as mejora significativamente y se muestran muy motivados/as para continuar con las diferentes actividades del programa. El objetivo final, a la hora de enseñar habilidades sociales, es conseguir la generalización a la vida diaria y esto se va consiguiendo a lo largo del tiempo con un trabajo que tenga una continuidad.

02AF ROOM 121

OPORTUNIDADES DE APRENDIZAJE Y RENDIMIENTO EN MATEMÁTICA EN ESTUDIANTES DE PRIMARIA EN PERÚ

Authors

Santiago Cueto, Cecilia Ramírez and Juan León , GRADE

Speaker

Santiago Cueto, GRADE

Type

individual

Abstract

El presente estudio describe las oportunidades de aprendizaje (ODA) de estudiantes de diferentes niveles socioeconómicos en tercer y cuarto grado de primaria en 20 escuelas públicas, y relaciona las ODA con el incremento del puntaje de rendimiento de inicio a fin de año (para ello se utilizaron pruebas paralelas que estaban alineadas con el currículo). Las oportunidades de aprendizaje fueron medidas a través de un análisis de una muestra de cuadernos de los estudiantes, recolectados a finales del año escolar. Se definió oportunidades de aprendizaje como cobertura del currículo (número de ejercicios resueltos por competencia del currículo), nivel de demanda cognoscitiva de los ejercicios (se utilizó la taxonomía desarrollada por TIMSS-R), porcentaje de ejercicios con respuesta correcta y calidad y cantidad de la retroalimentación proporcionada por los docentes. El análisis descriptivo mostró que estudiantes de contextos socioeconómicos más pobres tienen menos oportunidades de aprendizaje (en cobertura, respuestas correctas y retroalimentación). En segundo lugar, la cobertura del currículo y la demanda cognoscitiva se relacionaron positiva y significativamente con el incremento de puntajes en las pruebas de rendimiento.

02AF ROOM 121

FORMACIÓN DE LA RED DE INVESTIGADORES PARA LA MEJORA DE LA EDUCACIÓN BÁSICA EN LA SECRETARÍA DE EDUCACIÓN DEL ESTADO DE JALISCO

Authors

Ruth Catalina Perales Ponce and Víctor Manuel Ponce Grima , Dirección de Investigación Educativa de la Secretaría de Educación Jalisco

Speaker

Ruth Catalina Perales Ponce, Dirección de Difusión y Vinculación de Posgrado de la Secretaría de Educación Jalisco

Type

individual

Abstract

La formación de la red de investigadores para la mejora de la educación básica responde a una estrategia del Programa Maestro de Investigación Educativa en la Secretaría de Educación del estado de Jalisco (SEJ) a fin de atender campos prioritarios de investigación que permitan explicar y comprender diversas problemáticas relevantes para los cuerpos técnicos de áreas del sistema educativo. El propósito es constituir un equipo sólido de investigadores que se formen en la práctica de investigación, acompañados por investigadores reconocidos, y puedan producir conocimientos pertinentes y prioritarios para los maestros y tomadores de decisiones a través de la cual se haga posible la transformación en el nivel educativo donde se desempeñan. Se han integrado cuatro equipos de investigación con sendas direcciones de educación básica: indígena, especial, secundaria y física. Cada equipo diseñó su proyecto, en torno al análisis de la práctica educativa y se han hecho algunos acercamientos preliminares a la práctica y la subjetividad de los actores educativos.

02AF ROOM 121

LA CONSTRUCCIÓN Y EL MANTENIMIENTO DE LAS REDES NACIONALES DE MAESTROS DE LA UPN. UNA HISTORIA COMPLEJA

Speakers

Adalberto Rangel Ruiz de la Peña and Teresa de Jesus Negrete Arteaga , Universidad Pedagógica Nacional

Type

individual

Abstract

La experiencia en la construcción y el mantenimiento de Redes Nacionales de la Universidad Pedagógica Nacional de México (UPN), es expuesta a lo largo de esta ponencia. En primera instancia, se describen las condiciones que hacen posible en 1979 la presencia de un Sistema de Educación a Distancia de la UPN en todo el territorio mexicano. Se muestra el tipo de redes que en el transcurso de estos 25 años se desarrollaron con los propósitos de: ofrecer programas de Licenciatura, Diplomados y especializaciones para la actualización de profesionales de la educación; fortalecer y desarrollar la investigación educativa en el país; actualizar y profesionalizar a los académicos de las 76 Sedes y (204) Subsedes en el territorio nacional; y sostener Propuestas educativas con soporte en las TIC's. Asimismo, se presentan los componentes de la propuesta para la conformación de una Red de Redes que permita incluir las experiencias anteriores y reorientar su operación en el marco de un contexto de descentralización educativa y la inclusión de nuevas tecnologías. Al cierre se exponen los avances y dificultades que se han presentado en el desarrollo de la propuesta de Red de Redes.

#### 02AF ROOM 122

##### COLLABORATIVE WRITING – DOES THE TOOL MAKE THE DIFFERENCE?

###### Authors

Secundino Correia, Inês Cardoso and Patrícia Correia, CNOTINFOR

###### Speaker

Secundino Correia, CNOTINFOR

###### Type

individual

###### Abstract

On this paper we will present how we have set up an experiment with children from 5 to 11 using the "Creative Writing Co-Laboratory". The set of activities proposed to the children should motivate them to write in a creative and collaborative way. We are researching answers for the following questions:

- What facilities should be and should not be included on the tool in order to foster the creative and collaborative process of writing?
- What kinds of collaboration can be envisaged?
- What kind of activities better fit to foster creative and collaborative writing?

The creative writing environment, can be characterized by:

- Several children can connect and interact simultaneously to write together the same story.
- Spatial organization, e.g. children interact with each other and the objects they create mainly within pages.
- Real time communication actions are performed.
- Asynchronous communication tools are also included.

#### 02AF ROOM/SALA 122

##### RADICAL RELATIONS: ITALIAN EARLY CHILDHOOD AND *PARTECIPAZIONE*

###### Authors

Rebecca S. New, Tufts University, Medford, MA, U.S.A, Bruce L. Mallory, University of New Hampshire, Durham, NH, U.S.A.

###### Type

individual

###### Abstract

The purpose of this presentation is to explore the role of early care and educational settings as crucibles and catalysts for a particular form of civic engagement. The discussion will be based on an interdisciplinary collaborative study of home-school relations as conceptualized and instantiated in five Italian cities and their (n=46) private, state, and municipal programs of early care and education. The study entailed the collection of data from interviews with approximately 300 Italian parents and teachers, and survey data from another 2000+, supported by ethnographic observations as well as historic and contemporary policy analyses. This presentation will utilize this data to trace the history of the Italian concept of *partecipazione* from its early interpretations during Italy's political history to its current manifestation in a philosophy of schooling as 'a system of relationships.' Examples will be presented that describe parent and teacher views and practices regarding the importance and sustainability of relationships that go far beyond those necessary to supporting children's learning to create networks of relationships for and among adults. This interpretation of schools as 'not for children only' with an emphasis on adult relations is consistent with practices described by Putnam (1993) in his exploration of 'civic engagement' as essential to 'making democracy work.' Such an interpretation of the ideal relationships among and between parents, teachers, and citizens of the community challenges contemporary educational practices in cultures such as the U.S. And yet reciprocal relationships between homes and schools are also seen as key to current school reform initiatives. The presentation will highlight the multiple barriers that exist, at the institutional and personal levels, to making and sustaining such 'radical relationships.' The presentation will conclude by focusing on the multiple reasons why it is essential to overcome these barriers, so that schools can contribute to the learning not only of the children in attendance, but to the learning and development of the communities and societies in which we live.

#### 02AF ROOM/SALA 123

##### EFFECTIVE ORGANISATIONAL CULTURE AND ACADEMIC ACHIEVEMENT

###### Authors

Phillip C. van der Westhuizen, North-West University (Potchefstroom), South Africa

###### Type

individual

###### Abstract

Daily life in a school is complex and a number of factors have been identified which impact on academic achievement of learners. Amongst these factors organisational culture seems to be a key factor. From literature study a theoretical model was constructed to organise all the variables of organisational culture. This model consisted of two sets of variables that are consistently related in that the tangible variables are a manifestation of the underlying invisible, intangible base of variables. The variables identified in the model were then empirically utilised to determine the relationship between academic performance and organisational culture. The findings in this research indicate that a positive organisational culture exercises a positive influence on members of a school in achieving the stated goals. The findings have practical significance for radical innovation especially in poorly performing schools

#### 02AF ROOM 123

##### CASE STUDY OF SCHOOLS THAT HAVE BEEN SUCCESSFUL IN BUILDING LEARNING COMMUNITIES

###### Authors

Larry Sackney, University of Saskatchewan, Keith Walker, University of Saskatchewan and Coral Mitchell, Brock University

###### Speaker

Larry Sackney, University of Saskatchewan

###### Type

individual

###### Abstract

This paper reports on Phase Two results of a three-phase research project designed to investigate the development of learning communities in schools. Using factor analytic and clustering techniques, fifteen schools were selected from 144 schools that were involved in the quantitative deductive phase in the Provinces of Saskatchewan and Ontario. Teams of researchers conducted interviews with staff, students, administrators and parents. Whole class interviews and participant observations were also used. The presentation describes the nine elements that depicted schools that had high capacity as learning communities.

#### 02AF ROOM 123

##### CREATING ENTERPRISING SCHOOLS? AN EVALUATION OF A LARGE-SCALE ENTERPRISE EDUCATION PROGRAMME IN SCOTLAND

###### Authors

Daniel Mujs, University of Newcastle, Geoff Lindsay, University of Warwick

###### Type

individual

###### Abstract

In this paper we will present results from the evaluation of a large-scale school improvement programme aimed at introducing Enterprise education to all Scottish primary schools, with as goal to make Scottish pupils more enterprising to the ultimate long-term benefit of the country. Over 10,000 teachers were trained in delivering Enterprise education, and a team of over 40 Enterprise Education Support Officers (EESO's) was put in place to provide local support. The evaluation used a mixed methods approach, including observation, in-depth case studies, large-scale surveys and interview methods. The main findings were that impact had been achieved in terms of teachers being effectively trained, and trained teachers having instigated Enterprise activities in their schools. However, dissemination from trained teachers to colleagues in their schools was lacking. In the full paper we will discuss the factors that were associated with higher and lower levels of successful implementation in more detail.

02AF ROOM 123

COMPARING PERFORMANCE-BASED ACCOUNTABILITY MODELS: A CANADIAN EXAMPLE

Speakers

Sonia Ben Jaafar and Lorna Earl, Ontario Institute of Studies in Education of the University of Toronto

Type

individual

Abstract

The intention of Performance-Based Accountability (PBA) policies is to foster school changes that enhance student learning and success. However, the influence of variance in these approaches remains unclear. This paper employs a new literature-based comprehensive conceptual framework to describe PBA models and facilitate comparisons across contexts. The five-dimension framework consists of testing structure, standard setting, reporting, professional involvement and consequential data use. PBA-related documents from relevant institutions in each of the Canadian regions were collected and coded using descriptors for each dimension. Canadian regions were described using the framework. A comparative analysis was conducted to determine the extent of difference between the jurisdictional PBA models. Canada proves to have subtle differences in regional PBA models offering a rich basis for comparative studies. This paper specifies the dimensions that differentiate Canadian PBA models and suggests areas for research to investigate the influence of these differences on practice.

02AF ROOM 124

RELATIONSHIP BETWEEN TEACHERS' TEACHING EFFECTIVENESS AND SCHOOL EFFECTIVENESS IN COMPREHENSIVE HIGH SCHOOLS IN TAIWAN, REPUBLIC OF CHINA

Authors

Robert T. Y. Wu, National Changhua University of Education

Type

individual

Abstract

This study examines the relationship between teachers' teaching effectiveness and school effectiveness in comprehensive high schools in Taiwan, Republic of China. In order to improve the quality of education in comprehensive high schools, it is necessary to examine their teacher effectiveness and school effectiveness. Data from 832 teachers in comprehensive high schools in Taiwan during the spring semester of 2004 suggest that "systematical presentation of instructional materials" is positively related to "teaching and evaluation" and "student achievements", and "teaching self-efficacy" is positively related to "student achievements" and "teachers' job satisfaction". Additionally, canonical analysis results indicate that "systematical presentation of instructional materials" is positively related to "teaching and evaluation" and "student achievements", and "teaching self-efficacy" is positively related to "student achievements" and "teachers' job satisfaction". Finally, gender, type of school, "teaching self efficacy", "systematical presentation of instructional materials", and "good classroom climate" are the five best predictors for school effectiveness.

02AF ROOM 124

THE GERES PROJECT- A LONGITUDINAL STUDY OF THE 2005 SCHOOL GENERATION IN BRAZIL

Speaker

Nigel Brooke, Federal University of Minas Gerais, Belo Horizonte, Brazil

Type

individual

Abstract

The GERES project is a longitudinal study of elementary school children in five different cities in Brazil. Over a period of four years, pupils from a sample of 300 public and private schools will be tested once a year in Maths and Reading while teachers, school administrators and parents will be interviewed to determine the impact of factors grouped under the headings of school resources, school organization, academic climate and teacher education, work conditions and pedagogy. The presentation will cover the preparatory period leading up to the research, including the structuring of a research consortium involving six universities, the definition of sample parameters, the protocols for the voluntary incorporation of sample schools and the design and pre-testing of the cognitive, non-cognitive and contextual instruments. The presentation will also cover the expectations of researchers concerning the benefits of promoting school effectiveness research for the national debate on school improvement.

02AF ROOM 124

EDUCATIONAL REFORMERS VERSUS COMMUNITY DEVELOPERS: THE CHANGING ROLE OF FIELD EDUCATION OFFICERS OF AGA KHAN EDUCATION SERVICE CHITRAL,

Speaker

Mir Afzal Tajik, Aga Khan University, Institute for Educational Development-AKU-IED

Type

individual

Abstract

This study explores 5 Field Education Officers' (FEOs) understanding of their dual roles as educational reformers and community developers in the rural, mountainous district of Chitral, Pakistan. In particular, it examines the 5 FEOs' specific actions and methods (strategies) and their underlying assumptions and core values (orientations) of change. These FEOs work as change agents in schools and in the local communities where the schools have been established by the Aga Khan Education Service Pakistan (AKES,P). The findings capture three realms of the FEOs' world: a) the FEOs' role as external change agents, b) their daily practices of change, and c) their conceptual underpinnings of change. In the first realm, the study finds that the FEOs play a unique role, that of educational reformer and community developer, stimulating change in both schools and in local communities. In the second realm, analysis of the FEOs' specific actions and key methods for change reveals four distinct strategies the FEOs adopt for school change —Teacher-Centered, Moral Persuasion, Pragmatic, and Leadership— and three main strategies for community development —Participatory, Training, and Power-Laden. In the third realm, this study explores the FEOs' underlying assumptions, core values, and key concepts of change; it reconstructs three broad change orientations —Political, Technical, and Spiritual— into which each FEO's theoretical understandings and conceptual frameworks of change are categorized.

02AF ROOM 124

THE SCHOOL AS AN OBSTACLE OR A PROMOTER OF TEACHERS' PROFESSIONAL DEVELOPMENT: LESSONS FOR SCHOOL IMPROVEMENT FROM A CASE STUDY OF CURRICULUM DEPARTMENTS IN PORTUGAL

Speaker

Jorge Ávila de Lima, Universidade dos Açores, Portugal

Type

individual

Abstract

Curriculum departments in schools have been shown to significantly influence the overall outcomes that are obtained by these institutions. However, this phenomenon is still relatively understudied in school effectiveness and school improvement research. This paper describes a case study of a Portuguese school where teachers were inquired about their school's needs for improvement and about how the institution impacted on their own professional development. Data were collected in 2003 through three distinct instruments: a whole-school survey, a department social network survey, and interviews with department heads, experienced teachers and beginning teachers. The study adopted a strategic case comparison of two departments in the school that differed substantially from one another in their views of school improvement and of teachers' professional development. Results are discussed on the basis of their implications for whole-school improvement efforts in departmentalised educational institutions.

02AF ROOM 124

SCHOOL/COMMUNITY PARTNERSHIPS IN ARTS EDUCATION: FOSTERING INFORMED POLICY AND PRACTICE

Speakers

Gail Burnaford, Florida Atlantic University, Arnold Aprill, Chicago Arts Partnership in Education and Cathy Smilan, Florida Atlantic University

Type

individual

#### Abstract

In an increasingly prescriptive era of school accountability the arts are consistently threatened and under funded. Systematic planning and assessment by collaborative community arts organizations, cultural councils, universities and school systems may enable arts in education to provide evidence of learning and models for rigorous, measurable engagement in the arts. This paper addresses the research question, How do community partnerships inform systemic inquiry and rigorous arts learning?, reporting concurrent investigations of research-based arts programming needs assessments in two urban school systems in Florida and Illinois. The presenters will report results of data collected through surveys and interviews with cultural organizations, school leaders and arts administrators, and recommend policy for new approaches for establishing educational networks and collaborations for school boards, community organizations, and funders. The three presenters and authors of the paper represent twenty-five years of research and practice focused on arts education, community development and school change.

#### 02AF ROOM 129

##### IMPROVEMENT CULTURES OF SCHOOLS

#### Speakers

Ulf Blossing and Mats Ekholm, Karlstad University, Sweden

#### Type

individual

#### Abstract

A longitudinal study of 35 schools is reported. Interviews with teachers, school leaders, students and parents of Swedish comprehensive schools have been made at four occasions - 1980, 1982, 1985 and 2001. The most important changes that have been implemented in the Swedish school system during 1980 to 2001 are a shift from a high degree of centralistic arrangements over to a high level of independence of the local municipalities and schools. The results of the revisiting interviews show that the schools have taken up the challenge of independence. They have formed more of collective bodies as teams among the teachers, but also steering groups with responsibilities for the management of the school. A closer analysis of the 35 schools shows that there are four different improvement cultures that have been working.

#### 02AF ROOM 129

##### IS THERE EMPIRICAL EVIDENCE FOR SCHOOL IMPROVEMENT THAT ENHANCES STUDENT LEARNING OUTCOMES?

#### Authors

Dortie Mijs, Thoni Houtveen, Theo Wubbels, Utrecht University and Bert Creemers, University of Groningen

#### Speaker

Dortie Mijs, Utrecht University

#### Type

individual

#### Abstract

There is a strong claim in the literature that school improvement programs have to be research-based. However, several authors stated that the body of knowledge of school improvement built since the 1960s has not lead to the elaboration of theories and corresponding models that predict the success of a reform (Hopkins, 1996; Creemers & Reezigt, 1997; Teddlie & Reynolds, 2000). In a review of school improvement literature we found evidence for this statement. Although there are several models for school improvement, none of them are empirical founded. This finding brought us:

1. to review the literature on assumptions that enhance the process of school improvement;
2. to review the literature on empirical evidence for these assumptions. In this paper we present the results of the two reviews aimed at finding empirical evidence for school improvement.

#### 02AF ROOM 129

##### EFFECTS OF SCHOOL EXPERIENCES ON CHILDREN'S INJURY AND LEISURE ACTIVITIES

#### Speaker

Xin Ma, University of Kentucky

#### Type

individual

#### Abstract

Using Canadian data from the 1998 Cross-National Survey on Health Behaviors in School-Aged Children, the present study examined the effects of school experiences on injury and leisure activities among students. Health outcomes were classified into two categories: injury (with and without medical treatment) and leisure activities (time spent on television and computer games, frequency of exercise, and hours of exercise). Multilevel analysis of cross-sectional data (from Grades 6 to 10) indicated that injury among students increased slightly over time and students increasingly lived an inactive life as they grew older. Student injury was not closely associated with either individual characteristics or school experiences. Gender emerged as the strongest student-level predictor of leisure activities. Characteristics of effective schools in which students spent less time on display screens included (a) positive peer influence, (b) fair school rules, and (c) positive sense of belonging to school. School experiences highlighted positive sense of belonging to school as the strongest school-level predictor of physical activities.

#### 02AF ROOM 129

##### EXEMPLARY DISTRICT CASE STUDIES OF PRINCIPAL ROTATION AND SUCCESSION POLICIES:

#### Authors

Robert White, St. Francis Xavier University and Karyn Cooper, Ontario Institute for Studies in Education

#### Speaker

Karyn Cooper, Ontario Institute for Studies in Education

#### Type

individual

#### Abstract

Principals and school systems are the major focus of this study in order to identify what exemplary practices in principal rotation and succession look like. This study explores implications of these plans, policies and procedures for the sustainability of school improvement in the local, national and international leadership pool. By documenting the plans, policies and procedures relating to principal rotation/succession in three exemplary school districts in the current context of mandated educational reform and demographic change, the researchers identify the impact and implications of succession on individual leaders, on institutions and on school districts within local, national and international contexts. The study will also provide an examination of models of principal succession/rotation and will make policy recommendations regarding principal rotation/succession. It will incorporate models of plans, policies and procedures that are exemplary in supporting and "allowing" principals to succeed.

#### 02AF ROOM 130

##### THE PROFESSIONAL IDENTITY OF THE SECONDARY TEACHING STAFF: CRISIS AND RECONSTRUCTION

#### Speakers

Antonio Bolívar Botía, Manuel Fernández Cruz, María Purificación Pérez García and Jesús Domingo Segovia, Universidad de Granada

#### Type

Symposium

#### Language

Spanish

#### Abstract

The symposium includes four complementary contributions on diverse aspects of the professional identity of Secondary teachers, based on an I+D study carried out by the Force Research Group. Teachers' professional identities - Antonio Bolívar (Universidad de Granada).

The issue of personal, social and professional identity responds to new experiences in the social conditions of our postmodern times, and the crisis in this identity also corresponds to the crisis in the modern age. This contribution presents a conceptualization of the professional teaching identity, and focuses on the factors (school and social) that have placed the teacher in a new situation in the educational scene, producing an identity crisis (especially in Secondary). Professional identity is both a

subjective construct and a social inscription. The identity in itself, as a biographical process, is transactionally united with recognition by significant others. The identity biographical narrative approach was adopted as the theoretical framework (re)presented in the life stories told by the individuals.

Researching teachers' professional identity - Manuel Fernández Cruz (Universidad de Granada).

Components and construction of a professional identity - M<sup>a</sup> Purificación Pérez García (Universidad de Granada).

A policy for reconstructing identity - Jesús Domingo Segovia (Universidad de Granada)

**02AF ROOM 130****LANGUAGE AND LITERACY: ADDRESSING THE NEEDS OF SOUTH FLORIDA FAMILIES****Authors**

Janet Towell, Florida Atlantic University  
Susanne Lapp, Florida Atlantic University

**Type**

symposium

**Abstract**

The following symposium will address the language and literacy needs of children and their families in south Florida. Statistics suggest that one in nine adults living in the U.S. have limited literacy skills. Although most adults can read at rudimentary levels, many individuals are in desperate need of higher literacy skills to locate employment and function successfully in today's technological society. Compounding this crisis with a population which is comprised of a myriad of individuals with distinct language/literacy and educational backgrounds, as well as national and cultural origin, the issues increase exponentially. Our presentation will highlight several innovative and bold educational initiatives which teacher educators at Florida Atlantic University have explored in an effort to positively impact this growing language and literacy crisis which plagues south Florida and the United States.

**02AF ROOM 131****INNOVACIÓN EN LA EDUCACIÓN RURAL: ESTUDIO DE CASO DE UNA EXPERIENCIA****Authors**

Graciela Cordero-Arroyo, Universidad Autonoma de Baja California, Luis Angel Contreras-Niño, Universidad Autonoma de Baja California  
José García -Córdova, Director Zonal, Promeb, Teresa González, Directora General, Promeb, Donald Dippo, Universidad de York, Steve Alsop, Universidad de York, Marcela Duran, Universidad de York, Tove Fynbo, Universidad de York, Maria Luisa Sanchez, Universida de Piura and Patricia Ames, Universidad Peruana Cayetano Heredia

**Speakers**

Graciela Cordero-Arroyo, Universidad Autonoma de Baja California, Luis Angel Contreras-Niño, Universidad Autonoma de Baja California and Jose García-Cordova, Director Zonal, Promeb

**Type**

symposium

**Abstract**

El simposium documenta y difunde la experiencia de un proyecto colaborativo para el desarrollo profesional de profesores rurales en servicio, basado en la investigación-acción, que implementó durante 2004 el Programa de Mejoramiento de la Educación Básica (Promeb) en las provincias de Piura, Perú. El programa se desarrolla mediante un acuerdo de colaboración norte-sur entre tres universidades (Universidad de York, Canadá, Universidad Autónoma de Baja California, México y la Universidad de Piura, Perú) y gracias al financiamiento otorgado por la Agencia Canadiense de Cooperación Internacional (CIDA). Este simposium presenta tres temáticas centrales. En primer término describe el contexto educativo de la escuela rural en Perú y el origen, objetivos y características del proyecto Promeb. En el segundo trabajo se revisa el modelo de formación de profesores adoptado. En tercer lugar se presenta una revisión de las experiencias de investigación-acción desarrolladas por los participantes. Finalmente, se reflexiona sobre las líneas de acción de Promeb para 2005 a partir de los resultados de esta experiencia.

**02AF ROOM 133****IMPROVING INTERACTIONS BETWEEN SCHOOL AND HOME: TOWARDS FAMILY-FRIENDLY SCHOOLS****Speakers**

Pat Thomson, Linda Ellison, Tina Byrom and Donna Bulman, University of Nottingham

**Type**

symposium

**Abstract**

School effectiveness researchers continue to note the importance of school-home relationships to student learning, school culture, and inclusion. However, there is still remarkably little in the school improvement literatures about what this actually means schools might do in order to make changes to their school-home practices. In this symposium, we report on the findings from a commissioned study which provides one lens on some of the issues involved in strengthening school-home relationships. Our study examined the ways in which ten school front offices handled queries from parent/carers. It shed light on each school's school-home policy framework, school-home communication, training and management of non-teaching staff, and monitoring and auditing procedures. Some of the schools in the study had particularly good practices from which other schools might learn.

**02AF ROOM 133****IMPROVING SCHOOLS IN CHALLENGING CIRCUMSTANCES****Authors**

Kooijman Harry, CPS educational development and advice/NL, Houtveen Thoni, Utrecht University/NL, Van de Grift Willem, Dutch Educational Inspectorate, Kuijpers Jantine, Utrecht University/NL Groot Frans, CPS educational development and advice

**Speakers**

Kooijman Harry, CPS educational development and advice and Houtveen Thoni, Utrecht University/NL

**Type**

symposium

**Abstract**

Improving schools in challenging circumstances is on the educational reform agenda in many countries. Often, these schools are found in disadvantaged areas and suffer a myriad of socio-economic problems, such as high levels of unemployment, physical and mental health issues, and low educational achievement. Schools located in these contexts have levels of performance that, in most cases, fall short of national averages. Research on school improvement in schools in economically deprived areas is still limited, but there is an emerging evidence base to suggest that there are certain strategies schools can adopt that are successful. The papers presented in this session intend to contribute to the knowledge base by presenting the results of a comprehensive school improvement project (EOG) in the Netherlands. The first paper describes the background and design of this project. The second paper goes into the effects of the project with regard to change management, staff-development and pupil results.

**02AF ROOM 134****TECNOLOGÍA EDUCATIVA CONSTRUCTIVISTA - HUMANISTA****Speaker**

Mónica Sibilia Patrone, Yeshiva Keter Tora

**Type**

individual

**Abstract**

Con este trabajo aspiro a compartir la experiencia educativa de nuestra institución: Escuela Secundaria Yeshiva Keter Torá que en los últimos tres ciclos escolares se ha abocado a trabajar en la mejora y efectividad de su propuesta educativa. Conscientes del nuevo paradigma educativo promovemos el desarrollo de una nueva racionalidad, de una nueva mente humanista capaz de crear una nueva cultura. Esta es una iniciativa de innovación educativa, que parte del inseparable binomio teoría-práctica, diseñando un modelo educativo y curricular, con un enfoque constructivista - humanista. Sin pretender ser una reforma educativa, con los honestos deseos de una comunidad que no tuvo miedo a atreverse a cambiar, esta propuesta está basada en un fundamento filosófico consolidado a través de la investigación y de años de práctica docente; cuyo fin primordial es preparar jóvenes auto responsables, creativos, emprendedores, despertando el gusto y el deseo de estar en un continuo proceso de aprender, sin desapegarse de su entorno, creencias e idiosincrasia



### 03 JANUARY 11.00 13.30 (03MR)

#### 03MR ROOM 112

##### CONTEXTS AND CONTENT OF EDUCATIONAL CHANGE: POLITICAL AND DEMOGRAPHIC ASPECTS OF CHANGE OVER TIME

###### Speakers

Andy Hargreaves , Boston College, Corrie Stone-Johnson , Boston College, Kristin Kew , Boston College, Alison Skerrett , Boston College and Dean Fink, International Centre for Educational Change

###### Type

symposium

###### Abstract

This symposium examines the social contexts and content of educational change over a thirty-year period across eight varied secondary schools in the US and Canada. Change means more than reform. A longitudinal and historical approach drawn from the larger study points to five socio-historical forces of change and continuity that propel or inhibit change in traditional and non traditional schools over three decades. These change forces are (1) waves of reform that impact on schools, (2) the impact of these reforms in series and succession on schools with changing racial and cultural demographics among students, (3) the effects of changing demographics and generational compositions among teachers, (4) shifts in leadership style and succession (5) and changing interrelationships among schools themselves. Educational change and reform efforts, it is concluded, must understand and engage with these socio-historical change forces if they are to stand any chance of success and sustainability.

#### 03 MR ROOM 119

##### INTERNAL MARKETING AND SCHOOLS: THE SLOVENIAN CASE STUDY

###### Authors

Vinko Logaj and Anita Tmavčevi, Šola za ravnateljce

###### Speaker

Vinko Logaj, Šola za ravnateljce

###### Type

individual

###### Abstract

Schools in Slovenia are expected to address and respond to changing environment. Breaking through the rigidity, which is approved by legislation and is evident in traditional rooted form of work, is a complex process. Part of the process could also be internal marketing. The purpose of this paper is to discuss the elements of internal marketing which are essential for employees and customers' satisfaction and to indicate opportunities for implementation of internal marketing philosophy and strategies in the Slovenian schools. The paper comprises theoretical framework, the analysis of the Slovenian legal framework and the results of the case study conducted in a general high school (gimnazija). Data was collected through group interview, questionnaire and individual in-depth interviews. The findings show that although the concept of internal marketing is unknown to the participants in the study, its philosophy and focus can contribute to 'better' schools.

#### 03MR ROOM 119

##### THE PRINCIPAL'S ROLE IN FOSTERING A CULTURE OF EVALUATIVE INQUIRY

###### Speaker

Brad Cousins, University of Ottawa

###### Type

individual

###### Abstract

Due in large part to the need to remain flexible in anticipation for continuous future change, the concept of building a learning organization has been receiving increasing attention by educational administrators and researchers. Recently, considerable attention has been focused on the relationship between evaluative inquiry and organizational learning capacity. The argument that applied systematic inquiry, when integrated into the culture of an organization, can be a powerful means of developing its ability to learn is a compelling one. Recent empirical research has clarified the relationship between evaluative inquiry and organizational learning in the context of school improvement (Cousins et al. 2004). The purpose of the proposed paper is to consider implications of these findings for the principal's role, with particular reference to the goal of fostering the development of a culture of evaluative inquiry in schools.

#### 03MR ROOM 119

##### INCLUSIVE PEDAGOGIES: RESTORING VOICE AND AGENCY TO THE LEARNER

###### Speaker

Terry Wrigley, University of Edinburgh

###### Type

individual

###### Abstract

The conceptualisation of 'intelligence' and 'ability' in the Twentieth Century depended on the academic privileging of decontextualised knowledge, and problematic assumptions about a learning deficit in working-class families. This paper argues that school improvement must pay close attention to voice and agency when seeking to improve achievement for disadvantaged learners. The concept of 'culture', centrally important to School Improvement, must be extended through a critical debate about the traditional grammar of school learning. Positive examples are used from schools and educational reforms in different situations.

#### 03MR ROOM 119

##### THE DIFFERENTIAL IMPROVEMENT OF SCHOOLS CAUSING CONCERN IN ENGLAND

###### Authors

Peter Matthews , Institute of Education, University of London and Pam Sammons, School of Education, University of Nottingham

###### Speaker

Peter Matthews, Institute of Education, University of London

###### Type

individual

###### Abstract

Inspection and performance data show that the least effective schools in England are more likely to sustain the improvement they make after inspection than those that are relatively more effective. This paper investigates the relative improvement of schools of different effectiveness, with particular reference to two categories of schools causing concern. It illuminates some of the school-level, local and systemic factors associated with differential improvement. The evidence that an estimated one million pupils have benefited from substantial improvement of most of the weakest schools relates to the assertive national policy of identifying and acting to improve the schools where 'special measures' are found to be needed.

#### 03MR ROOM 120

##### LA INTEGRACIÓN ESCOLAR EN CHILE: PERSPECTIVA DE LOS DOCENTES SOBRE SU IMPLEMENTACIÓN

###### Speaker

Solange Tenorio Eitel, Universidad Metropolitana de Ciencias de la Educación

###### Type

individual

#### Abstract

En la actualidad, existe una preocupación en el sistema escolar chileno por la integración a la educación regular (escuela básica y liceo) de alumnos, que por presentar una "discapacidad", eran anteriormente atendidos por la escuela especial. La llamada Política de Integración escolar del Ministerio de Educación y la creciente elaboración de "Proyectos de Integración" en las escuelas, constituyen una de las innovaciones educativas más discutidas en el país. La integración escolar se ha fundamentado principalmente en una opción ideológico-cultural en favor de las minorías y en la exigencia social y económica de otorgar igualdad de oportunidades a personas, que al estar en un sistema especializado de educación, terminaban excluidas socialmente. Sin embargo, la integración escolar, como fenómeno educativo, no cuenta con un comprensión única, ni tampoco es estimada de igual manera por los distintos actores del sistema escolar. Situación que también ha ocurrido en la experiencia internacional y que ha originado la reconceptualización de la integración por la propuesta de inclusión. La presente ponencia en el ICSEI 2005, dará a conocer la perspectiva de los docentes acerca de lo que ha significado este proceso en las escuelas chilenas, siendo este trabajo parte de la investigación doctoral que la autora lleva a cabo, en la Facultad de Educación de la Pontificia Universidad Católica de Chile.

#### 03MR ROOM 120

##### GENERANDO COMUNICACIÓN A PARTIR DE LA EXCLUSIÓN SOCIAL Y TECNOLÓGICA

#### Speaker

Leonor Fernández Jiménez, Universidad Complutense de Madrid

#### Type

individual

#### Abstract

Se trata de generar procesos comunicativos entre personas en situación de riesgo social, en este caso en concreto, con menores extranjeros no acompañados de la Comunidad de Madrid. A partir de situaciones de diálogo y reflexión, que parten de situaciones cotidianas, y teniendo en cuenta sus referentes culturales, se crea un espacio compartido donde a través de procesos de reflexión y de interpretación se generan criterios de valoración y estrategias de discurso, donde obtienen argumentos que sustentan y justifican sus juicios y posiciones. A la vez, y durante el proceso, se trata de que los menores puedan utilizar las herramientas informáticas, para poder expresar sus ideas, sus emociones y sus sentimientos, construyendo un espacio social que les ayude a ir conformando su propia identidad.

#### 03MR ROOM 120

##### LA INNOVACIÓN EDUCATIVA INSTITUCIONAL Y SU REPERCUSIÓN EN LOS CENTROS DOCENTES DE CASTILLA-LA MANCHA

#### Speaker

Juan Miguel Sánchez Ramón, UCLM

#### Type

individual

#### Abstract

El presente estudio intenta vislumbrar si favorece, o no, al docente de Castilla-La Mancha, de enseñanzas regladas no universitarias, las convocatorias institucionales de innovación educativa en su práctica docente. Esta indagación se realiza a través de un estudio de campo, incardinado siempre desde la perspectiva del centro educativo, del docente en particular, y de la propia administración educativa. Parte de un planteamiento teórico que define y acota la idea de innovación educativa, a través, de una diferenciación de lo que se considera innovación, frente a otros términos paralelos y, a veces, complementarios. También realiza un estudio diacrónico y sincrónico de las ayudas y premios a la innovación educativa desde sus orígenes. Centrándonos más concretamente en la Comunidad Castellano Manchega, observando caracteres peculiares y característicos de las convocatorias y resoluciones de dichas ayudas y premios a la innovación, así como su repercusión en los docentes y en los centros educativos

#### 03MR ROOM 120

##### RETOS DE LA EDUCACIÓN PREESCOLAR OBLIGATORIA EN MÉXICO: LA TRANSFORMACIÓN DEL MODELO DE SUPERVISIÓN ESCOLAR

#### Authors

Lucía Rivera Ferreiro and Marcelino Guerra Mendoza, Universidad Pedagógica Nacional

#### Speaker

Lucía Rivera Ferreiro, Universidad Pedagógica Nacional

#### Type

individual

#### Abstract

En el presente trabajo, y tomando como referencia la política educativa y el proceso de reforma a la educación básica iniciada hace diez años en México, se aborda específicamente la situación en la que se encuentra la educación preescolar, misma que adquirió el carácter de obligatoria tras la aprobación de una iniciativa de reforma constitucional presentada en el año 2002 por el poder legislativo. En términos generales, la iniciativa aprobada establece que el Estado habrá de proporcionar con calidad la educación preescolar en todo el país en los siguientes plazos: cubrir tercer año en el ciclo 2004-2005, segundo año en el ciclo 2005-2006 y primer año en el 2008-2009. Además, se señalan un conjunto de tareas que deberán cumplir las autoridades educativas del país, entre las que destacan la instalación de comisiones técnicas y de consulta que resulten pertinentes; este acontecimiento desató un debate que aún continúa. Como parte de una investigación más amplia y con el fin de aportar elementos a esta discusión, en el presente escrito se exponen algunos referentes históricos que permiten comprender los rasgos característicos de la educación preescolar; posteriormente se describen el proceso, los términos del decreto antes mencionado, especialmente con relación a los plazos y las tareas que son responsabilidad de la autoridad educativa para cumplir con la obligatoriedad; así mismo, se mencionan los problemas de diverso orden que ha traído consigo este decreto. Con estos elementos como referente, se revisa la situación que guarda la supervisión, su estructura organizativa, la diversidad de figuras que cumplen esta función y la visión que docentes, directoras y las mismas supervisoras tienen sobre el papel de la supervisión. Para concluir, en el último apartado se concluye con la formulación de un conjunto de características deseables como parte de un modelo de supervisión basado en el asesoramiento. En síntesis, entendemos el asesoramiento como un proceso cooperativo, de aprendizaje continuo, recursivo, divergente, emergente, de creación y reconstrucción permanente para encontrar soluciones pertinentes a problemas generalmente complejos. Este proceso precisa de conocimientos sobre teorías y componentes curriculares, factores que intervienen en el proceso educativo y en las relaciones intra e interinstitucionales, habilidades para el trabajo en y con grupos, la gestión y organización, y la comunicación, así como de actitudes tales como la receptividad, sensibilidad al cambio, flexibilidad y reflexividad, necesarias para estar en condiciones de cumplir el rol de supervisor bajo un enfoque basado en el asesoramiento.

#### 03MR ROOM 120

##### "AQUÍ GUAMOS NUESTRO TIMÓN": UNA AVENTURA EDUCATIVA EN CHILE

#### Speaker

M<sup>a</sup> José Serván Núñez, Universidad de Cádiz

#### Type

individual

#### Abstract

La contribución a ICSEI2005 expone el proyecto educativo puesto en marcha en un colegio en Santiago de Chile. Dicho centro fue objeto de un estudio de caso en profundidad para mi tesis doctoral. Se trata de un centro privado subvencionado cuyos alumnos y alumnas proceden de familias de nivel socioeconómico medio. El proyecto educativo de este centro se basa en la educación extraescolar y la formación integral de las personas. Los chicos y chicas deben aprender mediante la realización en equipo de proyectos formulados por ellos mismos. En los momentos en que el proyecto educativo se realiza en toda su integridad es cuando se producen lo que en el centro llaman, por esta razón, actividades emblemáticas. Entre ellas, está una feria del libro, una feria científica y, como principal actividad del centro, el Fogón. Dichas actividades destacan porque ponen en cuestión la tradicional división en asignaturas del currículum así como el horario escolar determinado por las mismas con el objetivo de conseguir un mayor aprendizaje de los estudiantes.

#### 03MR ROOM 121

##### CONDICIONES Y MEJORAMIENTO DE LA EDUCACIÓN INTERCULTURAL DE LOS ESTUDIANTES INDÍGENAS, HUICHILES Y NAHUAS DE EDUCACIÓN PRIMARIA EN JALISCO-MÉXICO.

#### Authors

Martha Vergara Fregoso Secretaria de Educación Jalisco- Centro de Estudios de Posgrado, Hilario de la Cruz Rosas, Secretaria de Educación Jalisco- Dirección de Educación Indígena, Víctor Ponce Grima, Secretaria de Educación Jalisco- Dirección de Investigación Educativa, Manuel Alcázar Cruz,

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Speaker

Martha Vergara Fregoso, Secretaría de Educación Jalisco- Centro de Estudios

Type

individual

Abstract

Esta investigación en proceso, está financiada por el Fondo Sectorial de Investigación para la Educación SEP – CONACYT- México. La indagación se desarrolla en los asentamientos tradicionales indígenas: Huicholes al norte y Nahuas al sur del estado de Jalisco; además de escuelas con presencia indígena en la zona metropolitana de Guadalajara. Tiene como propósito elevar la calidad de la educación intercultural y superar los indicadores del fracaso escolar, específicamente los altos índices de deserción y la reprobación, así como la baja eficiencia terminal de los estudiantes indígenas. La metodología utilizada es etnográfica, se elaboró un instrumento que fue aplicado a todos los profesores que atienden niños indígenas en la zona norte y sur de Jalisco, se han realizado observaciones al trabajo que realizan los docentes y se han elaborado registros del contexto sociocultural y de las sesiones de trabajo en el aula, así como entrevistas a los líderes de la comunidad.

03MR ROOM 121

EL TÈ Y LAS TETERAS: VIDA COTIDIANA, EDUCACIÓN ESTÉTICA Y MULTICULTURALIDAD. UNA PROPUESTA DE ESTUDIANTES DE MAGISTERIO, UNA RESPUESTA DESDE LA ESCUELA PÚBLICA.

Authors

Muntsa Calbó i Angrill, Clara Perxanchs i Juandó, Joan Vallès i Villanueva, Laura Morejón Conredera i Marian Vayreda Puigbert, Universitat de Girona

Speakers

Muntsa Calbó i Angrill and Joan Vallès i Villanueva, Universitat de Girona

Type

individual

Abstract

Esta comunicación resume un fragmento del estudio subvencionado por el CIDE cuyo objetivo era investigar en la formación inicial y permanente de maestras/os en activo como ciudadanos cultos y eficaces en la perspectiva intercultural en educación artística. Después de un período de negociaciones, se adaptó una unidad didáctica diseñada por estudiantes de magisterio en una de nuestras asignaturas optativas, a un contexto escolar real, con el magnífico resultado de la implicación de toda una escuela pública en Calonge (Girona), la escuela CEIP Pere Rosselló. En esta presentación podremos ir visualizando la riqueza de la experiencia, así como los diferentes puntos de partida que tenían los maestros en los ciclos de primaria e infantil, y por consiguiente, los diferentes resultados obtenidos, a través de:

- las anotaciones de una observadora participante en la reunión de todas las maestras y la directora que se planteó como evaluación y final del proyecto.
- una presentación que intenta sugerir la experiencia mediante algunos textos y bastantes imágenes, y que relaciona la propuesta inicial de la asignatura de magisterio con la adaptación a la escuela real.

03MR ROOM 121

AMBIENTE DE APRENDIZAJE INCLUSIVO EN EL AULA. UNA MIRADA A LA COLABORACIÓN ENTRE PARES EN DOS GRUPOS INTEGRADORES DE PRIMARIA REGULAR

Speaker

Miroslava Peña Carrillo, Secretaría de Educación Pública-CONACYT, México

Type

individual

Abstract

En las aulas integradoras observadas, las interacciones tuvieron una estructura, la cual se compuso de acciones, éstas forman núcleos interactivos mismos que dieron origen a los ciclos de interacción. Dicha estructura interactiva fue el cuerpo del ambiente de aprendizaje inclusivo vivido en las aulas integradoras. Con base en lo anterior es posible decir que el ambiente de aprendizaje tiene un carácter dinámico, es un ente vivo. Se caracteriza por favorecer las interacciones en el aula y la inclusión de todos sus miembros, tengan o no necesidades educativas especiales, en las tareas escolares. La colaboración entre los pares facilita la interdependencia positiva y la interacción proveedora. En ambientes de aprendizaje como éstos los niños pueden solicitar, rechazar o ignorar la ayuda en las resolución de las tareas, por lo que se corrobora que ésta tiene que ser proporcionada en el momento adecuado; durante el trabajo de campo se observó que a través de la colaboración los niños pueden tomar el papel de mediadores con sus compañeros que presentan dificultades en la realización de alguna tarea. Lo anterior da cuenta de la obtención de beneficios a través de implementación de estrategias colaborativas; sin embargo, conviene preguntar qué y cómo aprenden los niños con o sin necesidades educativas especiales en escenarios como éstos.

03MR ROOM 121

INTERNET Y FLEXIBILIDAD EN LAS ESCUELAS DE CATALUNYA: EL CAMINO HACIA LA SOCIEDAD RED

Authors

Xavier Laudo Castillo and Josep Ma Mominó de la Iglesia, Universitat Oberta de Catalunya / Internet Interdisciplinary Institute

Speaker

Xavier Laudo Castillo, Universitat Oberta de Catalunya

Type

individual

Abstract

El trabajo que aquí presentamos trata de analizar un aspecto clave de la práctica educativa para la calidad y eficacia de las escuelas: la flexibilidad. Si la nueva estructura social está definida sociológicamente por la red, pedagógicamente puede definirse (entre otros) por la flexibilidad. Una cualidad que empieza a imponerse como una necesidad social que hace que, probablemente, una escuela no pueda ser eficaz sin preparar a los educandos para una vida flexible. Después de caracterizar tentativamente algunos de los rasgos que conformarían una suerte de pedagogía de la flexibilidad, describimos en qué grado se da esta práctica en la realidad escolar de una sociedad en transición hacia la sociedad red mediante el análisis de los datos obtenidos durante el año 2003 por el Proyecto Internet Catalunya. Además, nuestro análisis expone en qué medida se utiliza internet en las aulas y cuál es la relación entre su uso y la implementación del tipo de prácticas educativas estudiadas. Así pues, las preguntas a las que nuestro trabajo quiere finalmente tratar de responder son las siguientes: ¿Una práctica educativa flexible es un indicador de la eficacia de una escuela? ¿El uso de internet puede ser un indicador de una escuela con una práctica educativa flexible? ¿Podría esto llevarnos a decir que, hoy por hoy, una escuela no puede ser eficaz sin un cierto uso de internet?

03MR ROOM 121

FORMACIÓN DEL PROFESORADO Y USO DE INTERNET CON FINALIDADES EDUCATIVAS EN LOS CENTROS EDUCATIVOS DE CATALUNYA

Authors

Daniela Ruiz de Hatgiconstantis and Josep Maria Mominó de la Iglesia, Universitat Oberta de Catalunya

Speaker

Daniela Ruiz de Hatgiconstantis, Universitat Oberta de Catalunya

Type

individual

Abstract

¿Están los profesores de las escuelas catalanas formados para asumir los retos de la sociedad red? ¿Qué formación han recibido en integración de TIC a la educación? ¿Cuáles son sus prioridades formativas? La comunicación presentará un análisis de una muestra representativa de las escuelas catalanas sobre estas cuestiones, entretrejiendo la respuesta al tema central: ¿hay relación entre la formación del profesorado y el uso que hacen de Internet en las prácticas educativas? Se abordará el análisis tomando en cuenta características del colectivo: edad, años de experiencia profesional, características de sus prácticas educativas, percepción que tienen de las TIC y uso que hacen de las mismas, y otras cuestiones útiles a la hora de comprender cómo se apropian los profesores de la red y cómo la integran

en su práctica educativa. Esta comunicación se realiza en el contexto de un estudio más amplio: La escuela en la Sociedad Red: Internet en el ámbito educativo no universitario (noviembre 2003) realizado por el Instituto de Investigación (IN3) de la Universitat Oberta de Catalunya.

03MR ROOM 122

GOVERNMENTALITY AND THE SOCIOLOGY OF EDUCATION: MEDIA, EDUCATIONAL POLICY AND THE POLITICS OF RESENTMENT

Speaker

Cameron McCarthy. University of Illinois at Urbana

Type

individual

Abstract

In this presentation, I will offer a rethinking of the link between the state, education and racial identity in these modern times, and particularly in the United States—an historical conjuncture in which the dynamics of globalization, terrorism, migration, and electronic mediation have unsettled long held stabilities of identity and place in the urban centers. A key flash point of these tendencies of re-articulation and re-narration of racial identity is at the juncture of education, popular culture, and public policy. Drawing on the heuristics of Michel Foucault's concept of governmentality and Friedrich Nietzsche's theory of resentment, I will highlight the constant fabrication of racial difference in contemporary life. I will conclude by pointing to the pivotal role of popular culture and public policy in the management of diversity and the regulation of disparate populations in these crisis times of war and neo-liberal disinvestment in inner-city schooling and social welfare generally.

03MR ROOM/SALA 122

TRACING A NEW EDUCATIONAL PSYCHOLOGICAL MODEL FOR LEARNER SUPPORT IN SOUTH AFRICA

Authors

Petrusa du Toit, North-West University (Potchefstroom), South Africa

Type

individual

Abstract

The South African education dispensation acknowledges the fact that a well-established education support service is imperative for the inclusive education policy in South Africa to succeed. The policy however does not describe the role of professional support staff within these support services. Research was undertaken to trace a new Educational Psychological model for learner support in the relatively new inclusive education in South Africa. The results show that what will be needed to effectively support learners with special educational needs (LSEN), is professional autonomy, professional qualifications, a professional approach towards learner assessment and support, and an expansion of their role to encompass a preventive, collaborative and consultative systemic approach towards the provision of support services to LSEN.

03MR ROOM 122

LA SUPERVISIÓN PEDAGÓGICA PÚBLICA EN CHILE. UN ANÁLISIS DE LA GESTIÓN DEL SUPERVISOR COMO PROMOTOR DEL CAMBIO EDUCATIVO Y MEJORAMIENTO EN LAS ESCUELAS.

Speaker

Gustavo González García, Pontificia Universidad Católica de Chile

Type

individual

Abstract

Un reciente informe de la OCDE (2004) sobre evaluación de las políticas educativas aplicadas en Chile desde 1990, señala que la supervisión educativa ha establecido un nexo débil entre los esfuerzos y objetivos planteados desde la política educativa, con las acciones emprendidas y los resultados conseguidos en las escuelas.

Los modelos basados en el cambio educativo conciben al supervisor como un agente de cambio externo que colabora con la innovación y mejoría que la propia escuela define, en una relación entre supervisor y escuela donde ambos se comprometen con una realidad que tratan de cambiar. Ante esto, la gestión de la supervisión se hace una práctica compleja que involucra la toma de posición sobre los límites de la autonomía escolar y sobre la autoridad y capacidad del Estado para asesorar y controlar a las escuelas.

Se propone un análisis de los desafíos que enfrenta el supervisor pedagógico como promotor del cambio educativo y mejoramiento en las escuelas públicas chilenas a partir del análisis al material de investigación recogido en la tesis doctoral desarrollada por el autor en la Facultad de Educación de la Pontificia Universidad Católica de Chile.

03MR ROOM 122

RUPTURAS DE PARADIGMAS EDUCATIVOS EN LA COTIDIANIDAD DEL AULA

Speaker

Célica Esther Cánovas Marmo, Tec de Monterrey Campus León

Type

individual

Abstract

¿A qué demandas debe responder el aprendizaje en las aulas universitarias? ¿Qué procesos académicos alternos lograrían una efectiva transformación de la educación? ¿Es posible mantener a los alumnos entre cuatro paredes, viendo las espaldas de sus compañeros de clase, mientras el mundo proclama la ruptura de fronteras? ¿Necesitamos cursos específicos para ello o cada asignatura es un medio para que los alumnos elaboren los conocimientos específicos propios, formándose individual, social y universalmente? El micro-mundo de cada asignatura, diseñado de una manera creativa, puede ser un laboratorio para encontrar respuestas a tales interrogantes. El trabajo que presento es el diseño de un proceso para redactar en español, en una universidad de provincia, mexicana. Las evaluaciones indican logros y expectativas planteados por los alumnos, permite una actualización constante del programa. Fomentando el uso de la tecnología, el trabajo en equipo y la función docente, como medios para cultivar habilidades, actitudes y valores con el objetivo prioritario de escribir.

03MR ROOM 123

TRACKING AND THE EFFECTS OF SCHOOL RELATED ATTITUDES ON THE LANGUAGE ACHIEVEMENT OF BOYS AND GIRLS

Authors

Eva Van de gaer, Jan Van Damme and Agnes De Munter, K.U.Leuven

Speaker

Eva Van de gaer, K.U.Leuven

Type

individual

Abstract

In this study we examined the effects of school related attitudes on the language achievement of boys and girls at the end of secondary education. We made a distinction between the highest versus the lower ability tracks. Data were drawn from the LOSO-project, a longitudinal project in secondary education. The results showed that there were no gender differences in language achievement in the highest track, but in the lower tracks girls achieved higher at the end of secondary education. When gender differences in school related attitudes were taken into account, the gender gap in language achievement in the lower tracks disappeared. However, in the lower tracks, the language achievement of boys and girls were associated with school related attitudes in an unexpected way. Post hoc analysis revealed that the more intelligent boys in the lower tracks have very low school related attitudes. Several possible explanations will be discussed.

03MR ROOM 123

RADFORD PRIMARY SCHOOL: LAS CLAVES DE UNA ESCUELA INCLUSIVA

Speaker

Inés Gil Jaurena, UNED - Facultad de Educación

Type

individual

Abstract

El objetivo de la comunicación es presentar y debatir sobre los elementos clave que hacen que Radford Primary School (Nottingham, Inglaterra) sea considerada un "buen ejemplo" de práctica educativa inclusiva. Tras contextualizar y describir la escuela Radford, que sirve a una población "desfavorecida" y heterogénea (diversidad religiosa, lingüística, de origen), se expondrán y analizarán varios aspectos diferenciales presentes en esta escuela, como son:

- Un clima acogedor, inclusivo y respetuoso con la diversidad.
- Un esfuerzo consciente y conjunto del personal por atender a las necesidades del alumnado.
- El antirracismo y la justicia social como marco de trabajo.

La presentación se realizará combinando los testimonios de diversas personas vinculadas al centro (director, profesorado, madres, inspección) y mis propias reflexiones como observadora externa en varias ocasiones. Durante la comunicación se pretende generar una reflexión con la audiencia en torno a estos y otros aspectos, partiendo del ejemplo que nos proporciona la escuela Radford.

03MR ROOM 123

RACE, TEXT, AND THE POLITICS OF OFFICIAL KNOWLEDGE

Speaker

Goli M. Rezai-Rashti, The University of Western Ontario

Type

individual

#### Abstract

This paper deals with the discourses related to race and antiracism in a social science textbook for grade 12 Ontario students. It argues that the textbook did not address the complex notion of "race" and "antiracism". Drawing on the work of Apple, Luke, and McCarthy, the paper shows that the important contributions of the scholars who tried to discuss the viewpoints of marginalized groups were either ignored or distorted. The textbook avoided the discussion of complex and controversial issues and presented race, multiculturalism, and antiracism within a language of universality and objectivity. The main objective of this paper is to show that although there was inclusion of some minority voices, the presentation of their voice happened in a marginal way and within the epistemological hierarchies that remain uncontested.

#### 03MR ROOM 123

##### REPOSITIONING DEMOCRATIC STRUCTURES: A TAXONOMY OF ENGAGEMENT FOR INDIGENOUS STUDENTS.

#### Speaker

Jan Gray, Edith Cowan University

#### Type

individual

#### Abstract

Despite research evidence recommending a more flexible notion of schooling coupled with policies and practices focussed on addressing the social divide faced by Indigenous students within school communities in Australia, the traditional "grammar" of schooling for these students remains. This paper draws on a series of funded research projects to propose a taxonomy of engagement in learning for Indigenous students. Each stage of the taxonomy is justified with appropriate pedagogies and practices to ground the framework within a school learning community. It is proposed that without a radical change in support structures at system and school levels combined with a re-thinking of pedagogies and practices cognisant of inter-related factors impacting on engaging young Indigenous learners, current patterns of attrition will continue. The taxonomy of engagement proposes a new "grammar" of schooling to provide equity of opportunity for these young learners.

#### 03MR ROOM 123

##### LEARNING FROM SUCCESS AS LEVERAGE FOR SCHOOL-WIDE LEARNING: A NATIONAL PROGRAM IN ISRAEL

#### Authors

Israel J. Sykes, Myers-JDC-Brookdale Institute, Chen Schechter, Hebrew University School of Education and Assad Shibli, Shibli High School

#### Speakers

Israel Sykes, Myers-JDC-Brookdale Institute and Assad Shibli, Shibli High School

#### Type

individual

#### Abstract

During the past two years the Department of Secondary Education in Israel's Ministry of Education and the Myers-JDC-Brookdale Institute have developed a national program for improving school outcomes that uses "learning from success" as leverage for developing school-wide learning. The program is designed to enable schools to recognize the seeds of transformation within their own successful practices, and to reflect upon these successes collectively in order to transform individual implicit knowledge into collective explicit knowledge. Learning from success has been systematized into both learning and documentation formats that structure the work and language of school personnel participating in the program. The methods developed in the program provide a practical framework for promoting school autonomy, while simultaneously enhancing school outcomes and systemic learning. The program will be presented from national and local perspectives, by one of its developers and by a principal of a school in which it was implemented.

#### 03MR ROOM 124

##### CHANGING CURRICULUM CHANGING TIMES: THE SECRET OF SURVIVAL AND GROWTH OF LAU

#### Speaker

Dr. Renee Sabbagh Ghattas, Lebanese American University

#### Type

individual

#### Abstract

This research was based on a case study of the Lebanese American University, which was able to survive and grow into a multi-campus university during the war period. The researcher studies the changes in the curriculum and the educational programs offered at LAU. Semi-structured interviews and recent articles were used to enhance the validity and reliability of the data collected. The sample included eight people from the management group, eighteen faculty members and twelve alumni. The faculty members and alumni were divided into old-timers and new-timers, and the entire sample was divided into females and males. The analysis of the data collected led to a better understanding of the relation among different variables, such as economic and political conditions, gender, and age group affecting the curriculum or academic programs offered. The results can help educational institutions adjust their curriculum to changing environmental conditions, without jeopardizing the quality of their academic standards.

#### 03MR ROOM/SALA 124

##### School Transformation from Within: A remarkable case of making a difference

#### Authors

Marian Lewis, University of Southern Queensland, Australia

#### Type

individual

#### Abstract

Newlyn Primary School, in a disadvantaged outer suburb of Sydney, has been transformed from within. The students are a challenging group – many themselves challenged by their life situations. The transformation has been from a mindset focused on disadvantage (with its low achievement and poor behaviour) to a mindset characterised by high expectations and shared responsibility for success. The professional community has developed new ways of thinking and working together. Those previously silenced within the 'old' school culture now have a clear voice and a shared purpose. Leadership is shared, morale is higher and school outcomes are improving. The risk taking principal, talented middle managers, enthusiastic and committed teacher leaders, the students themselves – are all building their capacity to make a difference and succeed against the odds. The paper will explore the transformation at Newlyn – one of more than 150 Australian schools, is engaged with a school revitalisation process called IDEAS.

#### 03MR ROOM 124

##### AN INNOVATIVE EDUCATION PROGRAMME FOR FAILED STUDENTS

#### Authors

Christina Ng and Alexander Seeshing Yeung, Hong Kong Institute of Education

#### Speaker

Christina Ng, Hong Kong Institute of Education

#### Type

individual

#### Abstract

Each year in Hong Kong, only about 50% of Secondary Five students (age 16+) can pass the Hong Kong Certificate of Education (HKCEE), which is the threshold qualification for any further pursuit of education or employment. There has been concern for those who did not survive conventional schooling. Recent studies on education have increasingly emphasized life-long learning in the community. For students to be able to continue learning throughout their life, the development of appropriate generic skills is believed to be vital. An innovative continuing education programme known as Project Yi Jin (PYJ) was introduced by the Hong Kong Special Administrative Region Government for those students who failed in the HKCEE. PYJ provides an alternative pathway for students to obtain a formal qualification equivalent to HKCEE. Instead of using the mainstream curriculum for secondary school, PYJ adopts a holistic approach in curriculum design, aiming at developing students' generic skills. It is expected that students will acquire and develop certain skills that are generic enough to enable them to cope with personal, social and career development. A total of 2,806 students who attended PYJ responded to 13 survey items about their generic skills before PYJ (Time 1) and 13 parallel items after PYJ (Time 2). Principal components analysis found three dimensions of generic skills, viz., Cognitive, Academic, and Affective dimensions before PYJ and

three parallel dimensions after PYJ. Repeated-measures analysis of variance found that the students scored significantly higher in each of the three dimensions in Time 2 than in Time 1. There was evidence of enhanced generic skills through PYJ. Whereas there was support for the effectiveness of PYJ, the findings also call for attention to the importance of generic skills in the curriculum of primary and secondary schools.

03MR ROOM/SALA 129

#### ORDINARY PEOPLE IN THE ACT OF DOING EXTRAORDINARY THINGS: TEACHER AS LEADERS IN SCHOOL

##### Authors

Dorothy Andrews. University of Southern Queensland

##### Type

individual

##### Abstract

This paper reports on research carried out in Australian schools involved in a school improvement project called IDEAS (Innovative Design for Enhancing Achievement in Schools). In particular, this research, completed by the Leadership Research Institute at the University of Southern Queensland, focuses on the creative and inspirational work of teachers as they engage in a process of school revitalisation. The work of teachers illuminated in this study explores an emerging image of the teaching profession that recognises the work of the organisation-wide influence of some teachers who lead their professional community in professional learning, culture building and the development of school-wide approaches to pedagogy.

03MR ROOM 129

#### RANKINGS OF SECONDARY SCHOOLS

##### Authors

Katrien Bonneux, Jan Van Damme and Bieke De Fraine Centre for Educational Effectiveness and Evaluation - KULeuven

##### Speaker

Katrien Bonneux, Centre for Educational Effectiveness and Evaluation - KULeuven

##### Type

individual

##### Abstract

Since the beginning of the eighties schools have become more autonomous, but at the same time they are held more accountable for the education they offer and the results their students reach. A school that is bringing her students further than can be expected on the basis of the characteristics of the student population is called an effective school. Based on school effectiveness research, schools can be ranked. In this paper we compare rankings of raw school results and of school results taking account of the population a school attracts. Furthermore, we explore the stability of school effects between different grades of secondary education and we investigate the consistency of school effects between cognitive and non-cognitive criteria. The data we use stem from the Flemish Longitudinal Research in Secondary Education project. This project started in 1990 and followed a cohort of 6411 students through secondary education.

03MR ROOM 129

#### HOW TO UPHOLD LEGITIMACY AND AUTONOMY OF THE EVALUATOR

##### Speakers

Oscar Oquist and Sten Soderberg, Swedish National Agency for Education

##### Type

individual

##### Abstract

By using the concept of "looping" (Hacking, 1995), we argue that evaluation is political in the sense of constructing "human kinds". Unintentional side-effects might be, that when constructing a human kind others will be excluded and also excluded from the public debate. Evaluation seen in this way as a producer of knowledge is an inherently high-stake thing. Putting focus on the political practice there are some other side-effects. Demand for an equal distribution of welfare funds forces politicians to be dependent on facts and figures. Rights and norms are at risk of being instrumentally regulated in a to the knower citizens offensive way. This can lead to legitimisation crises.

One way to uphold legitimacy from the perspective of the evaluator might be to make clear the ways in which she/he lets the world be represented. We state that the evaluator has a unique position in the society, as a kind of objectifying participant, from which he can direct knowledge to the politicians concerning the effect of their actions, to the bureaucracy knowledge of their "constructing affairs" and finally the evaluator can supply the citizens with knowledge on the relation between their everyday life and the decisions made by the state. A first step to this autonomous position is to take control over the construction of "evaluation".

03MR ROOM 129

#### BREAKING WITH 'CHALK AND TALK'. A TRI-LEVEL APPROACH OF ADAPTIVE EDUCATION IN PRIMARY SCHOOLS IN HUNGARY

##### Speakers

Mari Bognár, National Institute for Public Education (OKI), Hungary, and Annemarie Oomen, APS International

##### Type

individual

##### Abstract

The 3-year-long project MAG (2003-2006) is executed in co-operation of OKI (Hungary) and APS International (The Netherlands). Its overall objective is to develop elementary schools as effective places to learn for all children, especially for socially excluded, at-risk students in such a way that teachers, head teachers and local education officers participate each according to their professional and formal obligations. The project is delivered in three Hungarian counties and 7 school districts in them. The concepts used in the MAG project (MAG meaning 'seed' a Hungarian acronym for: Preventing – Adapting – Caring) come from the adaptive education theory and elaborated practice as developed by APS on one side. Important concepts in the innovation at hand are the tri-level reform insides of Michael Fullan, the Effective School Improvement (ESI) project, and the Concerns Based Adoption Model (CBAM). A short presentation will introduce the audience to this innovation project and invite for an open discussion. The authors suggest the following topics for discussion:

How it is possible to transform the meta-analysis of improvement practice into policy-relevant questions?

What kind of experiences of the professional supporters have had in the multilevel improvement process? What are the pitfalls and challenges?

03MR ROOM 130

#### PROMOTING SECONDARY SCHOOL INNOVATION THROUGH EUROPEAN PROJECTS

##### Authors

Jörg Müller, Alexandra Bosco, Verónica Larrain, Silvina Casablancas, Xavier Giró, Anna Nuri, Liliana Zielonka, Juana Maria Sancho Gil and Fernando Hernández Center for the Study of Changes in Culture and Education (CECACE). Teresa Moyà, IES Carrasco i Formiguera, Leopold Magriñà, IES Vila de Gràcia, Juan M. Carretero, IES Bernat Metge, Isabel Porta, IES Bernat Metge, Santiago Marchese, IES Bernat Metge, Victoria Ibañez, IES Zafra and Cristobal Martínez, IES Zafra.

##### Speakers

Jörg Müller, Alejandra Bosco, Center for the Study of Changes in Culture and Education (CECACE), Juan M. Carretero, IES Bernat Metge and Teresa Moyà, IES Carrasco i Formiguera

##### Type

symposium

##### Abstract

This symposium explores how to promote secondary school innovation through European projects. The majority of projects work with the classical top-down approach where schools are reduced to passive receptors for implementing ideas or models that have been devised elsewhere. However, improvements achieved through imposed reform often fail to make a lasting contribution to the educational culture in question; beyond most projects life-time, the progress made rarely is sustainable. The case of four Catalan schools will be exposed which followed a different path. Collaborating as equal partners with the University of Barcelona as well as among themselves in an European I+D project named School+, the very mapping of their educational necessities and strengths stood at the beginning of a bottom-up process of educational change. The results achieved so far justify the hope of having initiated a sustainable innovation in schools that grows richer as it proceeds.

03MR ROOM 131

**AN ANALYSIS OF LINKAGES AND CAPACITY IN ONE SCHOOL IMPLEMENTING A COMPREHENSIVE SCHOOL REFORM DESIGN**

**Speaker**

Sue Lasky, University of Louisville

**Type**

individual

**Abstract**

This paper provides an analysis of what linkages across policy levels were necessary to support Comprehensive School Reform Design implementation. Two questions guide the analysis: "What linkages exist between policy levels in CSRD implementation?"; and "In what areas can capacity be developed to support systemic linkages?" This paper draws from teacher, principal, and district leader interviews; and classroom observations over three years from one urban middle school. Analyses revealed that several kinds of linkages across policy levels were necessary to support the flow of resources in the process of this middle school adopting one CSRD, the Coalition of Essential Schools. Capacity for reform implementation was developed primarily at the teacher level. Implications for how the conceptual framework framing the analysis might generalize across international contexts are discussed.



03MR ROOM 131

CREATING A PLATFORM FOR ACCOMMODATING THE NEWEST PEDAGOGICAL PRACTICES AND TECHNOLOGY IN SCHOOL

Authors

Joseph Yun-Wah CHUI, Paul Yat-Heem YAU, Miranda Siu-Ping TSE, Eva Suk-Ying CHAN, HKCCCU Logos Academy, Hong Kong

Type

individual

Language

English

Abstract

In educational transformation, to plan a broad and balanced school-based curriculum, from the beginning of Early Learning Stages, the teachers of Logos Academy of Hong Kong have designed different level- and age-appropriate activities and assignments for the children. The school-based curriculum encourages the mastery of basic concepts and development of aesthetic appreciation, family life education, character formation, physique building and inquiry/research skills. Moreover, integrated tasks and projects intertwining with different study skills are mounted to enable the children to experiment creative designs and try out increasingly complex investigations. In pace with the interest and abilities of the children, some "advanced" concepts in Science and Technology are introduced at earlier learning stages. On the other hand, "Family Life Education", "Analytical study of Current Issues", Mind-mapping, MegaSkills and Media Education are given more rigorous treatment at an early age -- delimiting the scope of many prescribed texts and syllabuses. Evidence has reviewed that our students learn to be aware of and keeping pace with the developments of a complex society much faster. The school-based curriculum has created a platform to accommodate for the newest pedagogical practices and technologies in school even at some early learning stages.

03MR ROOM 131

IN SEARCH OF A SUPPORT SYSTEM FOR LANGUAGE LEARNING IN HONG KONG

Speaker

Frank Wai-ming Tam, The Chinese University of Hong Kong

Type

individual

Abstract

The importance and the contribution of social environment to language instruction and learning has been widely recognized and well researched. A family environment which is characterized by good family relationship and strong parental support is deemed to be conducive to students' higher motivation for learning and achievement, and their search for appropriate strategies for learning. A school environment which is characterized by high expectations, structured processes, and guidance from teachers also has similar effects on student learning. Likewise, an organizational environment which is caring and supportive has been shown to be related to higher incidences in teaching innovation, professional development and successful implementation of curriculum reform. Hence, a support system appears to be imperative to teaching and learning, especially for the language curriculum.

In this connection, the Association of Head of Secondary Schools in one of the districts in Hong Kong attempted to conduct a research to look at the support system for language instruction and learning in its district. The research employed the social capital perspective to look at how parental behavior, peer influence and teachers' classroom behavior constitute a support system for student learning, and how the system contributes to learning motivation and use of learning strategies by the students. Also, the research looked at how the organizational climate, belief system and work pressure contribute to the motivation, satisfaction, and professional development needs of the language teachers within the school.

19 secondary schools with over 5,000 junior secondary students and their family members, plus over 200 language teachers participated in the cross-sectional survey of the research. The result of the research is deemed to have important implications for the current home-school-community relations in Hong Kong, as well as the restructuring of the organizational process to accommodate more parental and community involvement for the creation of more social capital to support language teaching and learning.

03MR ROOM 131

"SOFTWARE SUPPORTED INVENTION AND INNOVATION FOR ALL LEARNERS: PROSPECTS AND PROBLEMS"

Speaker

Arthur M. Harkins, University of Minnesota, Minneapolis

Type

individual

Abstract

Knowledge workers, supported by software and information, are the newest sources of continuous innovation in the labor force. It is the thesis of this paper that all levels of education must undergo a software-supported mission change to help prepare, support, and evolve flexible, high-performance knowledge workers for "continuous innovation societies." In education, this means that software will teach what is known, teachers will become role models for performance competence and excellence, and a new genre of professionals will collaborate with students in the practice of continuous production of personal, or Mode III, knowledge, for purposes of invention and innovation. Brief scenarios of this mission change are provided. A spirited challenge of the paper's thesis is offered, with particular emphasis upon the deconstruction of teacher roles and the circumvention of education's legacy-driven history. Participants will be asked to complete and discuss a short questionnaire evaluating the paper's thesis, including its benefits and costs.

03MR ROOM 131

THE MENTORING SYSTEM FOR EXPERIENCED TEACHERS IN CHINA

Speaker

Ho Ming Ng, The University of Hong Kong

Type

individual

Abstract

Mentorship is commonly defined as a relationship between an experienced teacher and a novice, in which the former teaches, supports and develops the latter. It is found that schools in mainland China provide mentorship not only for novice teachers, but also for experienced teachers. There exists a strong belief that all teachers, regardless of their qualifications, experiences and competence, should continuously engage themselves in professional development. In China, the mentors for novice teachers are mainly senior members within the same school. They help their juniors become competent teachers. In contrast, the mentors for experienced teachers are usually outsiders, including experts from higher education institutions, and master teachers from other schools. Their aim is to help experienced teachers become instructional leaders and expert teachers. Based on the findings of a research project on school-based teacher development in Guangzhou, the mentoring system for experienced teachers will be elaborated and analysed, including the practices, the scope of guidance, and roles and styles of the mentor. The speaker will also critically examine the effectiveness of the Chinese system and its implications for the countries in the West and systems under the Western influence like Hong Kong.

03MR ROOM 132

FOOTBALL AND FRACTIONS, BREAKFAST AND BOG-SNORKELLING: HOW LEARNING OUTSIDE THE CLASSROOM IMPACTS ON PUPIL ACHIEVEMENT AND SCHOOL IMPROVEMENT.

Speakers

Tony Kirwan, Diane Wilson, Ruth Rogers and Joanne Robson, Canterbury Christ Church University College

Type

symposium

Abstract

Study support is a term introduced in the UK to describe learning opportunities outside the classroom which young people undertake voluntarily at school or elsewhere. It has a deliberately wide definition including sports, creative and artistic activities, and community service as well as assistance to students with homework and coursework. As a result of government policy and funding there has been a major increase in the amount of learning outside the classroom. This symposium would present the context and then review

· Research into the effectiveness of study support into raising pupil achievement and improving attitudes and motivation.

- The major national strategy , Playing for Success, which uses study centres based at professional football clubs to re-motivate underachieving pupils.
- The national quality assurance framework based on school self-evaluation.
- We then plan to discuss the implications of this strategy for teacher education and school improvement.

03MR ROOM 133

**CULTURAL COMPETENCIES FOR SCHOOL LEADERS**

Speakers

Patricia A. Mulligan, California Polytechnic State University and Carole A. de Casal, The University of Southern Mississippi

Type

symposium

Abstract

The schools of the 21st century will be more culturally diverse than those of the last century. The languages, religions, cultures, and ethnicities of the school of the future will represent an array of persons with global diversity. Preliminary results from interviews with school leadership candidates from across the United States indicate that university programs are not effectively addressing, nor are they providing opportunities for hands-on experience with culturally diverse populations of students. This lack of cultural competence will not provide leaders or the community with an adequate knowledge, skill or disposition base from which to draw leadership for the future. It is predicted that in the US alone, more than 25% of the school age population will be non-European American by 2010. This number has already swelled to more than 50% of the school age population in many areas of the US. Without the appropriate knowledge in the area of cultural competence, school administrators will lack the ability to interact and provide accountability for the achievement of culturally diverse students. The research presented in this symposium will provide attendees with a base of knowledge, skills, and dispositions required to interact and lead in a culturally diverse school environment. In addition, attendees will learn about case studies, and resources for professional development in the area of cultural competence.

03MR ROOM 134

**LA INVESTIGACIÓN SOBRE EFICACIA ESCOLAR EN IBEROAMÉRICA: RETOS Y DESAFÍOS PARA EL FUTURO**

Author

F. Javier Murillo Torrecilla, Universidad Autónoma de Madrid (España)

Speakers

Nigel Brooke, Universidad Federal Minas Gerais (Brasil), Elsa Castañeda, Fundación Antonio Restrepo Barco (Colombia), Santiago Cueto, Grupo de Análisis para el Desarrollo (Perú), Eduardo Fabara, Cenaise (Ecuador), M<sup>a</sup> Eugénia Ferrão, Universidad da Beira Interior (Portugal), M<sup>a</sup> Lourdes Hernández Rincón, Universidad Complutense de Madrid (España), Mariano Herrera, Centro de Investigaciones Culturales y Educativas (Venezuela)

Sergio Martinic, Universidad Católica de Chile (Chile) and Margarita Zorrilla, Universidad Autónoma de Aguascalientes (México)

Type

symposium

Abstract

Desde los inicios de los años 70 se ha realizado en Iberoamérica una buena cantidad de investigaciones sobre Eficacia Escolar que han aportado interesantes resultados sobre los factores de aula y escuela que inciden en el desarrollo de los alumnos. Pero es en estos inicios del siglo XXI cuando se está observando un crecimiento en el interés por la investigación sobre Eficacia Escolar en la Región. Resulta, pues, un excelente momento para reflexionar acerca de su situación actual y, más importante, plantearse los retos y desafíos con que ha de enfrentarse en el futuro. En este Simposium, algunos de los más importantes investigadores sobre esta temática de la Región presentarán un balance de los trabajos desarrollados en su país, así como una reflexión acerca de los retos y desafíos a los que se enfrenta la investigación iberoamericana sobre Eficacia Escolar en estos momentos. Con todo ello se intentará establecer una agenda de trabajo para los próximos años.

**03 JANUARY 16.00 –18.30 (03MR)**

03AF ROOM 112

**LEADERSHIP FOR LEARNING - THE CARPE VITAM PROJECT**

Authors

John MacBeath, University of Cambridge, David Frost, University of Cambridge, Sue Swaffield, University of Cambridge, Kate Myers, University of Cambridge, Joanne Waterhouse, University of Cambridge, Gregor Sutherland, University of Cambridge, George Bagakis, University of Patras, Neil Dempster, Griffith University, University of Western Australia, David Green, Center for Evidence Based Education, Leif Moos, Danish University of Education, Jorunn Moller, University of Oslo, Guri Skedsmo, University of Oslo, Bradley Portin, University of Washington, Michael Schratz, University of Innsbruck

Speakers

John MacBeath, University of Cambridge, David Frost, University of Cambridge, Sue Swaffield, University of Cambridge, Kate Myers, University of Cambridge, Joanne Waterhouse, University of Cambridge, Gregor Sutherland, University of Cambridge, George Bagakis, University of Patras, Simon Clarke, University of Western Australia, David Green, Center for Evidence Based Education, Leif Moos, Danish University of Education, Guri Skedsmo, University of Oslo, Bradley Portin, University of Washington and Michael Schratz, University of Innsbruck

Type

symposium

Abstract

The Carpe Vitam project is an international research project focussed on 'leadership for learning'. The project involves schools and universities in eight cities across the world - Brisbane, Copenhagen, Innsbruck, London, Oslo, Patras, Trenton, and Seattle. In each of these sites university research and development teams are working with a cluster of three schools over a three year period in order to identify the connection between leadership and learning in very different cultural contexts. This symposium will provide an opportunity for the project team in 7 of the 8 project sites to present papers that report on progress in their country. Each presenter will provide a brief overview of the project including a comment about the social, economic and political context in which their schools operate, a brief description of the method of data analysis used in their setting, an overview of the type of data that has been, and is being, gathered, and a brief description of one dominant theme emerging in that particular national site. Presentations will be very brief allowing for questions and comments from the floor. Full papers will be distributed at the end of the session in the form of a pack.

03AF ROOM 112

**LA CONSTRUCCIÓN DEL SUJETO INFANTIL EN LA ESCUELA PRIMARIA**

**THE ROLE OF PRIMARY SCHOOL IN THE CONSTRUCTION OF CHILDREN'S SUBJECTIVITY**

Authors: Cristina Alonso, Alejandra Bosco, Laia Campaña, Silvina Casablancas, José Contreras, Virginia Ferrer, Pilar Garrido, Montse Guitert, Fernando Hernández, Rosane Kreusburg, Verónica Larraín, Asunción López, Isaac Marrero, Vicente Molina, Laura Morejón, Marta Ortiz, Nuria Pérez de Lara, Juana Sancho, Nuria Simó, Toni Tort, Laura Traff, Montse Rifá, Mariel Ruiz and Judit Vidiella. Grupo de investigación consolidado Formación, Innovación y Nuevas Tecnologías. (FINT).

Type

symposium

Abstract

El tipo de sujetos que pretenden formar las escuelas primarias se refleja en las legislaciones educativas, las manifestaciones de los políticos y agentes sociales y en los proyectos y objetivos de las escuelas. Frente a esta realidad existen pocos estudios que se plantean afrontar cómo estas intenciones sobre el sujeto infantil se hacen visibles en los escenarios, los recursos, las prácticas escolares y las voces de los diferentes sujetos de la comunidad educativa.

El contenido del simposio, resultado del primer año de la investigación sobre El papel de la escuela primaria en la construcción de la subjetividad McyT (BSO2003-06157), aborda: (a) La problemática que aborda la investigación: las representaciones de la subjetividad infantil en la escuela primaria. (b) Qué se pierde y qué se gana cuando se habla de sujeto y de alumno en la escuela primaria. (c) Los discursos sobre la subjetividad infantil en la legislación educativa española. (d) Las voces de los diferentes agentes educativos en torno al papel de la escuela primaria en la construcción de la subjetividad.

03AF ROOM 119

**EL PROGRAMA CORRESPONSABILIDAD FAMILIAR (COFAMI): ORGANIZACIÓN E INTERVENCIÓN EN EL PAÍS VASCO**

Authors

Isabel Bartau Rojas and Juan Etxeberria Murgiondo, Dpto. M.I.D.E., Facultad de F.I.C.E., Universidad del País Vasco

Speaker

Isabel Bartau Rojas, Dpto. M.I.D.E., Facultad de F.I.C.E., Universidad del País Vasco

Type  
workshop  
Abstract

El programa educativo Corresponsabilidad Familiar (COFAMI): Fomentar la cooperación y la responsabilidad de los hijos (Maganto y Bartau, 2004, Ed. Pirámide: Madrid) va dirigido a la formación de los padres y las madres y en este trabajo se presenta como se ha organizado y puesto en marcha en formato de grupo en diversos Centros escolares y Ayuntamientos del País Vasco. La finalidad general de este programa es proporcionar estrategias educativas a los padres y las madres para fomentar la colaboración y la responsabilidad de las y los hijos en las tareas y vida familiar.

Objetivos del taller:

1. Conocer los objetivos, los contenidos y la metodología del programa COFAMI.
2. Presentar el proceso de organización e intervención que se ha llevado a cabo con este programa en grupos de padres y madres de diversos Centros Educativos y Ayuntamientos del País Vasco.
3. Conocer el procedimiento y desarrollo de una sesión del programa COFAMI en grupo.

(Nota: Este trabajo forma parte de una investigación subvencionada por la Universidad del País Vasco-Euskal Herriko Unibertsitatea y el Instituto Vasco de la Mujer-Emakunde que se está llevando a cabo en la actualidad con la finalidad de evaluar el impacto del Programa del COFAMI en el País Vasco).

#### 03AF ROOM 119 "LA ESCUELA QUE QUEREMOS"

Speakers

Rosa Inmaculada Gómez Latorre and Rosa María Caparrós Vida, CEIP Ntra. Sra. de Gracia de Málaga.

Type  
workshop  
Abstract

Con este taller queremos compartir la experiencia vivida en el proyecto de innovación "La ilusión de vivir y crecer en compañía" que se lleva a cabo en el CEIP Ntra. Sra. de Gracia de Málaga. Un equipo de maestras y maestros, decidimos unirnos para poner todo nuestro empeño en dignificar y dar lo mejor de nosotros a un grupo de niñas y niños, que viven a diario dentro de un mundo de carencias culturales, sociales, afectivas, económicas, familiares... Han pasado ya dos años desde que empezamos a gestar la idea, son muchas las dificultades con las que nos encontramos cada día, es mucho el esfuerzo y el trabajo que realizamos a diario; pero también son muchas las ilusiones que crecen, las pequeñas metas alcanzadas y sobre todo es mucho el placer de saber que entre todas y todos: familias, alumnado, profesorado estamos diseñando "LA ESCUELA QUE QUEREMOS".

#### 03AF ROOM 120 ALINEAMIENTO ORGANIZACIONAL PARA EL MEJORAMIENTO DE APRENDIZAJES EN ESCUELAS VULNERABLES

Authors

Paulo Volante Beach, Magdalena Muller and Oliver Tapia, Universidad Católica de Chile Facultad de Educación

Speaker

Paulo Volante Beach, Universidad Católica de Chile Facultad de Educación

Type  
individual  
Abstract

En el contexto de reforma educacional en Chile, las escuelas han recibido múltiples demandas de cambios. Este incremento de innovaciones no necesariamente producen mejoramiento en resultados de aprendizajes. Un caso paradigmático, se observó en escuelas de bajo rendimiento, alta vulnerabilidad social y déficit de gestión, en las cuales se han implementado programas de apoyo y asistencia técnica. Esta investigación explora los efectos de un programa de mejoramiento - que se desarrolla en 14 escuelas urbanas de Santiago de Chile - cuyo foco consiste en alinear la organización, los procesos y las personas, en función de aprendizajes en lenguaje y matemática. Los resultados muestran casos de resistencia y adopción del alineamiento, los directores son claves para el éxito de este.

#### 03AF ROOM 120 BORDANDO EN TORNO A LA EFICACIA ESCOLAR: UN ESTUDIO SOBRE CALIDAD DE LA EDUCACIÓN PRIMARIA EN AGUASCALIENTES, MÉXICO

Speaker

Guadalupe Ruiz Cuéllar, Instituto Nacional para la Evaluación de la Educación, México.

Type  
individual  
Abstract

Esta investigación aborda el estudio de diversas facetas de la calidad de la educación primaria en el estado de Aguascalientes, México. Una de sus dimensiones principales es el estudio de la eficacia en relación a dos materias centrales del currículum del nivel: Español y Matemáticas. La otra dimensión fundamental se define por la pretensión de identificar principalmente los factores escolares asociados a las diferencias en sus resultados de aprendizaje. Tal elección determinó la perspectiva teórica de la investigación: la de la efectividad escolar, pero incorporando también, las contribuciones de la línea de factores determinantes del rendimiento, así como la de la calidad de la educación propiamente. El estudio considera las distintas condiciones socioeconómicas y culturales en que operan las escuelas. Una de las premisas de las que se partió -que la escuela cuenta y de manera especial si controlamos el contexto- parece confirmarse a la luz de los resultados.

#### 03AF ROOM 120 LA PERSPECTIVA DE GÉNERO EN LA FORMACIÓN DEL PROFESORADO DE MÚSICA.

Speaker

María Teresa Díaz Mohedo, Facultad de Ciencias de la Educación (Universidad de Granada)

Type  
individual  
Abstract

La formación del profesorado aparece como un elemento crucial para superar constructos sociales que convierten la diferencia sexual en una forma de violencia, en una fuente de desigualdad, discriminación y subordinación, que legitima ciertos comportamientos e ideologías, y que valora moralmente unas actividades sociales y culturales frente a otras. Por ello el objetivo de esta investigación sobre la formación de maestros de música en la Universidad de Granada, es conocer el aprendizaje de género implícito y explícito que tiene lugar en su formación universitaria. Se expondrán los resultados de una investigación de campo que se propone indagar en el significado social de la música, prestando especial atención al desarrollo y contexto social del currículo musical y las prácticas de educación musical en la Universidad, estudiando los efectos del contexto educativo sobre el significado musical, la capacidad musical y el acceso a las oportunidades musicales en relación a las cuestiones de género.

#### 03AF ROOM 120 EL PROGRAMA MAESTRO DE INVESTIGACIÓN EDUCATIVA DE LA SECRETARÍA DE EDUCACIÓN JALISCO. HACIA NUEVOS MODOS DE INVESTIGAR PARA MEJORAR LA EDUCACIÓN EN MÉXICO

Authors

Victor Manuel Ponce Grima, Ruth Perales Ponce, Ivette Figueroa del Real and Manuel Alcazar Cruz, Dirección de Investigación Educativa, del posgrado de la Secretaría de Educación Jalisco

Speakers

Ruth Perales Ponce, Dirección de Investigación Educativa, del posgrado de la Secretaría de Educación Jalisco

Type  
individual  
Abstract

Se expone el diseño y operación del Programa Maestro de Investigación Educativa (ProMIE) de la Secretaría de Educación Jalisco (SEJ). Se trata de un ambicioso programa de investigación educativa que pretende articular y coordinar las actividades de los investigadores en favor de las prioridades del sistema educativo del estado, así como promover un mejor uso del conocimiento producido. Con el ProMIE se pretende resolver algunos problemas con relación a la investigación y su impacto a la mejora educativa: la ausencia de criterios que orienten la investigación con relación a prioridades del sistema, la dispersión de los procesos y productos de los investigadores y el poco uso de los conocimientos producidos. Se pretende producir nuevos conocimientos y teorías que permitan a los educadores y responsables de los servicios educativos, mejorar las funciones que realizan e impulsar la investigación educativa como elemento fundamental para la toma de decisiones en materia educativa.

**03AF ROOM 120****IMPACTO DE LA FORMACIÓN PERMANENTE SOBRE LA INNOVACIÓN PEDAGÓGICA EN PROFESORES CHILENOS****Speaker**

Christian Esteban Miranda Jaña, Universidad Austral de Chile

**Type**

individual

**Abstract**

La investigación busca describir y analizar el impacto de la formación permanente (operacionalizada en el Programa de Becas en el Exterior) sobre la innovación en las prácticas pedagógicas de docentes que participaron durante el año 2002 de dicha experiencia de formación en el extranjero. Desde una perspectiva psicosocial se analiza el impacto o cambio a nivel de mundo interno (psico-afectivo y cognitivo) y externo (práctica docente). Para ello, se opta por la perspectiva de análisis del Dr. Enrique Pichon Riviere que sitúa la formación permanente como un proceso de aprender a aprender donde el sujeto sitúa el aprendizaje desde su praxis, tal como lo plantean los supuestos teóricos del programa de Becas. Metodológicamente, el estudio es de carácter descriptivo y articula procedimientos e instrumentos de carácter cuantitativo y cualitativo. A una muestra de 320 profesores se les aplica un Cuestionario de Opiniones Pedagógicas (Barquin, 1989), una Pauta de Observación (Titone, 1989) y una entrevista en profundidad en dos momentos. Uno antes de la formación y otro una vez reinsertados en sus unidades educativas. Entre los principales resultados están: a) la utilidad del modelo teórico asumido que permitió una explicación respecto del impacto del programa de becas; b) un impacto significativo del programa de Becas sobre ciertas dimensiones del a innovación, a saber: el proceso de aprendizaje de los alumnos y el estilo docente; c) un impacto no significativo sobre la dimensión metodología ; d) un impacto negativo pero poco significativo en las dimensiones contenidos y evaluación; e) la utilidad del paquete de instrumentos para dar cuenta del impacto en términos cualitativos y cuantitativos. A partir de tales resultados se presentan una serie de recomendaciones respecto a la eficiencia del programa de becas y de la formación permanente en general y un conjunto de sugerencias para mejorar tales instancias de desarrollo profesional docente para el contexto chileno e internacional.

**03AF ROOM 121****TEACHERS AS LEADERS: A FRAMEWORK FOR TEACHER LEADERSHIP****Speaker**

Charlotte Danielson, Consultant

**Type**

individual

**Abstract**

For most educators, "school leader" means a school principal. But leadership is not inherent in a formal role; rather, it may be demonstrated by any individual within a school. And there are opportunities for all teachers to develop such skills. So what is leadership, and how can it be both developed and exhibited? The framework for teacher leadership describes both the actions of leaders and the areas of the school's operations in which the leader's actions are performed. It offers guidance for aspiring leaders of ways in which they might cultivate and demonstrate their emerging leadership skills, in areas such as mentoring, study groups, and the like. It also offers suggestions for school administrators as to how they might promote and cultivate teacher leadership within their buildings.

**03AF ROOM 121****THE IMPLICATIONS AND CHALLENGES OF LEADERSHIP SUCCESSION/ROTATION FOR THE SUSTAINABILITY OF SCHOOL REFORM****Speakers**

Cecilia Reynolds, University of Saskatchewan, Robert White, St. Francis Xavier University and Carol Brayman, OISE/UT

**Type**

individual

**Abstract**

This interactive session will involve participants in discussion centered around the empirical findings and implications of a current study on leadership succession/rotation and its effects on school reform initiatives. Drawing from interviews with Canadian system level leaders across both urban and rural school divisions, the authors will focus on how micropolitics in school communities affects root level change efforts. The study employs a conceptual background that draws on the recent work of Andy Hargreaves and Ivor Goodson that looks at links between culture, structure, time and change. Leadership rotation refers to the practice designed to regulate succession-the process in any organization that marks the departure of one leader and the entry of his or her successor. After outlining the findings of our Canadian study, the authors will provide opportunities for participants to share their knowledge about policies and practices in different contexts. This interactive format will encourage international comparisons.

**03AF ROOM/SALA 121****LEADERSHIP AND LEADERSHIP DEVELOPMENT IN THE LEARNING AND SKILLS SECTOR. IS THERE A RELATIONSHIP?****Authors**

Daniel Mujs, University of Newcastle, Alma Harris ([Alma.Harris@warwick.ac.uk](mailto:Alma.Harris@warwick.ac.uk)), University of Warwick

**Type**

individual

**Abstract**

While leadership development has become increasingly prevalent, and has received widespread support, the extent to which it is linked to practice is underresearched at present. This paper presents a study of leadership and leadership development in the Learning and Skills sector (post compulsory, non university education) in England. Ten case studies of effective providers were undertaken. Data was collected through focus groups, interviews and surveys. Three types of leadership were identified in both the quantitative and qualitative data: transformational, transactional and distributive leadership, which were often in tension in the cases. Three types of leadership development, course-based, experiential and individual, were also identified. In this paper we will interrogate the relationship between leadership development and leadership type, using both the quantitative and qualitative data. The implications of these findings for theory and practice will be explored in the full paper.

**03AF ROOM 121****MERE'S STORY: NEGOTIATING CULTURAL BOUNDARIES AND INEQUALITIES OF POWER****Speaker**

Marian Court, Massey University, New Zealand

**Type**

individual

**Abstract**

This paper draws on a study of a co-principal initiative in a New Zealand primary school that had three educational strands - the original state strand of two classes, a Montessori strand (two classes) and a full immersion Maori language class. It outlines how the co-principalship began with the aim of involving all the teachers in shared decision-making and participatory leadership structures and practices that respected and reflected the values and aims of each of the three strands. The paper focuses on exploring some of the complexities that can arise in such attempts by telling Mere's story, describing this young Maori teacher's aspirations for her students and the difficulties she encountered as she negotiated some conflicting demands and expectations from her own and other students' parents, her teaching colleagues and her school's board.

**03AF ROOM 122****A QUESTION OF TRUST: PREDICTIVE CONDITIONS FOR ADAPTIVE AND TECHNICAL LEADERSHIP IN EDUCATIONAL CONTEXTS****Speakers**

Alan J. Daly and Janet Chrispeels Center for Educational Leadership, University of California, Santa Barbara

**Type**

individual

**Abstract**

A core condition for social justice is academic achievement for all students, yet in far too many schools an achievement gap exists. In the United States under federal governmental pressure, schools are refocusing resources to increase student achievement for all. Recent studies have suggested that educational leaders enacting a

balance of adaptive and technical leadership have a direct effect on increasing student achievement. Using an originally designed instrument, 492 site and district administrators and teachers were surveyed in 5 school districts, testing the hypothesis that the multi-faceted construct of trust has a predictive relationship with adaptive and technical leadership. Results of multiple linear regression models indicate that the specific facets of respect, risk, and competence are significant predictors of adaptive and technical leadership. Significant differences were found between school and district office perceptions in both leadership and trust dimensions. Implications for district coherence, leadership behaviors, and theory will be shared.

#### 03AF ROOM 122

##### RELEASE THE POTENTIAL AND LET THE FUN BEGIN: ONE SCHOOL'S JOURNEY IN BECOMING A PROFESSIONAL LEARNING COMMUNITY.

###### Speakers

Josephine Harrison and Katherine Hudson, St Peter's Primary School Epping, Victoria, Australia

###### Type

individual

###### Abstract

The purpose of the paper is to present practices which have assisted St Peter's School, a Catholic Primary School in Epping, Australia in becoming a Professional Learning Community, with a major focus on showing how effective, sustained and deep school leadership can improve student learning.

#### 03AF ROOM 122

##### ESPACIO COMÚN

###### Speakers

José Luis Navarro Sierra and José María Melgarejo Lanero, Centro de Profesores y Recursos, Fraga, Huesca.

###### Type

individual

###### Abstract

Se describe una experiencia de uso de las TIC entre los diferentes centros de Ed. Infantil y Primaria de la zona: Espacio Común. Es un espacio de enseñanza y aprendizaje, con una dimensión interpersonal, entre el alumnado de los distintos centros del ámbito del Centro de Profesores y Recursos, a través de actividades comunes, promovidas desde el seminario de coordinadores/as TIC: "Recital virtual en otoño", "Cuentos colaborativos",...Esta experiencia ha tenido una función dinamizadora en los distintos centros, hemos caminado juntos/as en trabajos comunes,...Todo ello nos ha llevado a hacer algunas reflexiones y consideraciones: - los medios informáticos como instrumento privilegiado de mediación en las actividades de enseñanza y aprendizaje, - entornos funcionales de aprendizaje, - calidad de las colaboraciones entre compañeros/as,...Esta experiencia se sigue desarrollando en la actualidad.

#### 03AF ROOM 123

##### PERCEPTIONS OF SCHOOL LEADERSHIP - A CASE STUDY FROM PORTUGAL

###### Authors

Alexandre Ventura, Jorge Costa, António Neto-Mendes and Patrícia Castanheira, Universidade de Aveiro, Portugal.

###### Speakers

Alexandre Ventura and Patrícia Castanheira, Universidade de Aveiro, Portugal.

###### Type

individual

###### Abstract

This piece of research is based in a case study carried out in two Portuguese public schools and focuses on the role and perceptions of leadership. This case study was undertaken with the main purpose to find out the degree of agreement and disagreement between the teachers and the principals regarding the principals' view of themselves and the teachers' perceptions of the principals. The guiding assumption for this project was that the effectiveness of a leader depends, among other factors, on how others view him/her as a leader. The Portuguese education system is a very centralized administration structure, with specific regulations to be followed and with little school autonomy, and, as such, school principals usually display a performance profile which is closer to that of a manager's who takes care of the day-to-day management of the school's operations and who follows instructions given from the Portuguese Ministry of Education, rather than to being a proactive and innovative leader at the school unit level.

The management of Portuguese schools is characterized by a high level of collegiality. School principals are elected for a limited period of time. These features can add to explain the large degree of agreement we found in the views of the teachers and of the principals on their leadership styles. Even though we cannot generalize from this small sample, we believe that in Portuguese public schools there is a certain "consensual management" style, which is closer to the main interests of the teachers, rather than closer to the interests of other participants in school life. Consequently, sometimes we come across some soft leadership styles which are developed as a part of the collegial context of teaching and which do not interfere with some of the more sensitive areas such as teachers' performance. The results we found indicate that there is a high level of agreement between the principals' views and the teachers' views. We can actually state that there is only a small number of areas where there is some disagreement on the views the teachers have of the principals' leadership and the principals' view of themselves. Our work can contribute to break traditional schooling rituals on leadership perceptions, styles and development. Further research on this subject may include a comparative study with Spanish colleagues in order to find out if there are common perspectives on capacity building and leadership development.

#### 03AF ROOM 123

##### LEARNING LESSONS IN LEADERSHIP FROM THE STUDY OF VERY EFFECTIVE SCHOOLS

###### Authors

Chris James, Michael Connolly, Gerald Dunning and Tony Elliott, University of Wales, Bangor, Wales, UK

###### Speakers

Chris James and Michael Connolly, University of Glamorgan, Wales, UK

###### Type

individual

###### Abstract

Primary school pupil attainment in Wales, UK has improved during the last decade. However, the gap between attainment in schools where attainment is high and attainment in schools where attainment is low has not narrowed. Although this gap appears generally to result from socio-economic disadvantage, in some schools in disadvantaged areas attainment is very high. This paper reports on the study of 18 such schools and focuses on the work of the leadership of the schools in:

- enabling others to find, make and take up their roles
- setting, driving and reinforcing strong, productive and highly inclusive cultures
- maintaining a focus on ensuring effective and enriched teaching and learning and improving and enriching teaching and learning
- representing a particular 'mindset'
- developing leadership density and depth
- engaging the commitment of all stakeholders
- ensuring effective organisation and structure
- sustaining a passion for educational work.

#### 03AF ROOM 123

##### SHARED LEADERSHIP: POWER AND PARADOX

###### Speakers

Maureen Yep and Janet Chrispeels, University of California, Santa Barbara (UCSB)

###### Type

individual

###### Abstract

This research presents its findings regarding teachers' perceptions of shared leadership, and the constraints and supports they identified in its implementation. Participants were engaged in moving from traditional hierarchical to collaborative leadership models within a district-wide reform initiative. The data is drawn from 60

teachers serving on leadership teams in one Californian school district. They were interviewed in 21 focus groups. The teachers' perceptions were then contrasted with those of the principals' from an earlier study in the same district. Although many similarities were identified, both studies revealed issues of power, and inherent personal, school and systemic paradoxes that powerfully inhibited change and shared leadership.



**03AF ROOM 123****POST- TRANSFORMATIONAL LEADERSHIP****Speaker**

Ben Fernando, London University, Institute of Education

**Type**

individual

**Abstract**

Post-transformational leadership theory (Day et al.2000) has challenged school leaders in recent times. This involves them in consistently managing competing tensions and demonstrating people- centredness. There are three aims I present in this research paper: First, to outline radical innovations I set in place as principal in a 125 year old school in a South Asian country. To clarify, I have utilised the image of Plato's cave (Morgan, 1997) to underpin this work. Second, to expound the concept of synchronicity (Jaworski, 1996; Caldwell and Spinks, 1998; Day et al.2000) which elucidates managing competing tensions. Third, to illuminate the premise that strengths older schools have acquired may turn out to be weaknesses, leading eventually to their downfall. I propose that such schools aspire towards sustainable practices which encourage further growth from the plateaux they have reached, to promote school improvement.

**03AF ROOM 124****POLITICAL RISK-TAKING: A REQUIREMENT OF TODAY'S INSTRUCTIONAL LEADERSHIP****Speaker**

Rose Ylimaki, University at Buffalo / SUNY

**Type**

individual

**Abstract**

US educators are currently in an era of high-stakes accountability whereby government policies impose severe consequences on schools that fail to make adequate progress on state tests. This high-stakes accountability environment places enormous pressures on educators to teach to the test, adopt "canned" programs, and in other ways, submit to deskilling. At considerable risk, some individuals, schools, and districts do not submit to these political pressures but engage in instructional practices they determine are most effective in their settings. This paper session will report findings from a national multi-case study of district-level curriculum directors that was designed to examine what happens in school districts that makes educators willing to take risks by resisting political accountability pressures. For each of four representative cases, I describe the political context, the nature of risks taken by the curriculum directors and others in these districts, and the conditions that facilitated these risk-taking behaviors.

**03AF ROOM 124****IMPROVING ORGANIZATIONAL PERFORMANCE THROUGH LEADERSHIP DEVELOPMENT****Speaker**

James H. Lytle, Trenton Public Schools, USA

**Type**

individual

**Abstract**

Trenton is part of a national network of states, cities, universities and research and development organizations working to tie educational leadership more closely to classrooms and student performance. Leadership development has been at the heart of the district strategic plan, including work with the board of education and superintendent, central office and school administrators, teacher leaders, employee association leaders, and parent and student leadership. In designing its leadership development programs, Trenton has chosen a fluid and adaptive approach that is both job-embedded and program specific. As the district's approach to leadership development has evolved, it has become increasingly integrated into the district's organizational and performance improvement work, extending from a deepening understanding of what is happening in classrooms through to a coordinated district and state collaboration on helping the school board take a more active role in leading for improved student achievement

**03AF ROOM 124****Authors**

Miranda Siu-Ping TSE, Paul Yat-Heem YAU, Fanny Koon-Fun LEE, HKCCCU Logos Academy, Hong Kong

**Type**

individual

**Abstract**

In an eleven-year "Through-train" model, to construct a new road map for learning, Logos Academy of Hong Kong has delineated clearly the roles of "Homeroom Teachers" and "Subject Specialists". In the Foundation Stage (The first three years in Primary Schooling), the "Homeroom Teachers" will no longer teach most of the academic subjects for their respective Homeroom classes. They will undertake mainly pastoral care functions whilst different subject specialists are deployed to teach different subject areas accordingly. Each Subject teacher will teach ALL the classes within a year-band. In some subjects like English Studies, two or three teachers will share the teaching load according to their specialties. After putting in practice for two years, evidence has shown that with this "Subject specialist across the year band" approach, the curriculum rigor has been strengthened and children have made much more remarkable progress in specific learning areas. Moreover, it has created space and opportunities for co-teaching and joint projects. This has in turn facilitated communication, collaboration and professional development of teachers. Within the same subject area, the inter-teacher difference between classes of the same year level has been diminished, and the effectiveness of teaching and learning across the whole year-band may be better monitored and evaluated. The subject specialist is also in a better position to design and organize necessary follow-up actions (including enrichment or remedial work) more efficiently.

**03AF ROOM 129****HOW LEADERSHIP INFLUENCES STUDENT LEARNING****Authors**

Karen Seashore Louis, University of Minnesota and Stephen Anderson , Ontario Institute for Studies in Education University of Toronto

**Speakers**

Karen Seashore Louis, University of Minnesota, Stephen Anderson, Ontario Institute for Studies in Education University of Toronto and Blair Mascal, Ontario Institute for Studies in Education University of Toronto

**Type**

individual

**Abstract**

In this single paper session we present a review of research on the contributions of leadership at the government, intermediate (e.g., school district), and school levels to student learning. The conceptual framework explains workplace performance as a function of the capacities (e.g., knowledge and skills) and motivations of education personnel, of the characteristics of the settings in which they work (e.g., schools, districts), and the environment (policies and other demands) influencing that work and settings. Within this frame, the review examines research evidence associated with ten variables affecting leadership. The review was developed as part of a longitudinal study in the United States of leadership and its effects on teaching and learning.

**03AF ROOM 129****THE DISCONNECT BETWEEN TEACHERS' VIEWS AND PRINCIPALS' VIEWS OF SCHOOL LEADERSHIP****Speaker**

Blair Mascal, OISE University of Toronto

**Type**

individual

**Abstract**

School principals and teachers see leadership practices in different ways. Recent research in the UK has shown that principals are generally uniformly positive about their practices as leaders, describing a variety of practices. Teachers, on the other hand, express much more moderate assessments of the leadership practices seen in their schools. Clearly, teachers and principals were not seeing the same thing. It appears that this finding has been reported in a number of other studies; indeed, it is

not uncommon to find that the same practices are seen in different ways by these two groups. This paper suggests that leaders need to be doing more to help those they lead understand and recognize their leadership. At the same time, we need to consider whether we need to reconceptualize the nature of leadership in the research field, to ensure that we are capturing an authentic construct.

#### 03AF ROOM 129

##### THE IBEROAMERICAN SCHOOL EFFECTIVENESS AND IMPROVEMENT RESEARCH NETWORK: CHALLENGES AND DEMANDS

###### Speaker

Verónica González, Universidad Autónoma de Aguascalientes, México

###### Type

individual

###### Abstract

One of the most important efforts that has ever been made to promote research on school improvement and school effectiveness in Latin America is without a doubt, the Iberoamerican School Effectiveness and Improvement Research Network (RINACE).

Since RINACE began, somewhat over two years ago, it has been involved in a great variety of activities. The following are some of the most outstanding:

- Maintains an active "distribution list" on the subject, to send useful information to all our members.
- Manages a complete web page, which includes a great amount of actualized information and research resources.
- Edits a specialized electronic magazine on half-yearly basis: "The Iberoamerican E-journal about Effectiveness, Improvement and Quality on Education" (REICE).
- Encourages international research and studies, etc.

In this work session, I will briefly describe the process that has been followed by RINACE. Its development; the encountered difficulties, main set backs and accomplishments. I'll share our thoughts on RINACE's future challenges and the project's demands as well as the actions to be taken in order to face them.

#### 03AF ROOM 129

##### THE ARTS AS A DRIVING FORCE FOR RADICAL INNOVATION IN EDUCATION AND A PATHWAY TO MEANINGFUL LEARNING

###### Speakers

Anne Bamford, University of Technology Sydney and Arnold Aprill, Chicago Arts Partnerships in Education

###### Type

workshop

###### Abstract

The arts have an enormous part to play in the total experience of education that students receive. Through arts-rich education models, students appear to develop greatly in terms of risk taking, task persistence and ownership of learning. This workshop presents the results of the Education and Arts Partnership Project from Australia and the Chicago Arts Partnerships in Education for the United States of America as models of radical innovation of school systems based around arts experiences and links to arts professionals. These projects underline the significant roles the arts play in future communication. Interdisciplinary trends are increasing as content and classroom isolation are seen to be inadequate to meet the needs of a global society. These projects have major implications for the future of education. Our schools must be places where children are challenged to dream about the future. The young people of today will be the inventors of the cultural patterns and social philosophies of tomorrow. Schools should extend the classroom boundaries to build partnerships with art and cultural institutions and allow students to become immersed in their investigations across discipline boundaries.

#### 03AF ROOM 130

##### TRANSFORMING TEACHER PROFESSIONAL DEVELOPMENT THROUGH RESEARCH INFORMED POLICY MAKING

###### Authors

Philippa Cordingley, Miranda Bell, Julie Temperley and Paul Crisp, Centre for the Use of Research and Evidence in Education

###### Speakers

Philippa Cordingley, Centre for the Use of Research and Evidence in Education, Keith Andrews, Department for Education and Skills, Miranda Bell, Centre for the Use of Research and Evidence in Education, Paul Crisp, Centre for the Use of Research and Evidence in Education

###### Type

symposium

###### Abstract

Based on evidence from a systematic review of research about the impact of Continuing Professional Development (CPD) the English Department for Education and Skills (DfES) has made developing mentoring and coaching skills a key component in its CPD Capacity Building Strategy. This paper outlines the work that the DfES has commissioned to develop a national framework for mentoring and coaching. The aim of the symposium is to enable this strand of research and evidence informed policy making to be reviewed in the context of international research expertise and evidence. The symposium will explore:

- key issues raised by embedding evidence informed approaches to mentoring and coaching at national level;
- the research evidence about mentoring and coaching drawn from two systematic reviews of the impact of CPD and from project field work; and
- the activities and resources that have been developed to illustrate key principles and enable providers and schools to review and develop their practice.

#### 03AF ROOM 130

##### SCHOOL DEVELOPMENT THROUGH DEMOCRATIC INVOLVEMENT AND GROUP-APPROACH IN IMMIGRANT DOMINATED AREAS - EXPERIENCES FROM RAADMANDSGADES PRIMARY AND SECONDARY SCHOOL AND HEIMDALSGADES SECONDARY SCHOOL IN COPENHAGEN CITY, DENMARK

###### Speakers

Per Bregengaard, Copenhagen City Council, Lise W. Egholm, Raadmandsgades School, Ingrid Brandt, Heimdalsgades Secondary School and Inger Merete Clausen, Development and Planning Unit, Education and Youth Administration

###### Type

symposium

###### Abstract

Copenhagen City has since 2000 worked to fulfil policy aims and visions for integration in a democratic society. This integration provides equal opportunities in education, where teachers are able to empower pupils with immigrant background. The Copenhagen Mayor for Education and Youth Per Bregengaard will focus on this issue.

Two schools give examples of how they work. Raadmandsgades School is a primary school for 6-14 years old pupils. They integrate the immigrant children in language groups. The other school Heimdalsgades Secondary School is a school with 14-17 years old pupils. The school has innovated the curriculum and the pupils take part in all the decisions of the school.

Finally a consultant from the Development and Planning Unit in the Educational Department in Copenhagen City will explain the efforts to conduct a special Copenhagen PISA survey and a massive in-service training for teachers.

#### 03AF ROOM 131

##### NARROWING THE GAP: A MAJOR INITIATIVE IN WALES UK TO TACKLE PUPIL UNDER-ACHIEVEMENT IN SCHOOLS

###### Authors

Michael Connolly, University of Glamorgan, Wales, UK, David Hopkins, Caerphilly Local Education Authority, Wales, UK, Chris James, University of Glamorgan, Wales, UK, Chris Llewellyn, Welsh Local Government Association, Wales, UK, Richard Parry, Swansea Local Education Authority, Wales, UK, and Maggie Turford, Estyn, Wales, UK

###### Speakers

Michael Connolly, University of Glamorgan, Wales, UK, David Hopkins, Caerphilly Local Education Authority, Wales, UK, Chris James, University of Glamorgan, Wales, UK, Chris Llewellyn, Welsh Local Government Association, Wales, UK, Richard Parry, Swansea Local Education Authority, Wales, UK, Maggie Turford, Estyn, Wales, UK and David Hopkins (Discussant), The Standards and Effectiveness Unit, DfES, England, UK

###### Type

symposium

#### Abstract

The Narrowing the Gap Initiative was established in October 2000 by the Welsh Assembly Government and the Welsh Local Government Association to find ways of narrowing inequalities in achievement between advantaged and disadvantaged areas, groups and individuals in Wales, UK. The purpose of the symposium is to explain and discuss the Initiative and its findings.

There will be three presentations which will describe:

- the background and context of the Initiative
- the outcomes of Initiative's first phase, which explored the work of secondary schools in disadvantaged areas in Wales whose pupils reach high levels of attainment
- the findings of the Initiative's Primary Phase Project, which surveyed 250 schools in disadvantaged settings that perform well, and studied 18 schools whose pupils experience high levels of socio-economic disadvantage and are in the top quartile in national test scores.

The presentations will be followed by a discussion of the Initiative's work.

#### 03AF ROOM 132

##### DEVELOPING THE CAPACITY OF LOCAL EDUCATION AUTHORITIES TO IMPROVE SCHOOLS THROUGH EFFECTIVE PARTNERSHIPS WITH HIGHER EDUCATION INSTITUTIONS

#### Authors

Anton Florek Virtual Staff College, UK, Mel Ainscow, Manchester University, Roy Pryke, Exeter University, Isabel Calder, Strathclyde University  
Chris James, Glamorgan University, David Colebourne, Glamorgan University and Coleen Jackson, University of Surrey Roehampton

#### Speakers

Anton Florek, Virtual Staff College UK, Mel Ainscow, Manchester University and Roy Pryke, Exeter University, Isabel Calder, Strathclyde University and Chris James, Glamorgan University

#### Type

symposium

#### Abstract

Those responsible for the delivery of education services within the UK face an unprecedented period of challenge and change. The Virtual Staff College has been established to promote the Continuing Professional Development of Officers and Managers working in Local Education Authorities (LEAs) in the United Kingdom. The symposium will build upon that presented at ICSEI 2003 in Sydney and, in addition to a brief contextual overview of the establishment and work of the Virtual Staff College, provide a number of presentations from university partners, each of which will describe specific developments linked to the congress themes of: Creating educational networks, Learning from radical innovative educational experiences, Inclusive education: rethinking democracy in education scenarios and, additionally, Building the strategic capacity of policy makers and administrators. Through these case studies and an interactive presentation style it is hoped to engage participants in discussion and comparative dialogue in order for them to consider the implications of the developments outlined for their own organizational and professional practice and to reflect on the possible future needs of professionals working in similar positions in their own countries.

#### 03AF ROOM 133

##### LEADING TEAMS – ARE THEY MAKING A DIFFERENCE?

#### Authors

Graham Marshall, Jean Russell, Tony Mackay and Graeme Jane, Faculty of Education, University of Melbourne

#### Speakers

Tony Mackay, Faculty of Education, University of Melbourne, Graham Marshall, Faculty of Education, University of Melbourne, Jean Russell, Faculty of Education, University of Melbourne, Graeme Jane, Faculty of Education, University of Melbourne, Louise Stoll, Institute of Education, University of London, Patricia Collarbone, National College for School Leadership, UK, Vicki Phillips, Superintendent, Portland School District, Oregon, US

#### Type

symposium

#### Theme line

#### Abstract

This symposium will focus on how systems can develop leadership capacity in schools to support radical education initiatives. The presenters will continue to trace the impact of a series of programs conducted in over 40 schools in Victoria, Australia, which have been developed to assist school leadership teams to improve school performance. The symposium will be devoted to outlining the lessons to be drawn from this work, including lessons for schools, systems and program providers. Case studies will cover particular issues such as the impact of an effective leadership team on the performance of other staff, the critical role played by the principal as the leader of the leadership team, the role of the system in supporting or distracting school leaders in carrying out their improvement roles and the impediments that lie in the way of school level change.

#### 03AF ROOM 133

##### INVOLVING PUPILS, PARENTS AND COMMUNITIES IN SCHOOL IMPROVEMENT: WHAT DIFFERENCE DOES IT MAKE?

#### Speakers

Helen Farrell, St Edwards Primary School, Nottingham, Andy Fox, St Anns Well Junior School, Nottingham, Pat Thomson, University of Nottingham and Chris Day, University of Nottingham

#### Type

symposium

#### Abstract

Schools in England are now being encouraged by policymakers to act creatively to develop more inclusive practices. In this symposium two head teachers present case studies which show how they have used action research to involve parents and pupils in school improvement. This is contrasted with a case study from Australia where top down reform, building a multi purpose community centre in which a school was co-located, never quite succeeded. We argue that trust, resilience, critical friendship and sustained interactivity which lead to genuine change are produced during action research – and that PAR may be the missing component of improvement oriented reforms.

#### 03AF ROOM 134

##### LEADERSHIP FOR MORTALS :DEVELOPING AND SUSTAINING LEADERS OF LEARNING

#### Speaker

Dean Fink, Dean Fink Consulting Associates

#### Type

individual

#### Abstract

Leaders of learning are not heroes, martyrs or even compliant messengers, but rather they are ordinary people, mere mortals, who make a commitment, and expend the energy to become extraordinary, and help the people around them to become exceptional leaders of learning. At the very heart of leadership for learning is a passionate, creative, obsessive and steadfast commitment to enhancing 'deep' learning for students – learning for understanding, learning for life, learning for a knowledge society. Educational leadership is more art than science; it is more about character than technique; it is more about inspiration than charisma; it is more about leading students and teachers' learning than the management of things. This paper provides a leadership development model that connects the identification, recruitment, preparation, induction, professional development and on-going support of leaders in schools. This model examines:

- Contemporary leadership challenges • Vision, goal-setting and accountability
- Personal and professional invitations • The 'human tool kit', imagination, intuition, common sense, reason, memory and ethics
- Career stages • Succession planning

#### 03AF ROOM 134

##### THE RELATIONSHIP BETWEEN THE CONTEMPORARY ART PRACTICE OF TEACHERS OF ART AND DESIGN AND THEIR TEACHING: AN INVESTIGATION OF THE ARTIST-TEACHER SCHEME

#### Speaker

James Hall Hall, Roehampton University, London

**Type**

individual

**Abstract**

The research focuses on the relationship between the contemporary art practice of teachers of art and design and their teaching and is centred upon the Artist Teacher Scheme (ATS) currently operating in England: '...an expanding programme of continuing professional development courses devised by seven partnerships between galleries or museums and university schools of fine art and design.' (NSEAD, 2004). The Artist Teacher Scheme is founded upon the 'simple belief' that teachers can increase both their effectiveness as teachers and their job satisfaction by maintaining and refreshing their creative activity as artists. The research is designed to find out how this key, guiding principle is being addressed: how does teachers' engagement in contemporary art practice inform and benefit their teaching?

This research will be exploratory and qualitative in nature, a phenomenological study that explores commonalities or differences between the perceptions and understandings of different individuals, artist-teachers and other stakeholders in the ATS. The data will be collected through unstructured or open-ended interviews, conducted face-to-face with individuals, possibly followed up by e-mail in order to capture developments and changing perceptions over time. The research will be conducted over twelve months, starting in September 2004 and is also intended to contribute to a wider evaluation of the ATS, conducted for the Arts Council of England.

**03AF ROOM134****PROMOTING SCHOOL EFFECTIVENESS IN INTERETHNIC CONFIDENCE BUILDING EDUCATION****Speakers**

Iouri Zagoumenov and Ihar Zahumionau, Belarus National Institute of Education

**Type**

individual

**Abstract**

While Belarus has been uniquely marked in its region by a history of productive coexistence between the majority of the population and the country's diverse ethnic, religious and national minorities the country is now faced by new challenges from an influx of recent refugees from the republics of the Former Soviet Union. It is important that educational actions are taken now to implant the lessons of historic coexistence in the emerging generation of Belarusian citizens. For that reason the Belarus National Institute of Education in cooperation with the independent think tank SCAF have researched the effectiveness of traditional and innovative educational methodologies, established an informational infrastructure to support grassroots initiatives in the field of education promoting inter-community coexistence and co-operation and also created proactive educational measures to respond to negative challenges to the integration of new minorities into Belarusian society. Two volumes of the book Methodology and Resources for the Teaching of Multiethnic Community History accompanied by the Student Workbook have been developed and published.

**03AF ROOM 134****INNOVATIVE MODULE TO MEASURE AND ENCOURAGE ATTITUDES OF TOLERANCE AMONG STUDENTS, TEACHERS AND PARENTS****Speaker**

Ihar Zahumionau, Belarus National Institute of Education

**Type**

individual

**Abstract**

Intolerance and escalation of violence and terrorism is a focus of growing concern by the international community. In cooperation with the University of Texas in Austin Belarus National Institute of Education in Minsk has developed a testing procedure, based on internationally demonstrated models which measure educational stakeholders' attitudes of tolerance and dispositions to intolerance. The proposed module has proved to be particularly effective when coupled with tolerance building exercises derived from the results of the pre-test. Results are measured by a) post-testing and b) measurements of untrained control groups. One of the outputs is publication of a resource book for students, teachers and parents with introductory material, questionnaire, training scenarios dealing with issues of tolerance and interviews with students, teachers, parents and other community members whose attitudes have been changed during the course of the programme. Much of the content is produced by students and community members.

**04MR JANUARY 11.00 – 13.30****04MR ROOM 112****THE ROLE OF THE LEA/SCHOOL DISTRICT IN LEADING LEARNING: EVOLVING AND TRANSFORMING PRACTICE TO SCHOOL IMPROVEMENT AT THE LOCAL LEVEL****Authors**

Jane Reed, Institute of Education, University of London, Peter Evans, London Borough of Enfield, Maggie Williams, Oldham Metropolitan Borough Council and James Heald, Somerset Local Education Authority

**Speakers**

Jane Reed, Institute of Education, University of London, Peter Evans, London Borough of Enfield and Maggie Williams, Oldham Metropolitan Borough Council

**Council****Type**

symposium

**Abstract**

This symposium will report on work in progress in several LEAs in England who have been working together in 2001/3 on an innovative and exciting, transformational project with the Institute of Education, University of London, that focused on enhancing the participation and engagement of pupils in their learning in primary schools. The project aimed to look at current conceptions of learning, the research literature about learning and to design school-based improvement programmes to focus on learning, not just teaching. School District Advisers were involved in leading the local projects. Teachers have reported a new sense of professionalism and engagement. Pupils are attaining better on test scores. The findings from pupils and teachers involved in the project will be reported on and the group will identify subsequent research and development that the group have done to identify a renewed and transformational role in leading learning for school districts during the past year.

**04AM ROOM 112****TOWARDS FUTURES LITERACY: THE OECD "SCHOOLING FOR TOMORROW" PROJECT AND INITIATIVES IN ENGLAND****Speakers**

David Istance, Centre for Educational Research and Innovation (OECD), Tony Mackay, DfES, NCSL, OECD and Incorporated Association of Registered Teachers of Victoria and Valerie Hannon, Innovation Unit, Department for Education and Skills

**Type**

symposium

**Abstract**

This symposium will present in brief the international OECD/CERI "Schooling for Tomorrow" project (CERI is the Centre for Educational Research and Innovation within OECD and based in Paris). This project has created a network of 'lead' countries applying futures thinking to concrete priorities on the reform agendas of their systems. It will present in detail how futures thinking has been applied in one of these "lead" countries - England. Since 2002, a range of key players in the reform process - the Ministry's Innovation Unit, the think-tank Demos, the National College for School Leadership [NCSL], and OECD/CERI - have formed a consortium to build capacity for futures literacy and strategic thinking for school leadership. The initiative focused on both 'leading-edge' schools and those facing particularly challenging circumstances. A particular methodology and set of materials were developed - called Futuresight - aimed at leadership in schools and their wider communities, and

these and their results will be discussed in the symposium. The symposium will address how the "Schooling for Tomorrow" project will extend its scope in 2005 and beyond - to widen the range of active countries and to systematise the knowledge base on these different applications - to create an international resource or "toolbox" for futures literacy. It will address the wider potential of futures thinking for policy formation in education and for moving beyond reform towards transformation.

#### 04MR ROOM 119

##### EVALUATION, EVIDENCE AND SCHOOL IMPROVEMENT: HOW DO WE MAKE EFFECTIVE LINKS?

###### Authors

Judy Durrant, Canterbury Christ Church University College, UK

###### Speakers

Judy Durrant, Canterbury Christ Church University College, UK, Kathy Alcock, Canterbury Christ Church University College, UK, Gary Holden, Kent Local Education Authority, UK, Giuseppe Micciche, I.S.I.S.S. 'Carlo Maria Carafa', Mazzarino, Sicily, Francesca Brotto, Ministry of Education and Research, Italy and Richard Dunnill, University of Stafford, UK

###### Type

symposium

###### Abstract

In this symposium we call upon a series of 'witnesses' from projects in which CELSI (Centre for Education Leadership and School Improvement at Canterbury Christ Church University College (CCCUC), UK) is involved in innovative partnerships with schools, Local Education Authorities (Districts) and other education agencies to support school improvement. The projects combine gathering and use of evidence, application of wider research, facilitation, critical friendship and practical support for collaborative working and leadership of change. The core purpose of this work is to support student, professional, organisation and system learning. The witnesses from these projects will help us to draw together our understanding of how we can move from evaluation focussed on gathering data towards school improvement..

Case studies include:

\* self-evaluation in Sicilian schools,

\* leadership of learning in Tunbridge Wells networked learning community sponsored by the National College for School Leadership

\* a school-based Masters programme supporting teacher enquiry and leadership.

#### 04MR ROOM 120

##### ASESORANDO A CENTROS EDUCATIVOS IMPLICADOS EN PROCESOS DE MEJORA ESCOLAR

###### Authors

Victor Manuel Hernández Rivero, Pablo Joel Santana Bonilla, Dpto. Didáctica e Investigación Educativa Univ. La Laguna Canarias

###### Type

individual

###### Abstract

El objeto de esta comunicación es presentar algunas reflexiones sobre el asesoramiento para la mejora escolar, a partir de la experiencia vivida con distintos centros a lo largo de los cursos 01-02 al 03-04, como consecuencia de la aplicación del Plan de Evaluación de Centros de Canarias (PECCAN) que llevó a cabo el Instituto Canario de Evaluación y Calidad Educativa (ICEC) en nuestra comunidad autónoma.

Durante esos tres años hemos trabajado –con distinto grado de intensidad– en más de una decena de centros, tanto de educación infantil-primaria como de secundaria, desempeñando el papel de asesores externos en labores de apoyo a los Claustros, a partir del momento en que –en el marco del PECCAN– recibían los resultados y conclusiones de la evaluación externa por parte del Inspector de la zona y la escuela debía iniciar la elaboración del plan de mejora.

#### 04MR ROOM 120

##### LOS CAMBIOS EDUCATIVOS EN LA RED MUNICIPAL DE ENSEÑANZA DE PORTO ALEGRE ANTE LA CULTURA DOCENTE DEL PROFESORADO DE EDUCACIÓN FÍSICA: UN ESTUDIO DE CASO LONGITUDINAL.

###### Authors

Rosane Maria Kreusburg Molina, Universidade do Vale do Rio dos Sinos -UNISINOS-BR, Vicente Molina Neto, Universidade Federal do Rio Grande do Sul - UFRGS-BR, Maria Cecilia Camargo Günther, Universidade do Vale do Rio dos Sinos -UNISINOS-BR and Fabiano Bossle, UNIVATES -BR-

###### Speakers

Rosane Maria Kreusburg Molina, Universidade do Vale do Rio dos Sinos -UNISINOS-BR

###### Type

individual

###### Abstract

Tratamos de estudiar las representaciones que un profesor de educación física construyó respecto al proyecto político pedagógico implementado en la Red Municipal de Enseñanza de Porto Alegre (RMEPA), a partir del año 1989, los ajustes políticos y pedagógicos que ha tenido en los últimos quince años de su implementación y los reflejos de estas representaciones en su discurso sobre su práctica. En otras palabras, intentamos contestar la siguiente cuestión de investigación: ¿Cómo el profesorado de educación física de la RMEPA ha vivenciado los cambios educativos propuesto por la Secretaría de Educación del Ayuntamiento? Nos interesó interpretar los cambios y los no-cambios que dichos proyectos fueron capaces de producir y cuáles fueron los elementos, según nuestro actor colaborador, que contribuyeron, de modo más efectivo, para lograrlos. Consideraciones que, creemos, podrán contribuir con las múltiples reflexiones que actualmente se hace respecto a los cambios educativos que consideran la experiencia docente.

#### 04MR ROOM 120

##### EXPERIENCIA EDUCATIVA QUE CUESTIONA LA "GRAMÁTICA" DE LA ESCUELA

###### Speaker

Mercedes López de Blas. Directora CEIP Padre Coloma, Madrid. Presidenta FEAE.

###### Type

individual

###### Abstract

"La gramática de la escuela es como la columna vertebral del cuerpo humano solo se resiente si falla". El ordenador es una herramienta más de acceso al currículo escolar y al currículo vital dentro de la Sociedad de la Información y la Comunicación actual. Los "roles" que se suelen asignar tradicionalmente a la escuela son insuficientes en un entorno mundial donde se están poniendo nuevos medios, sistemas y estrategias de comunicación (TIC). Consideramos que el Sistema Educativo debe posibilitar al alumnado y profesorado su desenvolvimiento en la cultura tecnológica digital habilitando la posibilidad de utilizar los medios informáticos, localizar la información útil en cada caso, analizarla saber elegir entre lo útil y lo accesorio, reconstruirla, saber conectarse, navegar por redes, comunicarse con otras personas y en otras lenguas. El dominio de las TIC (Tecnologías de la Información y la Comunicación) desde muy tempranas edades (los 3 años- al servicio del desarrollo del alumnado) evitará la marginación cultural en la sociedad del futuro. \*La formación permanente y el acceso a la información y gestión del profesorado diseñará y nutrirá un perfil de profesorado más abierto, flexible, competente y capaz para los "retos" del futuro mediato en esa necesaria transformación profunda del sistema. En esta comunicación se presentará cómo el CEIP Padre Coloma de Madrid-capital se organiza para cumplir estos "retos".

#### 04MR ROOM 121

##### BREAK THE BOUNDARY:"STRATEGIC" PLANNING IS NOT THE ONLY PLANNING MODEL SCHOOLS SHOULD CONSIDER

###### Speakers

Ronald Lindahl and Robert Beach, Alabama State University

###### Type

individual

###### Abstract

Planning is a process engaged in by most organizations, even if that engagement is only a token response to political mandates. In the United States, many states and accrediting agencies have established policies that specify a "strategic" planning process for public primary and secondary schools, thereby conveying the message that such a process is essential if a school is to be effective and efficient; in the absence of such external policy mandates, many districts create their own policies requiring "strategic" planning in their schools. The result has been a tendency to consider only "strategic" planning, even when local conditions are not conducive to this

approach to change. This paper explores the limitations of the strategic planning model and discusses alternative approaches to planning that may be more appropriate than, or at least complementary to, that model.

#### 04MR ROOM 121

##### ATTACKING THE DIGITAL DIVIDE: DESIGNING ELECTRONIC-MOBILE LEARNING ENVIRONMENTS FOR IMPROVED TEACHER TRAINING IN DEVELOPING COUNTRIES

###### Speaker

Carisma Dreyer, North-West University (Potchefstroom Campus)

###### Type

individual

###### Abstract

There is growing awareness that traditional learning environments are not providing pre- and in-service teachers with access to quality learning, information and communication/interaction opportunities. In the rapidly evolving global digital economy, the shifting objectives of society and the needs of pre- and in-service teachers demand a corresponding adaptation of education environments. Many universities in developing countries are grappling with the dilemma of integrating information and communication technology into their teacher training programmes and developing strategic plans and processes that will take them forward in sustainable ways. The purpose of the paper is to describe the electronic-mobile learning environment being created for improved teacher training within a developing country, and to suggest that it addresses the issues of a) access to information, b) improved learning opportunities, and c) cost in developing countries.

#### 04MR ROOM 122

##### INNOVATION AND RECONCEPTUALIZATION OF SCHOOL DISTRICT REFORM

###### Authors

Janet Chrispeels, UCSB and Center for Educational Leadership Research Team, UCSB

###### Speakers

Janet Chrispeels, UCSB, Robin Sawaske, UCSB and Santa Barbara County Office of Education and Alan Daly, UCSB

###### Type

individual

###### Abstract

Closing the achievement gap for all students requires innovative reconceptualization of district reform. This presentation offers an overview of a systemic redesign model based on a process of Reflexive Inquiry that is being implemented in three school districts in California. The Center For Educational Leadership (CEL) at the University of California, Santa Barbara, has developed and implemented a district redesign model is built on transforming the system from its roots by:

- Examining the school district's underlying beliefs and values that block change
- Bringing all shareholders into the process of system redesign
- Coordinating multiple partnerships focused on guiding and supporting change
- Supporting systems learning at all levels
- Linking theory, research, and practice in an iterative improvement process

Data, collected through interviews, observations, videos of team meetings over a year's time will be shared to illustrate how the model is being taken up by the teams and used to modify practice.

#### 04MR ROOM 122

##### MATH AND SCIENCE ACHIEVEMENT IN JAPAN: ARE SCHOOLS CONSISTENTLY EFFECTIVE?

###### Speaker

Heidi Knipprath, University of Twente

###### Type

individual

###### Abstract

School effectiveness studies have been a target of methodological, sociological and theoretical critique. Serious attempts have been made to address these issues through studies of scientific properties of school effects, differential school effectiveness and the construction of models. Recently, school effectiveness researchers are also rebuked for ethnocentrism. Most models and lists of school effectiveness factors are based on research in western countries. Western school effectiveness researchers do not shed much light on eastern countries, including Japan. In addition, many Japan experts do not question within-country homogeneity at the compulsory education level in terms of achievement and schooling experiences. In this paper, three research questions are addressed. (1) How much do schools differ within Japan with respect to students' achievement? (2) If there is a significant difference among schools, what organizational and instructional factors explain the difference? (3) If schools differ in effectiveness, are they consistently effective in math and science achievement?

#### 04MR ROOM 122

##### WALDORFSCHOOLS COMPARED

###### Speaker

Hilde Steenbergen, University of Groningen

###### Type

individual

###### Abstract

In the Netherlands, annual league tables of school performance in secondary education are under siege. The methods used can also be used to compare schools with each other. Many schools, especially Waldorfschools, have opposed to this because of crude way of comparing output. Waldorfschools claim to focus on other than only cognitive output measures, they aim to equip children with the baggage to find themselves a place in society after leaving school. What this baggage should be remains unclear, but the emphasise is on the development of personal qualities important for later life.

In a PhD project, for the first time in the Netherlands, all Dutch Waldorfschools for secondary education co-operate in a longitudinal evaluation study. In this study, the performance of students in Waldorfschools on both cognitive and non-cognitive output measures are compared across a number of years with the performance of students in 'mainstream' secondary education.

#### 04MR ROOM 122

##### AN ELEVEN YEAR THROUGH-TRAIN MODEL TO COMPLETE PRIMARY AND SECONDARY EDUCATION -- IS IT POSSIBLE? WHY NOT? -- SOME CHALLENGES AND PRINCIPLES

###### Speakers

Paul Yat-Heem YAU, Miranda Siu-Ping TSE, and Joseph Yun-Wah CHUI, HKCCU Logos Academy, Hong Kong

###### Type

individual

###### Abstract

As learning and teaching is moving away from imparting student with mere "knowledge", the simple one-size-fits-all solution of a prescribed years of schooling in primary and secondary schools is no longer valid. The rigid and prescriptive subject syllabuses designated for different year-levels (e.g. Primary 1, ... to Secondary 6, etc.) will no longer meet the developmental needs of students. The different key stages in primary, junior and senior secondary levels need to be refined to provide a broad and balanced curriculum which maintains seamless continuity. Logos Academy of Hong Kong has started a "through-train" program in September 2002. The children who are admitted to our primary school program may enter a continuous secondary school program and take their matriculation examination at the end of their eleven-year schooling. The eleven-year program consists of three stages, each with its particular characteristics: Foundation Stage: (FS1- FS3); Developmental Stage: (DS1 – DS5) and Mastery Stage (MS1 – MS3). This re-definition of Key Learning Stages, we believe, is forward looking and keeping abreast of global trends. If this "Eleven-year Through-Train Schooling System" model is proved to be successful, it will throw some light on a new schooling structure – which will have significant implications on the government's funding and planning policies. We have achieved some pleasing outcome so far and we are happy to share our experiences with the ICSEI delegates.

04MR ROOM 122

MOTIVATION AND LEARNING IN ONLINE COLLABORATIVE COMMUNITIES (ID 0336)

Speakers

Kathy Seddon, NCSL

Type

individual

Abstract

This presentation will examine the application of motivational theory to learning in an online community environment that ran for six years. It involved schools from six European countries and was called the 'Arctic to Mediterranean Group'. The group of participating teachers researched the success of their collaboration in terms of motivation and learning. Dynamic motivation models including those created by Williams and Burden, and Dweck were used to build a new model to examine the sustained interaction in the project. Two components, in particular, were considered namely 'reasons for action' and 'sense of agency'. Group interviews examined the relevance of these concepts in understanding sustained participant motivation or 'flow'. Key factors to be considered in motivational terms when initiating online collaborative communities were identified. Community learning models were then used for further group reflection on the nature of online collaborative learning and key motivational factors that can promote it.

04MR ROOM 123

USING INTERNATIONAL COMPARATIVE STUDIES FOR ESTABLISHING GENERIC AND DIFFERENTIATED MODELS OF EDUCATIONAL EFFECTIVENESS: THE PISA STUDY

Speakers

Leonidas Kyriakides and Demetris Demetriou, Department of Education, University of Cyprus

Type

individual

Abstract

In this paper, a critical review of Educational Effectiveness Research is provided. It is argued that there is a need for conducting international studies on effectiveness which could help us identify school and teacher effectiveness factors that are present in different educational contexts. Moreover, factors that are unique to specific countries as well as factors that operate differently in different educational settings should be highlighted. Thus, both generic and differentiated models of educational effectiveness could be established. It is also supported that one possible approach to achieve this goal is to analyse data of international comparative studies by using multi-level modelling techniques, which are able to identify variables at student, teacher, school and country level that are associated with student achievement. To support this argument a large number of variables of PISA study dealing with the school climate were added to a multi-level model. It was shown that multi-level analysis of PISA data provides a means for partitioning the variability of student achievement into different levels. It was also found that country effect was more important than the school effect. Moreover, statistically significant effects of contextual factors at student, school and country level on student achievement were identified. The effects of explanatory variables dealing with the school climate on student achievement in different countries were also statistically significant. Finally, there was some evidence of differential country effectiveness. Implications of findings for the development of educational effectiveness research are drawn.

04MR ROOM 123

TYPES OF QUALITY MANAGEMENT-SYSTEMS AT SCHOOLS (INTERNAL ACCOUNTABILITY) AND THE RELATION WITH EXTERNAL ACCOUNTABILITY

Authors

N.J. Dijkstra Dijkstra and R.H. Hofman Hofman (*R.H.Hofman@ppsw.rug.nl*), GION/University of Groningen

Speaker

Nynke J. Dijkstra Dijkstra, GION/University of Groningen

Type

individual

Abstract

This presentation describes the results of a Dutch research concerning quality management in primary education. The focus is on two questions: a) can different types of quality management-systems in schools be distinguished, b) in what way do these types differ from each other and differ with the Dutch external supervisor on education, the Inspectorate? The results of three analyses are presented to answer these questions: a cluster, contextual and discrepancy analysis. The contextual analysis tells more about the striking differences between four types of less or more developed quality management-systems, that reflect the present activities for quality management in schools. These clusters are achieved by cluster-analysis based on two scales, 'accountability' and 'school improvement'. In the discrepancy analysis school accountability and external accountability are compared, in which the subjective perception of the quality management-types are compared with aspects and the objective judgment of the Inspectorate.

04MR ROOM 123

TEACHERS' PRACTICES AND SOCIAL INEQUALITIES AMONG STUDENTS

Speaker

Maria-Ligia Barbosa, Universidade Federal do Rio de Janeiro

Type

individual

Abstract

The main objective of this paper is to construct indicators of teaching methods used in classrooms in order to compare two views of education: one said to be traditional and other self-defined as profoundly innovative. The first step is to establish the relationship between the views of education and the teachers' objective practices in the classroom. Next step is to verify the effectiveness of these practices for students as a whole. And the last step is to establish possible differences in the effectiveness of these practices for children grouped according to their sex, race/color and social position. To examine this question, I will use a sample of 24 public schools in Belo Horizonte, Minas Gerais/Brazil. 40 teachers of 4th grade had at least two of their classes observed and they were interviewed about their professional trajectories. 602 students of 4th grade were tested (UNESCO/OREALC tests of Mathematics and Language).

04MR ROOM 124

LA REPRESENTACIÓN SOCIAL QUE SOBRE LA ESCUELA TENEN LOS DOCENTES VENEZOLANOS

Speaker

Jesús Humberto Dáaz Requena, Universidad Pedagógica Experimental Libertador, Venezuela

Type

individual

Abstract

La más fuerte representación social sobre la escuela tiene que ver con el mandato que le da existencia: el lugar donde se educa. La escuela es en primer lugar una organización pedagógica que responde a lógicas curriculares. En segundo lugar, una organización administrativa. En tercer lugar, una organización laboral. En la experiencia de los docentes, todas estas distinciones y dimensiones, operan simultáneamente integrándose en una representación y una experiencia unívoca de su trabajo. Desde esta, filtrada por los intereses personales, ellos se apropian, reconstruyen y construyen las prácticas que les ofrece y permite la cultura institucional. Desde esta perspectiva intentamos estudiar las posibles causas de los fracasos de los intentos de transformación educativa ocurridos en Venezuela.

04MR ROOM 124

UNA INICIATIVA INNOVADORA EN EL FORTALECIMIENTO DEL ESPACIO LOCAL Y DESARROLLO DE CIUDADANÍA. EL CASO DE LA ESCUELA DE AQUELARRE EN LA REGIÓN DE LOS LAGOS DE CHILE

Authors

OSCAR ARIEL GARRIDO ALVAREZ (*ogarrido@ulagos.cl*), UNIVERSIDAD DE LOS LAGOS

Type

individual

#### Abstract

Es indispensable una educación que no sólo facilite la búsqueda y la adquisición de nuevos conocimientos, aptitudes y valores, sino que ésta genere aprendizajes que estén ligados a los entornos más inmediatos de vida cotidiana de los participantes. La posibilidad de desarrollo local está, en gran medida, condicionada por el desarrollo educativo, es decir, por las capacidades humanas del conjunto de la población para responder a las exigencias económicas, sociales y políticas derivadas del objetivo del desarrollo local, inscrito dentro de una dinámica más global y universal. En el desafío de extender el valor aplicado de la educación, se cuenta con experiencias que han innovado en materia educativa, como es el caso de La Escuela Básica rural de Aquejarre, ubicada en la región de Los Lagos en Chile. Esta escuela se ha constituido en un actor estratégico de desarrollo local al generar un conjunto de innovaciones a nivel curricular y organizacional en conexión con el medio social a través de la implementación de un canal de televisión educativa al servicio de los aprendizajes y de los diferentes actores de la comunidad. Esta iniciativa ha sido sistematizada en el marco del Programa de Ciudadanía y Gestión Local, y precisamente en este trabajo se intenta dar cuenta de los elementos y estrategias que subyacen en el proceso de transformación de la escuela en un actor relevante para el fomento de la participación, construcción de sujetos y desarrollo de la ciudadanía en el espacio local donde está inserta. El artículo da cuenta en un acápite las perspectivas teóricas que articulan la relación escuela, desarrollo local, políticas públicas y participación ciudadana; descripción de la experiencia; Innovación de la escuela en ciudadanía y gestión local; desarrollo de la ciudadanía; desarrollo de vínculos a nivel local entre la sociedad civil y el Estado; y conclusiones.

#### 04MR ROOM 124

##### INICIATIVAS CULTURALES Y EDUCATIVAS EN TORNO AL ARTE VASCO: EL CASO DEL CIT

#### Authors

José Javier Cruz Arrillaga and Gotzon Ibarretxe Txakartegi, Universidad del País Vasco

#### Speaker

José Javier Cruz Arrillaga, Universidad del País Vasco

#### Type

individual

#### Abstract

A partir de los años noventa, la creación de museos, auditorios y macroproyectos de carácter emblemático ha sido la tónica general dentro de la política cultural y artística de las instituciones públicas vascas. Mientras tanto la iniciativa de colectivos y asociaciones como el Centro de Iniciativas de Tolosa (C.I.T) ha marcado el contrapunto, al proponer proyectos de carácter más local. Sin embargo, desde el ámbito formativo, estos proyectos no han tenido la incidencia deseada en la vida cotidiana de los ciudadanos. Además, las actividades que se realizan están al margen de la red educativa y constituyen meros complementos alternativos que responden en gran medida a los mismos intereses promocionales y turísticos de las instituciones públicas y privadas que los patrocinan y subvencionan. Para ilustrar estas ideas destacamos dos proyectos que están a cargo del CIT: el Certamen Internacional de Masas Corales y la Muestra permanente de Escultura Vasca Contemporánea.

#### 04MR ROOM 124

##### EL PROGRAMA ESCUELAS DE CALIDAD: UN ENFOQUE COMUNITARIO.

#### Speaker

Jesús Alvarez, IDEA - México

#### Type

individual

#### Abstract

En el año 2001 arrancó en México el Programa Escuelas de Calidad (PEC), que se planteó un objetivo doble: 1) elevar la calidad del servicio que se ofrece en las escuelas, y, 2) lograrlo apostándole a la democratización de los procesos de toma de decisiones en todos los niveles del sistema educativo. Se reconoce que la escuela tradicional no resulta pertinente para atender las necesidades particulares de cada alumno singular, ni de grupos sociales específicos. Las escuelas en el PEC, en cambio, promueven la participación de la comunidad escolar en la elaboración y ejecución de un plan de transformación que debe impulsar la calidad y mejorar el ambiente en el que los niños reciben educación. Se ha demostrado que los consejos escolares que impulsa el PEC, en muchos casos, efectivamente construyen redes de política pública, las cuales, más allá de promover y fortalecer la acción cooperativa en las comunidades, también amplían el capital social local, democratizando la acción pública en las localidades.

#### 04MR ROOM 124

##### CRITERIOS DE INNOVACIÓN EDUCATIVA PARA EL USO DE LAS TIC EN EL AULA

#### Speaker

Carolina De Miguel Sánchez, Consejería de Educación de la Comunidad de Madrid

#### Type

individual

#### Abstract

En esta aportación se argumentan las razones por las que, para dar respuesta al nuevo entorno social, las prácticas educativas deben fomentar: Acceso universal del alumnado. Uso estratégico y creativo. Posicionamiento reflexivo y crítico. Nuevas formas de relación y construcción colectiva del conocimiento. Implicación de y en la comunidad. También se pone en evidencia la especial relevancia de tomar en consideración principios de aprendizaje ya conocidos como: Aprendizaje activo. Profesorado como mediador. Trabajo colaborativo. Establecimiento redes. A partir de estas reflexiones se evidencian las ventajas de propuestas de aprendizaje por investigación, que utilizan las TIC como recurso, y se proponen ejemplos concretos referidos a Educación Infantil y Primaria. Esta contribución se recoge y amplía en la publicación "INTEGRACIÓN CURRICULAR: Las Tecnologías de la Información y la Comunicación en Educación Infantil y Primer Ciclo de Educación Primaria", que puede consultarse en Internet, en la siguiente dirección: [http://www.madrid.org/centros\\_docentes/libroTIC.html](http://www.madrid.org/centros_docentes/libroTIC.html)

#### 04MR ROOM 129

##### COMMUNICATION IN THE FLEXIBLE SCHOOL

#### Speaker

Laursen Per F., Danish University of Education

#### Type

individual

#### Abstract

A certain pattern of institutional frame factors tends to produce a certain form of communication between teacher and students. In the school of the industrial society the Initiation-Response-Evaluation (IRE) pattern of communication dominated. New institutional frames are developed these years and the new school frames are often designated 'the flexible school'. The purpose of this study was to answer the questions: Does the IRE-pattern characterize communication in the flexible school? And if not: What pattern of communication, if any, dominates in the flexible school? The data were collected by observation in a newly build 'flexible' school in Hellerup, Copenhagen, from 2002 to 2004. The conclusions are that no single pattern of communication has replaced the IRE pattern, but that communication comes close to the ICM (Inquiry Cooperation Model).

#### 04MR ROOM 129

##### A SUCCESSFUL SCHOOL IMPROVEMENT INTERVENTION AT THE MICRO LEVEL: IS IT ENOUGH TO ACHIEVE SUSTAINABLE CHANGES IN THE ARGENTINE EDUCATIONAL SYSTEM?

#### Authors

Ma. Eugenia García Tavernier de Podestá, Diana Jarvis, Marcela Zinn and Victoria Abregú

#### Speakers

Ma. Eugenia García Tavernier de Podestá and Victoria Abregú, University of San Andrés, Buenos Aires, Argentina

#### Type

individual

#### Abstract



Since year 2000, the School of Education at the University of San Andrés in Buenos Aires has been sponsoring and implementing a school improvement project (P.E.F.) in disadvantaged schools. The project considers the school as the innovation unit and the teacher as the key agent in the process of change. The Schools of the Future Project aims to contribute to the improvement of educational quality and equity by rethinking the systems of work in schools serving at-risk students. It is organized under two dimensions of change: institutional and pedagogical-didactic that should take place simultaneously in order to achieve substantial improvement. Special attention is paid to the significance of setting the internal conditions, since pedagogic strategies alone do not ensure the 'reculturing' that is essential for a real lasting change, where the building capacity is fully in place and sustainability is attained.

#### 04MR ROOM 130

##### LOS EFECTOS DE LOS CAMBIOS SOCIALES Y PROFESIONALES EN EL TRABAJO Y LA VIDA DE LOS DOCENTES: IMPLICACIONES PARA LA MEJORA DE LA EDUCACIÓN

Speakers: Juana M<sup>a</sup> Sancho, Fernando Hernández, Pere Duran, Sandra Martínez, Patricia Hermosilla, Elda Aranda, Vicente Molina, Rosane Kreuzburg, Vanesa Giambelluca, Alicia Cid, Amalia Creus, Guadalupe Regidor. Centro de Estudios sobre el Cambio en la Cultura y la Educación. PCB. UB

##### Type

symposium

##### Abstract

En este simposio refleja parte del trabajo realizado en el proyecto de investigación Los efectos de los cambios sociales y profesionales en el trabajo y la vida de los docentes. (Ministerio de Ciencia y Tecnología. BSO2003-02232). El contenido simposio se organiza en torno a cuatro ejes: (a) Las aportaciones de la investigación narrativa a los estudios sobre el cambio en la educación y su repercusión en la vida y el trabajo de los docentes. (b) El proceso de construcción de significados compartidos y articulación del grupo de investigación durante el primer año del proyecto. (c) Los cambios en la legislación educativa en España en relación al profesorado desde los años 70: etapas y tendencias. (d) La biografía profesional de dos docentes con 20-30 años de experiencia.

#### 04MR ROOM 130

##### DEVELOPING SCHOOL DISTRICT/LEA CAPACITY TO SUPPORT IMPROVEMENT IN A CONTEXT OF CHANGE

##### Speakers

Stephen Anderson, Clay Lafleur, Lorna Earl and Blair Mascal, OISE/UT

##### Type

symposium

##### Abstract

This symposium includes the work of individuals from the International Centre of Educational Change at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)(see <http://fcis.oise.utoronto.ca/%7Eicecc/>). The focus is on research, activities and issues related to developing the capacity of school districts/Local Education Authorities (LEAs) to support change and educational reform. Following a brief introduction clarifying the purpose and role of school districts/LEAs, the presenters will highlight their own work as it relates to school improvement.

#### 04MR ROOM 131

##### LEARNING, TEACHING AND EVALUATING IN THE GLOBAL CLASSROOM

##### Speakers

Gregor Sutherland, University of Cambridge, Stewart Hay, Anderson High School, Miroslav Javora, Heriot-Watt University

Miki Nishimura, Nara Women's University, Sefakor Kwawukume, Learning School Project, Michael Johnsson, Learning School Project, Rory Morrison, Learning School Project, Katherine Nisbet, Learning School Project, Floorije Robertson, Learning School Project, Jordan Smith, Learning School Project, Jan Balac, London School of Economics

##### Type

symposium

##### Abstract

The 'Global Classroom' is the name given to an international education partnership established by a group of secondary schools located in The Czech Republic, Germany, Japan, South Africa, Sweden and the UK. At the heart of the activities of the 'Global Classroom' are values about pupil agency, about learning with and from international colleagues, contexts and experiences, and about the potential and application of ICT. These values underpin the core beliefs that education should progress society, encourage change and be fostered on hope for a better future for global citizens. This symposium explores the radical and innovative projects that have been developed around these values. Papers include: 'Learning Face to Face', 'Pupils as Researchers: local and global school self evaluation', 'Intercultural Experience and Self-Identity', 'Learning School 6: international student research on the impact of assessment on student learning', 'Developing the Global Classroom: thinking differently'

#### 04MR ROOM 132

##### FROM CLASS-ROOM BASED TEACHING TO INDIVIDUALIZED AND CO-OPERATIVE LEARNING

##### Speaker

Gerdur G. Oskarsdottir, Reykjavik School District, Head Office

##### Type

individual

##### Abstract

The Reykjavik School district (Iceland) is now attempting to cross the current boundaries of school organizational structure and to develop a more meaningful and flexible grammar of schooling. The goal is to change the schools from class- room based teaching to the individualized and co-operative learning of the district's 15,000 students, where all students work according to their own study plans. To be able to evaluate this development and support the schools in taking further steps forward a tool is now in creation. This initiative will be introduced in the presentation. The tool consists of six modules: The system, teachers' work habits, organization of the classrooms, students' responsibilities, parents' involvement, and attitudes towards students' learning. Each module is divided into five sequential levels which will give the schools the opportunity to evaluate their own position in the process and to develop their own profile.

#### 04MR ROOM 132

##### A NEW SCHOOL EFFECTIVENESS: MULTIPLE THINKING AND MULTIPLE CREATIVITY IN ACTION LEARNING

##### Speaker

Yin Cheong Cheng, Centre for Research and International Collaboration, Hong Kong Institute of Education

##### Type

individual

##### Abstract

Many policy-makers and educators are confused how thinking, creativity and intelligence are related to action learning and how they can contribute to school effectiveness particularly in a complicated context involving technological, economic, social, political and cultural aspects. This paper aims to address these issues and propose a framework for conceptualizing a new school effectiveness in terms of multiple thinking and multiple creativity in action learning at the student, teacher and organizational levels of a school. It is completely different from the traditional thinking and practice of school effectiveness. The paper first elaborates why and how contextualized multiple thinking (CMT) is needed to re-conceptualize the approach to enhancing school effectiveness in terms of multiple thinking and multiple creativity in action learning. It explains further how this CMT typology, together with the levels of thinking (from action to data, to information, to knowledge and to intelligence), provides a new framework of school effectiveness for

- (1) re-conceptualizing the relationship between CMT and action learning in various complicated contexts;
- (2) re-defining the nature of multiple creativity in thinking and action, and
- (3) broadening the possibilities and approaches to developing and enhancing multiple thinking and multiple creativity in action learning.

This paper develops a graphical illustrative method to map the characteristics of action learning and related school effectiveness in practice in terms of profiles including the levels of thinking/creativity and types of thinking/creativity.

#### 04MR ROOM 132

##### MONITORING SCHOOL IMPROVEMENT

#### Speakers

Marianne Boogaard and Guuske Ledoux, SCO-Kohnstamm Institute, University of Amsterdam

#### Type

individual

#### Abstract

In this presentation we will describe the main effects of a new policy in the Netherlands for supporting schools with a high rate of children from disadvantaged backgrounds, low results and/or weak educational qualities. The policy is called 'educational opportunities' (onderwijskansen). We followed 25 Rotterdam schools for primary and secondary education in their school improvement processes during some years. We also gathered data about the effects and experiences with this new policy through a nationwide questionnaire research. Although schools differ in the kinds of problems they are facing and in the ways they seek solutions, one of the striking results we found is that most of them succeeded in improving the organisational structure, teacher competences and self esteem. Important aspects in creating this improvement were, together with the extra money schools could spend, the accountability for results and the support in monitoring the changes.

#### 04MR ROOM 132

##### FEEDBACK OF PERFORMANCE INDICATORS: A TOOL FOR SCHOOL IMPROVEMENT? FLEMISH CASE STUDIES AS A STARTING POINT FOR CONSTRUCTING A MODEL FOR SCHOOL FEEDBACK

#### Speakers

Peter Van Petegem and Jan Vanhooft, Antwerp University

#### Type

individual

#### Abstract

As a consequence of a trend towards more autonomy and more decentralisation, schools must be involved in a continuous process of improvement. Therefore, accurate and comparable data on school performances are needed. Recently, the PISA (Programme for International Student Assessment) and TIMSS-R (Third International Mathematics and Science Study studies) studies did provide all participating schools with information on their individual performances.

Based on a profound reflection on these two cases, a model for school feedback is developed. Its aim is to identify the conditions that have to be in place in order to make sure that a particular set of indicators may attribute to successful quality control and improvement by the individual school. We argue that indicators for school improvement have to meet some general and some technical requirements. The most important general elements relate to the content of the information, the anonymity and confidentiality of the feedback system and the support that schools receive in interpreting and using the information. The three technical requirements in the model for successful school feedback are the following: indicators and their presentations have to ensure valid and reliable interpretations, should inform on the differential effectiveness of schools and should definitely avoid classifications of individual schools or classes.

#### 04MR ROOM 132

##### IMPROVING THE PROFESSIONAL LEARNING COMMUNITY FOR SCHOOL EFFECTIVENESS

#### Speakers

Anna Kristin Sigurdardottir, Head Office in Reykjavik School District

#### Type

individual

#### Abstract

Is it possible to improve the quality of the professional learning community within a school and does this increase effectiveness? The paper on this question is based on research, conducted in Iceland, on the relationship between the professional learning community in a school and its level of effectiveness. This relationship was first established in two outlier schools and then the factors that came out as important were tested in the third school by attempting to improve the professional learning community and measuring its effects on the level of effectiveness. Relatively solid evidence appeared on the relationship between improving the professional learning community and improving the level of effectiveness. However, more information is still needed and there are more questions to be asked in order to answer the fundamental question of how to improve the professional learning community within a school.

#### 04MR ROOM 133

##### THE COMPETING AGENDAS OF NETWORKED LEARNING.

#### Authors

Christopher Day, The University of Nottingham, Andrew Townsend, The University of Nottingham, Rosalind Rice, The University of Nottingham, Bryan Schram, PSLN, Southwood Middle School UK, Steve Dunning, PSLN, Olney First School UK, Paula Harrington, PSLN, Portfields Combined School, Jane Andrews, PSLN, Castlethorpe First School UK and Katy Gillam, PSLN, Bradwell Village Middle School UK

#### Speakers

Christopher Day, The University of Nottingham, Andrew Townsend, The University of Nottingham, Bryan Schram, PSLN, Southwood Middle School UK, Steve Dunning, PSLN, Olney First School UK, Paula Harrington, PSLN, Portfields Combined School, Jane Andrews, PSLN, Castlethorpe First School UK and Katy Gillam, PSLN, Bradwell Village Middle School UK

#### Type

symposium

#### Abstract

This symposium includes a series of papers exploring different perspectives on networked inquiry, through the Networked Learning Communities (NLC) in the UK.

These papers concern:

The influence of competing agendas on networked learning inquiry. These are explored from literature related to NLC and from the perspective of practitioners.

The challenge, faced by network leaders, in supporting collaborative dispersed inquiry whilst providing direction, progression and continuity of vision for the Primary School Learning Network (PSLN) in Milton Keynes.

An inquiry exploring the ways a group of Head Teachers, of the PSLN, spent their time over a one week period (24/7), the emotions that they experienced during this time and the relationship between their contextually bounded priorities of leadership and those of the N.C.S.L.

A collaborative classroom focused inquiry, by teachers from 3 schools in PSLN, which investigated the limits and possibilities of pupils' and teachers' learning through self evaluation.

#### 04MR ROOM 134

##### WORKFORCE REMODELLING FOR 21C

#### Speakers

David Gregory and Pauline Holbrook, Specialist Schools Trust

#### Type

symposium

#### Abstract

Schools within the UK are being faced with an aging teacher workforce with around half expected to retire by 2015. Additionally recent legislation regarding teacher workload, together with the need to ensure the needs of all students are met in order to raise achievement has challenged schools to re-think the deployment of staff and in some cases challenge the duties of individuals within the school. Leadership and the management of change together with examples of workforce remodelling will be used to illustrate this presentation.

04 JANUARY 16.30 – 18.30

04AF ROOM 112

**EXPLORING BEGINNING TEACHERS' PERCEPTIONS OF THEIR PREPARATION AND PROFESSIONAL DEVELOPMENT IN MALTA**

Speaker

Christopher Bezzina, Faculty of Education, University of Malta

Type

individual

Abstract

The Maltese Government, being concerned about the quality of school education, is attempting to increase teacher effectiveness and student learning. To achieve these goals, it is argued, that current in-service programmes need to be improved and focused, especially by giving due attention to the induction phase. The important phase of induction within the professional development continuum for teachers is lacking. Schools need to devise appropriate professional induction seminars and workshops for new teachers to extend their professional knowledge and skills acquired during the pre-service stage. As such a number of discussion documents, research studies and papers have and are being written in order to provide the authorities with the appropriate data on which to base future educational policies in relation to teacher preparation and induction schemes. This paper explores the perceptions of secondary school teachers who are currently in their induction phase (i.e. their first three years after graduation). The paper starts off by exploring the main international trends and issues behind induction and professional development in particular. It reports the views of around three cohorts (approximately 300 teachers) about two main areas: preparation and professional development. The methodological approach adopted was a questionnaire survey followed by in-depth interviews of around 40 Maltese teachers. Through this study we hope to shed light on ways and means of improving the current B.Ed (Hons) Maltese programme and also point out how teachers feel once they are full-time graduates. This will provide direction as to how the education authorities and schools in particular can support beginning teachers. The essential link between pre-service and continuing professional development is explored and identified as key to quality improvements at the school level. New teacher induction schemes for Maltese are discussed.

04AF ROOM 112

**DISTRIBUTED LEADERSHIP IN CHALLENGING URBAN CONTEXTS: PARENT INVOLVEMENT AS A CAPACITY BUILDING STRATEGY FOR IMPROVING TEACHING AND LEARNING IN SCHOOL COMMUNITIES.**

Speakers

Corrie Giles and Lauri Jonhson. The State University of New York at Buffalo.

symposium

Abstract

Educational reforms are so readily thwarted by entrenched school and community cultures (Sarason, 1990; Fink, 2000; Fullan, 2001), and there is a need for more detailed studies of successful leadership practices in challenging schools (Day et al., 2000; Hopkins, 2001; Maden, 2001; Harris and Chapman, 2002).

This paper explores how, with varying degrees of success, three successful urban elementary principals (Leithwood et al., 1999) use parent involvement as a transformative capacity building strategy for improving teaching and learning in their challenging school communities.

This paper reports case data concerning the highly successful leadership of three challenging urban elementary school in the North-East United States, obtained as part of the International Successful School Leadership Project (ISSLP). This multiple-perspective eight-country research project is seeking, through cross cultural comparisons, to investigate as to what constitutes effective leadership in successful schools in diverse cultural, social and economic circumstances.

The primary objectives of this paper is to explore how, with varying degrees of success, principals used parent involvement as a transformative capacity building strategy for improving teaching and learning in their school communities.

04AF ROOM 112

**BUILDING SCHOOL COMMUNITIES THROUGH EDUCATION PROGRAMS FOR IMMIGRANT FAMILIES**

Speakers

Margarita Gonzalez and Janet Chrispeels, University of California Santa Barbara

Type

individual

Abstract

Studies on socio-cultural capital found an increasing disconnect between school staff and its diverse student population and families that strongly influences their active participation in their child's school and impedes building school communities among teachers, parents and students. American public schools seek to find ways to close the existing socio-cultural gaps by providing families with opportunities to learn about the school system and their roles and rights in their children's education. In response to these needs, the Parent Institute for Quality Education (PIQE) is conducting nine-week programs for immigrant families in California and Texas. The authors will present the results of two studies on the PIQE programs conducted in 21 California schools. The findings suggest that the programs are effective for changing the parents' knowledge, beliefs and practices at home and at school, and improving the children's attendance. Implications for building school communities through parent education programs are examined.

04AF ROOM 119

**CONCENTRIC STORYING AS A VEHICLE FOR PROFESSIONAL DEVELOPMENT**

Speakers

Susan M. Drake Drake and Anne Elliott Elliott, Brock University

Type

workshop

Abstract

This experiential workshop will allow participants to experience a unique professional development process that we have developed over 12 years with graduate and preservice education students. Students often report that this is a transformative experience that transfers to their ongoing practice. Participants will explore the process of "concentric storying" using collaborative reflection. They will share and deconstruct their "old stories" and identify implicit beliefs and values that direct and perhaps limit their practice. In this process, participants will identify defining moments, "sparkling events" or critical instances that have had an impact on their professional lives. Then they will begin to reconstruct their old stories to create a "new story" that represents a preferred future. For instance, an administrator might identify implicit self-limiting interactive patterns related to power and influence. Through collaborative concentric storying, this administrator may choose alternative behaviours to create a new story that leads to a preferred future.

04AF ROOM 120

**DESIGNING AND FACILITATING DIALOGUE IN PROFESSIONAL LEARNING COMMUNITIES**

Speaker

Dr. Paul L. Shaw, Southern Cross Educational Canada

Type

workshop

Abstract

Professional learning communities build inquiring trusting relationships that purposely seek continuous review, collective learning, and improvement in the learning experiences of all pupils. The engine that drives high performing professional learning communities is participative dialogue. The purpose of this session is to model, demonstrate, and examine 1) the nature of effective dialogue, 2) the new and productive roles and relationships it requires of principals, teachers, facilitators, and students, 3) the underlying workplace culture that emerges in such communities and 4) to enable participants to engage in dialogue as they might in a professional learning community, in order to collectively deepen their understanding of the concepts shared.

Dialogue requires

1. Equality and the absence of coercive influences
2. Listening with Empathy

3. Bringing Assumptions into the Open
  4. Rigorous engagement with information for the purposes of knowledge and capacity building
  5. More time than most educators think
- These requirements demand new, sophisticated, highly effective roles and a radically new work-place culture.

#### 04AF ROOM 121

##### LA EDUCACIÓN CON NIÑOS GITANOS. UNA PROPUESTA PARA SU INCLUSIÓN EN LA ESCUELA.

###### Speaker

Antonio García Guzmán, Universidad de Granada

###### Type

individual

###### Abstract

El objetivo de esta comunicación es ofrecer una imagen lo más cercana posible sobre la realidad del pueblo gitano que vive en España, mostrando sus carencias y necesidades en el acceso a los diferentes servicios sociales, culturales y educativos, así como los estereotipos y prejuicios con los que más frecuentemente se les identifica.

La educación del niño gitano se caracteriza por su singularidad y dificultad. Raíces culturales y sociales exigen tratamientos específicos para los que se necesita especial preparación y acusada sensibilidad. Motivo éste por el que se dan a conocer numerosas actividades y propuestas metodológicas para trabajar con estas minorías étnicas desde un curriculum intercultural. Se trata, en definitiva, de proponer una serie de cambios en la metodología de trabajo empleada con grupos multiculturales, para mejorar la calidad educativa de estos sujetos, rompiendo los límites y barreras que, en ocasiones, nos impiden trabajar desde la interculturalidad y de esta manera, conseguir una educación con igualdad de oportunidades para todos y con todos.

#### 04AF ROOM 121

##### EL MALESTAR DOCENTE

###### Speaker

José Antonio Lara Peinado, Universidad del Valle de México, Campus Hispano

###### Type

individual

###### Abstract

Esta contribución es el resultado de seis años de investigación con docentes en servicio en prácticamente todos los niveles educativos de México. Se aborda de manera específica el malestar psíquico de los dedicados a la docencia, los riesgos que para su salud mental conlleva su trabajo, y la desatención que al respecto hay en la formación inicial y permanente de los dedicados a enseñar. Se aborda también la parte latente del acto educativo, se hace notar como los fantasmas y los deseos de los involucrados en la docencia, (incluyendo a directivos) están presentes todo el tiempo en la vida cotidiana de los maestros, provocando brotes neuróticos, perversos y psicóticos, al respecto la presente comunicación ofrece una serie de elementos que le posibilitan a los que escuchan la ponencia hacer una resignificación de su equilibrio psíquico, con el fin de identificar si tienen fatiga magisterial o si desgraciadamente han avanzado en algún trastorno mental, esta lectura clínica de la docencia se logró a partir del trabajo directo con maestros en la escuela, en el hospital, y en el consultorio de forma particular. Por último, hablo del neoliberalismo y su implicación como detonante de las enfermedades mentales del maestro, de la escuela como un espacio obsesivo, de la implicación que tiene todo esto en el fracaso de los modelos actuales en la educación, y de las diversas propuestas que arrojó este trabajo para atender el problema.

#### 04AF ROOM 122

##### VIRTUAL COMMUNITIES: THE EFFECT OF TECHNOLOGY ON learning

###### Speakers

Anna Wildy, Edith Cowan University

###### Type

individual

###### Abstract

Traditionally, concepts of communities have been grounded within a geographical framework. However, in a country as large as Australia, geographic connection between groups is not always physically possible. The developments in communication technology, specifically the virtual realm, are a way to alleviate geographic and time issues. Universities in Australia have incorporated communication technology within their teaching practices as a method of providing efficient and effective teaching practices.

However, whether communication solely through the virtual realm can be an effective replacement for face-to-face contact is a matter of debate. Some theorists argue that face-to-face engagement is the key to bringing experiences to life, while others maintain that the particularized intellectual engagement that characterizes communications in the virtual world is an effective and meaningful form of communication.

The experiences of external students and students who complement their studies with an online component are contrasted. The paper explores the factors associated with learning in a virtual realm and students' ability to engage not only with the intellectual content of their unit, but also with their university community.

#### 04AF ROOM 122

##### SCHOOL QUALITY, SAFE SCHOOLS: AN EMPIRICAL ANALYSIS

###### Authors

Richard R. Verdugo, National Education Association, Jeffrey M. Schneider, National Education Association and Brittney Flores, High School Student

###### Speaker

Richard R. Verdugo, National Education Association

###### Type

individual

###### Abstract

While the majority of US public schools are safe, problems exist that not only threaten the teaching and learning environment, but cause substantive problems for educators. Unfortunately, many of the strategies used to address school safety are perceived by staff to be "add ons," and tend to fail because they disrupt the daily routines of educators. What is needed is a framework for school safety that is well integrated into the daily routines of educators and school process. Such a framework exists, a quality schools framework. Using data collected by the NEA we examine the relationship between school quality and school safety policies. We find that school quality is significantly related to school safety policies.

#### 04AF ROOM/SALA 122

##### FROM TEACHING TO LEARNING: A CONSTRUCTIVE VIEW ON THE ROLE OF REALISTIC TEACHER EDUCATION IN A DEVELOPING COUNTRY

###### Authors

Hercules Nieuwoudt, North-West University (Potchefstroom), South Africa

###### Type

individual

###### Abstract

School education all over the globe is constantly the subject of reform, which essentially centres about the learning and the teaching expected to take place in classrooms. Reform efforts focus on constructive views and inter-related strategies that allow teachers and learners to engage in meaningful activities to enable

learners to acquire and perform relevant learning tasks. In particular, the role of the teacher needs to be redefined and coherently related to the role of the learner, to the role of learning content, and to the intentional, interactive and contextual nature of classroom events. Evidently, teacher education has a critical role in this respect, which may prove to be more daunting in developing conditions than in well-resourced developed conditions. Drawing on research conducted in a region in South Africa the paper aims to reflect on this challenge and some critical strategies from a realistic and constructive perspective.

#### 04AF ROOM 122

##### CHANGING EXPERIENCES AND CHANGING IMAGES: WOMEN AS TEACHERS IN THE NORTHERN PAKISTAN

###### Speaker

Dilshad Ashraf, Aga Khan University-Institute for Educational Development

###### Type

individual

###### Abstract

This paper is based on the study that I conducted for my doctoral thesis. The study examined women teachers' experiences in the mountain communities of the Northern Areas of Pakistan. As first educated females (education became accessible for women since 1970s) of their families and of their village communities, these women took up teaching as paid job. The life histories of these five women teachers illustrate that their status as teachers helped them break the boundaries of their traditional image of women, which confines them to the household chores, farming and cattle rearing. Their status as teachers has allowed their extensive involvement in community development activities. The paper examines how these five women teachers, in a patriarchal society, are pushing their traditional boundaries as they are engaged in accomplishing their familial, professional and communal commitments. The challenges women teachers confront while pushing their traditional boundaries are also highlighted in the paper.

#### 04AF ROOM 123

##### THE PRESSING CHALLENGE FOR VET SCHOOLS TO BECOME LEARNING COMMUNITIES

###### Speakers

Ana Zúñiga, UNED and Christopher Bezzina, University of Malta

###### Type

individual

###### Abstract

An educational institution, at any level, is a living place and the scene for social relations where many behaviours are shaped. Most of them will be developed later throughout the course of life. Nowadays, regarding our current global and multicultural reality, it is evident that in the whole educational system -and specially in the VET system- there is a clear need for considering learning, teamwork and dialogue within the community as key elements. Furthermore, adopting a multidisciplinary and multicultural approach one which emphasises the development of a wide repertory of competences that will be indispensable to enter the working life is essential. Therefore, the objective behind this paper is to express the urgent need for VET schools to become real learning communities and behave as learning organisations so that they may offer the students an environment in which they develop a collective and individual identity and they prepare themselves to become active members of another organisations (the enterprise) in the future.

#### 04AF ROOM 123

##### HEAD TEACHER'S "EFFECTIVE" LEADERSHIP STRATEGIES

###### Speaker

Silva Roncelli-Vaupot, Centre for Higher Education

###### Type

individual

###### Abstract

'Effective' leadership is commonly recognised as a key factor of school 'effectiveness' and improvement. Some dimensions, like transformational, moral, pedagogical were recognised as having an impact on school work - each of them also emphasis specific leadership strategies. This paper deals with head teacher's leadership strategies identified in the Slovene school context. Findings are grounded on data gathered by questionnaire (197 head teachers) and by interviews with head teachers, teachers and pupils of six case study schools. A sort of 'bricoleur' of various perspectives was constructed. Some leadership 'strategies' emerged as common to six 'effective' head teachers of case studies, such as: 'forming social circles and alliance'; 'attractive authoritative behaviour'; 'pedagogy of interpersonal relations to teachers and pupils'; 'homogenisation of perspectives' (especially on school vision and values), and 'pattern making of the school climate'. Characteristics emerged in the dynamics of daily school practice might be seen as embedding the nature of the tradition of schools as well as of the present school culture.

#### 04AF ROOM 123

##### BUILDING AND SUSTAINING SCHOOL-COMMUNITY PARTNERSHIPS FOR SOCIAL JUSTICE

###### Speakers

Helen Nixon, University of South Australia, Australia

###### Type

individual

###### Abstract

This paper explores some of the issues surrounding school leadership for social justice in times of increasing managerial devolution and diminishing funding. How do school leaders maintain and renew their own vision and leadership in such circumstances? How do they build and sustain school communities to work for social justice? What resources can they draw on to support teachers to work in innovative ways in their curriculum and pedagogy in the interests of social justice? In order to explore these issues, we will draw on the project 'Urban renewal from the inside out' in which school leaders and teachers collaborated with university educators and students in the fields of architecture, education and journalism. The objectives of the project were to document the design and implementation of new place- and space-based pedagogy, and the building of a new pathway/structure/garden that links a pre-school to the primary school. Project artefacts will be explored and conference participants will be invited to discuss school participation in such projects as a strategy for promoting community participation and social justice.

#### 04AF ROOM 123

##### RESCATAR LA VOZ DE LOS ALUMNOS PARA LA CONSTRUCCIÓN DE LA ESCUELA DEL MAÑANA

###### Authors

Anna Nuri Serra and Laurel Geraldine Potter, Universidad de Barcelona

###### Speaker

Anna Nuri Serra, Universidad de Barcelona

###### Type

individual

###### Abstract

Durante el segundo año de nuestros estudios de doctorado en la Universidad de Barcelona, realizamos un pequeño estudio con un grupo de alumnos de un instituto de Barcelona que participaban en el proyecto europeo School+: More than a platform to build the school of tomorrow (School+: Más que una plataforma informática para la construcción de la escuela del mañana). Teniendo en cuenta que el proyecto School+ pretende contribuir a la construcción de la escuela del mañana, centramos nuestra investigación en el análisis de las visiones del alumnado sobre la escuela del futuro. Nuestro estudio tienen el objetivo de favorecer el protagonismo del alumnado en el proceso de innovación educativa. Se observa que el alumnado construye un pensamiento articulado acerca de su experiencia escolar, y propone cambios relevantes para la construcción de la escuela del futuro.

#### 04AF ROOM 124

##### PROFESSIONAL DEVELOPMENT IN SCHOOLS - HOW DO WE DO IT IN SOME SCHOOLS IN SLOVENIA

###### Speaker

Polona Peček, National Leadership School Slovenia

Type  
individual  
Abstract

The content of the paper is elaborating on the ways of the approaches done in some schools and kindergartens towards the process of staff development in educational organisations in today's world. In Slovenia in the span of the last 12 years there has been many changes coming from external and internal environment of organizations and schools. A lot of changes were imposed by the central government and other institutions on the ways in which schools and other school organisations work and according to that all this also have a great short and long-term impact on staff development. These changes catapulted school organizations into many diverse activities to cope with these changes. And are they coping on the field of staff development? The idea of a learning organisation, which is also very important for the process of staff development in a certain way, became actual in the last decade and it opens up many debates about how the learning organisation should work and how to reach it ( Jelenc Krašovec, 2003). In today's world we will have to overcome a lot of tensions: between global and local, general and individual, tradition and contemporariness (Delors, 1996) and so on, and all of this have impacts on the issue of the above topic. Like the world economy as a whole, the field of education in today's information society has been subjected to the globalisation process. The competition on both, the local and the world – wide levels, is getting tougher. At the moment Slovenia successfully keeps pace with the mainstream educational developments in European context. However, for the continuity of this development and its application, the appropriate institutional, technological and financial conditions at micro and macro level should be assured (Bregar, Zagmajster, 1996 ). Maybe this paper will add a small portion or picture of understanding the "bigger picture" in the context of staff development. I have been working in the field of education for over 17 years now. All that time I have been engaged on the field of professional development of teachers and head teachers nationwide in Slovenia. A lot has been said and done in that field in those last years, but all that time I still have a feeling, that we do not have a clear picture what is really going on in schools and kindergartens. Or maybe I have a very deformed picture of what is going on in my mind. I have been working on and looking closer on that specific problem as an advisor at the Board of Education of Slovenia and the Ministry of Education and Sport, as a lecturer on Human Resource Management in National Leadership School, as a former teacher of history and geography and finally as a parent of a teenager, who at the moment is a part of that system. And all the time I am asking myself – which picture is the right picture? Probably all of them. But sooner or later I would like to have a clearer view on the subject so I decided to take an opportunity and to take a closer look with a help of my students. In their assignments they have described what is going on in their schools in the field of staff development. We are (me and my students) all aware of the theoretical approaches that needed to be done, but for the first of the "slide shows" we decided to do a SWOT analysis of the state of the above subject in their schools and kindergartens. We already got some results, but since that is an ongoing process I will be able to present the results in the final paper. So this is the picture to be at least partly unveiled with this paper.

04MR ROOM 124

INNOVATION IN SECONDARY EDUCATION - THE ADDED VALUE OF A COMMUNITY DIMENSION TO RAISING STANDARDS IN SCHOOLS

Speaker

Mike Goodfellow, Specialist Schools Trust

Type  
individual  
Abstract

The Specialist Schools Programme in England helps schools establish distinctive identities through their chosen specialisms and achieve targets to raise standards. In September 2004 1956 secondary schools in England were specialist schools. The paper argues that a key feature of the specialist schools programme in England is that a significant proportion of work undertaken in specialist schools is concerned with aspects that relate to the wider community. It argues that the development of the school's role as the hub of learning within the community has contributed significantly to, or even, in some cases driven, the transformation of the school itself. Much of the evidence to support this proposition has, to-date, been anecdotal or subjective. This paper will draw from the experience of specialist schools in England to develop, and test, criteria for assessing the added value of the community dimension to the agenda for transforming secondary education.

04MR ROOM 124

ENGAGING WITH RESEARCH AND EVIDENCE: WHAT DO TEACHERS WANT AND ARE THEY GETTING IT?

Speakers

Philippa Cordingley and Miranda Bell, Centre for the Use of Research and Evidence in Education

Type  
individual  
Abstract

Many British educationists, including the president of the British Educational Research Association express concern at the distance between education research and the issues which concern classroom teachers. In this paper the Centre for the Use of Research and Evidence in Education (CUREE) draws on the experience of sourcing and appraising educational research in order to make it accessible and relevant to teachers via the Research of the Month website hosted by the General Teaching Council (GTC), the Department for Education and Skills' (DfES) Research Informed Practice website, the National Education Research Forum's (NERF) termly Bulletin for all teachers and via two systematic reviews of the impact of CPD.

The paper identifies issues for researchers, for policy makers and for teachers to address and proposes systematic analysis of teachers' own research questions as a means of increasing the relevance of education research.

04AF ROOM 124

AN INNOVATIVE LOCAL SOLUTION TO GLOBAL TRENDS IN HUMAN RESOURCE DEVELOPMENT IN A KNOWLEDGE-BASED SOCIETY

Speaker

Maja Mesl, Centre for Higher Education

Type  
individual  
Abstract

The modern knowledge-based society, within which the main resource and the key factor of competitive advantage and innovative capacity of a nation has become knowledge and the capability of a nation to use and employ it, needs a highly skilled, flexible, innovative and entrepreneurial workforce, with a strong motivation for lifelong learning. My research has shown, that the form (educational level and area of expertise) and quality (the actual competences of the population) of the human capital in Slovenia and other countries from South-Eastern Europe, do not meet the needs of a knowledge-based society. This paper examines how an innovative regional project tried to cope with some of the challenges concerning human resource development and education, outlined in the above mentioned research, and succeeded to break boundaries between all the regional actors which deal with human resource development in the Koroška region.

04AF ROOM 129

THE INNOVATIVE ROLE OF ELEARNING IN PRIMARY SCHOOL TEACHER TRAINING

Speakers

Koos Verkerk and Hans Pronk, INHOLLAND University

Type  
individual  
Abstract

Breaking Boundaries: Radical Innovation in Education.

A very important issue for ICSEI 2005 as well as INHOLLAND University

First we redesigned our teacher training course breaking boundaries in one way and nowadays we try to disseminate our experiences and knowledge using learning communities within our university, our country and places all over the world. SEE: [Http://www.ict-e.com](http://www.ict-e.com) Go to this site to find more information about our presentation at ICSEI 2005 and about our program in general.

In-service and pre-service training provides many "Learning Practices" in which students/ teachers must produce ICT-related materials. Many of these materials can be used to inspire teachers to adapt to local circumstances. See the brochure: Making School Innovation Work ICT-e,

Starting from the "learning how to learn as you work" concept, we opted for optimum incorporation of ICT in the curriculum, for the primacy of face-to-face instruction

and for the computer as the student's toolbox.

Inholland University likes to work Boundless and Close By, from the heart of the city to other countries. The three main issues are:

- The development and implementation of an educational concept focusing on the individual student and the market.
- Knowledge construction and knowledge sharing
- Boundless education

This butterfly model shows (see our site: <http://www.ict-e.com>) how the Dutch accumulated knowledge, own experiences and good practices with schools and teachers inside and outside (for example) Jordan.

See you at our presentation or somewhere in the audience of the conference.

Hans Pronk & Koos Verkerk

#### 04AF ROOM 129

##### THE CHALLENGES OF IMPLEMENTING RADICAL INNOVATIONS IN EDUCATION: THE MALAYSIAN EXPERIENCE

Speaker

Zulkifli Bin A. Manaf, University of Malaya, Kuala Lumpur, MALAYSIA

Type

individual

Abstract

The focus group discussion was employed to gather information regarding radical innovations in the Malaysian educational scene. The most radical innovation in education is the integration of information and communication technology (ICT) into the school curriculum. Another 'radical innovation' is the introduction of the teaching of Mathematics and Science subjects in the English Language. The thrust of this paper will be a presentation of the views of the teachers in the focus group discussion that were conducted at two different sites. The main findings of the study are as follows: (1) the teachers felt that they need some training in the use and integration of the ICT in the teaching and learning of the various subjects in schools; and (2) the teaching of Mathematics and Science in the English language is very challenging. The paper concludes with the discussion of the challenges faced in the implementation of the radical innovation.

#### 04AF ROOM 129

##### RADICAL COMMONSENSE FOR A BETTER FUTURE FOR OUR SCHOOLS

Speaker

Robin Precey, CELSI, Canterbury Christ Church University College

Type

individual

Abstract

English education has been subjected to a prolonged period of top-down attempts to make changes in schools. Evidence suggests that success rates have been disappointing even in the eyes of those imposing the changes. Moreover, negative unintended consequences have been significant. This symposium, drawing on the speaker's doctoral research as a headteacher of a large secondary school, presents a coherent philosophy for democratic change incorporating much innovative good practice that has been tried and tested in English schools. It offers a rationale for sustainable cultural change (rather than short-term "fixes") within a framework of internal and external accountability. The speaker will argue that if these pockets of good practice can be fostered and adapted on a wider scale then there is the prospect of successful, radical, systemic, transformative change.

#### 04AF ROOM 129

##### SUCCESSFUL SCHOOL LEADERSHIP - A VIEW FROM AUSTRALIA

Speaker

Patricia Mary Therese Ford, Australian Catholic University

Type

individual

Abstract

This presentation will report on the case studies, linked to the International Successful School Leadership Project (ISSLP), that have been conducted in four successful Catholic primary schools in the Archdiocese of Melbourne, Australia. Each of the four Catholic case study schools has initiated curriculum reforms for school improvement in recent years. In each instance, the reforms have been instigated and actively supported by the principal, and been implemented and embedded throughout each school in a manner appropriate to the local context. The research has analysed the qualities, characteristics and competencies exhibited by each of these principals in order to understand how they have led their school communities so effectively and whether or to what degree the Catholic dimension of the school influenced those qualities, characteristics and competencies. Of particular interest was the fascinating portrait that emerged of each principal. Although quite different in age, personality and experience in the role, each balanced the multiple aspects of the role fluidly, fuelled by the belief that they with their team could provide the best possible education for their respective communities. This presentation will present some of these findings of the case studies, and will explore some of the issues related to the concept of "successful" leadership as it is construed in a Catholic context.

#### 04AF ROOM/SALA 130

##### THE MANAGEMENT OF DIVERSITY IN SOUTH AFRICAN SCHOOLS

Authors

Herman J. van Vuuren, North-West University (Potchefstroom), South Africa

Type

individual

Abstract

The interactive, focus group presentation deals with the management of diversity in South African schools. A Constitution and Bill of rights ensured the rights of all South African among a population of immense dimensions of diversity. Opinions are voiced that the prevailing diversity in South Africa has to be turned into an asset: otherwise, it may become the country's downfall. Educationists are convinced of crucial role of education in this regard. A need to address issues of diversity was identified by a ministerial task team and they recommended a "focus" on the management of diversity in schools. However, a lack of guidelines for the management of diversity is widely supported in the educational fraternity and research institutions are being called upon to narrow the gap between theory and practice. The central problem focuses on strategies for educational leaders to manage diversity in South African schools.

#### 04AF ROOM 130

##### RAISING MAORI STUDENT ACHIEVEMENT

Speaker

Jain Gaudin, University of Waikato, Hamilton, New Zealand

Type

workshop

Abstract

The workshop will look at the Te Kotahitanga research carried out by Professor Russell Bishop and the professional development project funded by the New Zealand Ministry of Education from the point of view of a member of a facilitation team working in a New Zealand Secondary school. There will be opportunities for interaction and questions from workshop participants.

**04AF ROOM 131**  
**PERSONAL PROFESSIONAL DEVELOPMENT**

**Speaker**

Monica Watt, The Illawarra Grammar School

**Type**

workshop

**Abstract**

This workshop comes from New South Wales in Australia, which has a highly centralised and controlled examination-based educational system. School, Faculty and Staff appraisals based on public examination results and other external measures are used in our private, independent school to improve learning outcomes and to ensure continuous school improvement. Within this context the aspirations of individual teachers can often be ignored. Their sense of control over their careers and their own personal development can be compromised. I therefore developed and presented a number of self-reflective activities for teachers at our school in order to empower them by clearly placing them at the centre of the teaching/learning development cycle. The workshop will showcase a number of these short, but highly transformative activities. You will gain an insight into your own values, desires and wishes; your career path and your future goals.

**04AF ROOM 132**  
**INDICATORS OF SCHOOL PERFORMANCE: A RICH INTERNET APPLICATION**

**Authors**

Wayne Garrison and Chuck Williams, National Education Association

**Speaker**

Wayne Garrison, National Education Association

**Type**

workshop

**Abstract**

It can be argued that the road to quality schools begins with quality information. Indicators of School Performance (v1.1), a Flash MX 2004 application, is a centralized information repository designed to provide teachers, researchers, policymakers, parents and community members with comparative, state-specific data that characterize the conditions of public education in the USA. Access to data is through a lightweight front end programming platform. Users of the application are provided a wide variety of data visualization options, including bar charts, line charts, scattergrams, bubble charts, pie charts and map displays. The application includes a user-friendly tutorial which demonstrates, through voiceover and animation features, how the system can be used to visualize and analyze data. The application includes simulation and forecasting features, and also utilizes moving graphic features where appropriate, including time-varying scatterplots of statistical association. Individuals attending the workshop will have an opportunity to access and navigate the database.

**04AF ROOM 133**  
**NEW WAYS OF ASSESSING AND SUPPORTING EDUCATIONAL CENTERS**

**Author**

Jesús Domingo Segovia, Universidad de Granada

**Speakers**

Antonio Bolívar Botía, Universidad de Granada, Florencio Luengo Horcajo, Proyecto Atlántida, Víctor M. Hernández Rivero, Universidad de La Laguna and Juan Rodrigo García Gómez, Oficina del Defensor del Menor en la Comunidad de Madrid

**Type**

symposium

**Abstract**

The symposium consists of four participants, coordinated by Professor Jesús Domingo, who describe their confluent experiences with new ways of advising and supporting educational centers. Included in the debate is an evaluation of the possibilities and limitations found. The consultation processes: the ADEME experience. Antonio Bolívar (Universidad de Granada) The Association for School Development and Improvement (ADEME), together with teachers from all educational levels and advisors in Teacher Centers, has been promoting consultation processes for improvement. In this contribution, we provide a history of this experience and describe the lessons learned. The proposal for the institutional self-review process has contributed to facilitating other ways of advising educational centers, but it has also revealed a series of limitations. The intention is, then, to review and evaluate the improvement strategies and paths followed in Spain based on the experiences promoted by this group.

Atlántida Project of Democratic Culture. Advice to entire Towns on citizenship and co-existence. Florencio Luengo Horcajo (Coordinador General del Proyecto Atlántida).The experience we present provides an example of the development of a consultation process that took place in different towns in Extremadura and the Canary Islands. This experience gave rise to the embryo that the Atlántida project has titled Democratic citizenship, co-existence and interculturality.

**04AAF ROOM 133**  
**PRIMERAS EXPERIENCIAS DE USO DE LA GUÍA PARA LA EVALUACIÓN Y MEJORA DE LA EDUCACIÓN INCLUSIVA (INDEX FOR INCLUSION) EN EL ESTADO ESPAÑOL**

**Speakers**

David Duran Gisbert, Universitat Autònoma de Barcelona, Gerardo Echeita Sarrionandia, Universidad Autónoma de Madrid, **Giné Giné**, Universitat Ramon Llull, Ester Miquel Bertran, Universitat Autònoma de Barcelona, Carlos Ruiz, Berritzeguna de Zarauz and Marta Sandoval, Universidad Autónoma de Madrid

**Type**

symposium

**Abstract**

El proceso de cambio hacia la escuela inclusiva constituye, sobre todo, un proceso de aprendizaje que los centros educativos deben emprender. Para apoyar este proceso Tony Booth y Mel Ainscow crearon el Index for Inclusion, un material que ayuda a los centros a conocer en qué punto se encuentran en dicho proceso y a plantear elementos de mejora. Así, el Index parte de los conocimientos previos y los intereses del propio centro e implica en el cambio al conjunto de la comunidad educativa, lo que le confiere un carácter especialmente sugerente. La traducción y adaptación de estos materiales al castellano y al catalán (y próximamente al vasco) ha permitido iniciar las primeras experiencias en Madrid, Catalunya y el País Vasco, la valoración de las cuales señala el Index for inclusion como una guía útil, por su versatilidad y fácil apropiación, para el cambio educativo.

**04AF ROOM 134**  
**CONSTELLATIONS:THE VALUE OF SYSTEMIC APPROACHES IN TEACHING AND LEARNING**

**Speakers**

Jane James and Judith Hemming, Nowhere Foundation

**Type**

workshop

**Abstract**

This workshop explores a recent innovative project conducted by 5 primary schools in the west of England and the nowhere foundation. With funding from the DFES we applied 'systemic' and 'phenomenological' processes to enhance the quality of learning.

Using simple tools derived from a family systems process called Constellations, teachers worked with pupils in the classroom improving their overall receptiveness to learning by

- developing a better understanding of motivational needs
- giving learners a stronger voice using a range of intelligences and
- co-creating a safe yet challenging culture for learning.

The premise for the work is that systems exert invisible forces on people living and working in them. Schools are systems that are connected to many other systems, in particular the families of both the learners but also their teachers. Working with the systemic forces often benefits the pupil's aptitude for learning but also the teacher's ability to respond.



04AF ROOM 134

LA PIZARRA DIGITAL EN LA AULAS

Speakers

José Dulac Ibergallartu and Cristina Alconada Fernandez, Colegio Luis de Góngora, Leganés, Madrid.

Type

workshop

Abstract

Utilizaremos varias Pizarras Digitales Interactivas para demostrar que con su utilización en nuestras aulas se consiguen altísimos niveles de motivación entre profesores y alumnos, mejorando notablemente los resultados del proceso de enseñanza-aprendizaje. Crearemos varios documentos multimedia de manera fácil y sin especiales conocimientos previos. Las Pizarras Digitales Interactivas se están utilizando en el colegio "Luis de Góngora" de Leganés (Madrid) desde hace más de un año, los resultados son espectacularmente positivos. La correcta ubicación de los nuevos roles del profesor y del alumno en la actual sociedad del conocimiento, es otro de los aspectos más destacables en los que estamos trabajando. Se ha fomentado la creatividad de los profesores que utilizan recursos propios de manera habitual.

<http://www.pangea.org/dim/madrid/>. En la actualidad disponemos de 8 Pizarras y pensamos instalar una en cada aula de nuestro centro. Acabamos de iniciar un proyecto de investigación que se desarrollará durante el presente curso y el siguiente.

## 05 JANUARY 11.00 – 13.30

05MR ROOM 112

BRIDGES ACROSS BOUNDARIES: INNOVATION AND BREAKTHROUGH PRACTICE IN NETWORKED LEARNING COMMUNITIES

Speakers

John MacBeath, University of Cambridge, UK, Francesca Brotto, Ministry of Education, Italy, Milan Pol, Masaryk University in Brno, Czech Republic, George Bagakis, University of Patras, Greece, Tibor Barath, University of Szeged, Hungary, Milos Novak, Slovak In-Service Teacher Training Centre at Banska Bystrica, Grzegorz Mazurkiewicz, CEO - Centre for Citizenship in Education, Poland, Natercio Afonso, University of Lisbon, Portugal, Emanuele Berger, Swiss Italian Educational Research Service, Ticino Canton Ministry of Education

Type

symposium

Abstract

The session will describe an innovative project involving schools in seven European countries exploring school self-evaluation, student and teacher voice. It builds on and enhances the work of the European Project on Self-evaluation which ran between 1998 and 2000 and involved 101 schools in 18 countries.

The session will examine improvement initiatives taken by schools in these seven countries exploring the following themes:

- Self-evaluation: questions of purpose in accountability cultures
- The transferability of improvement strategies across cultural and language contexts
- The work of the critical friend: questions of allegiance, skill and impact

05MR ROOM 112

PROFESSIONAL LEARNING COMMUNITIES: DIMENSIONS, DETAIL AND DIFFICULTIES

Authors

Louise Stoll, Institute of Education, University of London, England, Karen Seashore, University of Minnesota, USA, Elizabeth Maddison, Prudhoe Community High School, England, Sharon Kruse, University of Akron, Ohio, USA, Dorothy Andrews, University of Southern Queensland, Australia, Marian Lewis, University of Southern Queensland, Australia, Larry Sackney, University of Saskatchewan, Kristine Keifer Hipp, Cardinal Stritch University, Milwaukee, USA and Andy Hargreaves, Boston College, USA

Speakers

Louise Stoll, Institute of Education, University of London, England, Elizabeth Maddison, Prudhoe Community High School, England, Sharon Kruse, University of Akron, Ohio, USA, Karen Seashore, University of Minnesota, USA, Dorothy Andrews, University of Southern Queensland, Australia, Marian Lewis, University of Southern Queensland, Australia, Larry Sackney, University of Saskatchewan, Canada, Kristine Keifer Hipp, Cardinal Stritch University, Milwaukee, USA, Andy Hargreaves, Boston College, USA

Type

symposium

Abstract

Professional learning communities are generally deemed to be 'a good thing', but we are still some way from understanding how they work in different contexts and countries. For the last three years at ICSEI, an international group who have been carrying out research in their different countries have come together to share the next chapter in each of their stories. This symposium explores professional learning communities in four countries: England, Canada, Australia and the USA, trying to get closer to some elusive elements and details of how they operate and identifying some of the barriers that make it difficult to break boundaries when thinking about professional learning communities. We hope that participants will also share their experiences, helping us to get closer to an understanding of similarities and differences across ICSEI member countries and where the potential lies for professional learning communities to support radical innovation in education.

05MR ROOM 119

A STRUGGLE TO LEAVE NO CHILD BEHIND: URBAN SCHOOL TEACHERS AND MORAL LEADERSHIP AS AN INNOVATIVE PRACTICE

Speaker

Jacob Easley II, Mercy College

Type

individual

Abstract

This paper results from a case study that took place in an inner city, urban elementary public school (USA) that has and continues to undergo various comprehensive reforms. This study makes the claim that the core of education (Prestine & McGreal, 1997) exists at the classroom level and is represented by the teaching and learning process, as mediated through relationships between teachers and their students. Teachers, however, hold particular perceptions about the extent to which top-down reforms affect their capacity for innovative teaching. Teachers define their innovative teaching as being grounded in ethical and moral decisions about the ways in which their classroom/instructional practices directly affect the teaching and learning process. This paper explores the development and expansion of a shared, moral leadership of a particular group of teachers. Their shared moral leadership is/has been directly affected by the social relations within this school context alongside the demands of incessant reform.

05MR ROOM 119

WHO SUCCEEDS AT UNIVERSITY? FACTORS PREDICTING ACADEMIC ACHIEVEMENT OF FIRST-YEAR DUTCH STUDENTS

Authors

Marjon Bruinsma and Ellen Jansen, University of Groningen

Speaker

Marjon Bruinsma, University of Groningen

Type

individual

Abstract

Generally, literature distinguishes three complexes of factors that affect university achievement. Firstly, these concern factors related to characteristics of the higher education system and study financing. Secondly, these concern factors related to the manner in which institutions organise their education, e.g. the spread of courses.

Finally, these concern student characteristics, e.g. ability or motivation. The effect of several of these factors on academic achievement was examined in the paper. Dutch first-year university students filled in a self-report questionnaire on among others their motivation and deep information processing. Further, student ratings provided information on the quality of the courses. Finally, information on the quantity of the courses, in terms of number of contact hours, was obtained through study guides and syllabi. Multilevel analyses showed that ability, motivation, the quality of assessment and the numbers of self-study hours, active hours and passive hours, affected achievement.

#### 05MR ROOM 119

##### FROM NON-FORMAL EDUCATION TO AN INDIAN EDUCATIONAL SYSTEM: INFOTABA PROJECT CONTRIBUTIONS

###### Authors

Sonia Sette, Fátima Angeiras and Marcia Angela Aguiar UFPE

###### Speaker

Sonia Sette, UFPE

###### Type

individual

###### Abstract

This paper brings a reflection about the Information and Communication Technologies (ICT) in multicultural environment, searching for new intervention ways in educational practices to deal with Brazilian Indian children and teenagers. The main objective of this project, from the very beginning, was digital inclusion toward a personal, human and social world citizen development. Building a bridge from the Non-Formal Education to a Formal Education experience, resulted into positive repercussions to the pedagogical work, as those actions were brought to the reality of the school organization and symbolic structure. Those changes in the school practices were the results of a management work, teacher training and a political-pedagogical accompaniment, in both presencial and distance learning ways. In this study it was possible to identify new visions about policies, management and innovated educational practices, involving also the mobilization of the civil society specially at the Indian community.

#### 05MR ROOM 120

##### CAMBIO DE TEORÍAS IMPLÍCITAS DE PROFESORES RESPECTO A LA ENSEÑANZA Y EL APRENDIZAJE DE VALORES

###### Speaker

Pablo Castro Carrasco, Pontificia Universidad Católica de Chile

###### Type

individual

###### Abstract

Se presentan resultados preliminares de un estudio en curso, que aborda como problema de investigación, el cambio de teorías implícitas en el marco de una situación de aprendizaje. El estudio se realiza con un grupo de profesores chilenos que participan de un proceso de formación en educación en valores, por tanto, el dominio específico sobre el cual se estudia el cambio de sus teorías es el aprendizaje y la enseñanza de valores. A través de un estudio cualitativo con diseño longitudinal, se estudia a profesores, de 8 instituciones educativas. Con esto, se han obtenido resultados que permiten comprender e interpretar los contenidos, organización y estructura implicados en los procesos de cambio de las teorías implícitas de los docentes, respecto al aprendizaje y enseñanza de valores.

#### 05MR ROOM 120

##### "LA "V" DE GOWIN Y EL USO DE LAS NUEVAS TECNOLOGÍAS COMO ESTRATEGIA DOCENTE EN LA COMPLEJIDAD ALGORITMICA

###### Speaker

Beatriz Dolores Guardián Soto, ESIME Culhuacan, Instituto Politécnico Nacional

###### Type

individual

###### Abstract

En este trabajo se aborda una propuesta metodológica, la cual tiene como objetivo apoyar al docente en el curso de análisis de algoritmos de la ESIME-CU del IPN, en el uso y aplicación de estrategias docentes para lograr en los alumnos un aprendizaje significativo a través de un material didáctico virtual basado en las nuevas tecnologías y la "V" de Gowin. Este elemento nuevo en el proceso de educación ayuda a los alumnos involucrados a mejorar su aprendizaje y por ende rendimiento académico en la parte central de su carrera que es la elaboración de algoritmos que resuelvan problemas y ejecutarlos en el ordenador por medio de la obtención de la complejidad algorítmica. El fundamento teórico de esta investigación fue la teoría del constructivismo tomando en consideración las ideas de Ausubel y de algunos de sus discípulos, como Novak y Gowin, quienes introdujeron los mapas conceptuales y la V-heurística las cuales a través de la programación se utilizaron como material didáctico interactivo. La metodología aplicada para la selección y el empleo de las técnicas de aprendizaje como los mapas conceptuales y la V-heurística, se inicia con la elección de la asignatura en la cual se implementarán, y finaliza con la instrumentación de las habilidades de aprendizaje, la evaluación de los nuevos conocimientos y del manejo y aplicación de estas estrategias de manera interactiva con la ayuda de las nuevas tecnologías. De los resultados obtenidos se realizó el análisis y discusión de ellos concluyendo que los alumnos tuvieron un mejor aprendizaje y un rendimiento escolar más alto.

#### 05MR ROOM 120

##### POTENCIAR LA EDUCACIÓN. UN CURRÍCULO TRANSVERSAL DE FORMACIÓN PARA LA INVESTIGACIÓN

###### Speaker

María Guadalupe Moreno Bayardo, Universidad de Guadalajara

###### Type

individual

###### Abstract

La formación para la investigación, especialmente en posgrados en educación ha sido línea de investigación de la autora de este trabajo en los últimos diez años. Con base en los trabajos realizados construyó un perfil de habilidades a desarrollar en la formación para la investigación y lo presentó de manera que cada una de las habilidades identificadas fuera analizada en sus características y en su potencial fomentador. Resultó evidente que muchas de esas habilidades pueden y necesitan ser desarrolladas desde la educación básica y a lo largo de toda la formación escolar, no sólo en el posgrado. Así surgió la propuesta de considerar el desarrollo de habilidades para la investigación como un currículum transversal que no demanda la inclusión de nuevas temáticas, sino una forma de trabajar los contenidos curriculares ya presentes en el plan de estudio seleccionando experiencias de aprendizaje que propicien de manera específica el desarrollo de alguna(s) de las habilidades en cuestión.

#### 05MR ROOM/SALA 120

##### UNA EXPERIENCIA DE INVESTIGACIÓN Y ALGUNAS REFLEXIONES ENTORNO A LA EDUCACIÓN NO FORMAL EN LOS ITINERARIOS CURRICULARES ESCOLARES: TIC, MUSEOS Y PATRIMONIO

###### Authors

Carolina Subías Opi, Glòria Munilla Cabrillana, Universitat Oberta de Catalunya

###### Type

individual

###### Abstract

La experiencia de investigación que presentamos se enmarca dentro de Musei@, espacio de investigación sobre Museología, Museografía y Patrimonio. Dicha experiencia de investigación desarrollada es novedosa en cuanto a la difusión del patrimonio cultural en los centros educativos a través de las Tecnologías de la Información y la Comunicación, y tiene como principal objetivo establecer las posibles relaciones entre educación formal y educación no formal. El diseño y posterior desarrollo de diferentes actividades educativas acerca de dos exposiciones virtuales que muestran tanto nuestro patrimonio cultural como natural, ha estado marcado por los siguientes factores: han tenido como principales destinatarios a diferente público escolar; se han llevado a cabo en diferentes ámbitos geográficos; y, en diversos centros escolares. El desarrollo de estas actividades nos ha permitido analizar comparativamente el proceso del aprendizaje formal y del aprendizaje no formal, la combinación presencialidad/virtualidad, las relaciones escuela/museo y museo/escuela, y con ellas museo presencial/museo virtual.

Basándonos en los resultados obtenidos de la experiencia realizada podemos afirmar que los recursos de las Tecnologías en la Difusión y la Didáctica del Patrimonio son esenciales para la educación formal y que las TIC constituyen una herramienta muy valiosa en la Interpretación, Didáctica y Difusión del Patrimonio.

#### 05 MR ROOM 121

##### EL IMPACTO DE LA ESCUELA DE PROCEDENCIA DEL NIVEL MEDIO SUPERIOR EN EL DESEMPEÑO DE LOS ALUMNOS EN EL NIVEL UNIVERSITARIO

###### Speaker

Guadalupe Cú Balán, Universidad Autónoma de Campeche (México)

###### Type

individual

###### Abstract

El presente trabajo de investigación se llevo a cabo en la Universidad Autónoma de Campeche, México y se tomaron en consideración los siguientes aspectos tales como: trayectoria previa, perfil escolar de los alumnos, trayectoria escolar en el nivel universitario, así como las causas de reprobación y deserción escolar.

La población de estudio fueron las generaciones 1994-1995, 1995-1996 y 1997 de las carreras de Ingeniero Bioquímico en Alimentos y la generación 1996-1997 de Ingeniero Bioquímico Ambiental. Se tomaron en consideración dos cuestionarios:

1.- Analizar las causas de reprobación o deserción de los alumnos;

2.- Referente al perfil socioeconómico.

Las causas posibles del bajo rendimiento escolar de los alumnos en los dos primeros semestres de la licenciatura estudiada fueron:

a.- Falta de Orientación Vocacional;

b.- Falta de motivación de los educandos respecto a la carrera;

c.- Bajos conocimientos adquiridos en el Nivel Medio Superior en algunas áreas, específicamente Matemáticas, Química y Física.

#### 05MR ROOM 121

##### ACCIÓN Y REFLEXIÓN HACIA LA PRAXIS: UN ENFOQUE FREIREANO EN LA PREPARACIÓN DE MAESTROS PARA LA ENSEÑANZA EN COMUNIDADES BICULTURALES MARGINALIZADAS

###### Speaker

Jorgelina Abbate4-Vaughn, Universidad de Massachusetts-Boston

###### Type

individual

###### Abstract

En esta presentación se propone una pedagogía freireana de acción y reflexión como guía hacia la praxis en la preparación de maestros, especialmente relevante para el desempeño profesional de aquellos cuyo trabajo los ubica en escuelas que sirven a comunidades de inmigrantes marginalizadas y de bajos recursos. Los elementos de esta pedagogía han sido puestos en práctica por separado en un número creciente de programas de preparación de maestros para zonas urbanas en los Estados Unidos y requiere que académicos y estudiantes de magisterio (a) participen como voluntarios al servicio y simultáneamente como educandos de comunidades marginalizadas; (b) adquieran y profundicen su entendimiento de las experiencias vividas por aquellos que no pertenecen a los grupos dominantes, en este caso a través del uso de literatura; y (c) de-construyan sus autobiografías iluminando aspectos de sus propios procesos de socialización y racialización a través de la estrategia de taller de escritura, y en una variante conocida como "escritura como investigación".

#### 05MR ROOM 121

##### ANÁLISIS DE ALGUNAS VARIABLES COMO APORTACIONES PARA LA FORMACIÓN INICIAL DEL PROFESORADO DE E. SECUNDARIA DESDE LA PERSPECTIVA DE LOS ALUMNOS DEL CAP

###### Speakers

Josefina Santibáñez Velilla, Universidad de La Rioja and Magdalena Saénz de Jubera, Ayuntamiento de Logroño

###### Type

individual

###### Abstract

En el presente estudio analizamos las respuestas emitidas por alumnos que asisten al Curso de Aptitud Pedagógica (C.A.P.) en la Universidad de La Rioja durante el curso 2003-2004. Variables: 1. Agentes formativos: profesionales que organizan y realizan actividades de formación inicial y de perfeccionamiento del profesorado. 2. Diseño formativo: planificación, técnicas, contenidos, medios y recursos de los cursos y actividades de formación del profesorado. Contamos con una muestra de 91 alumnos y alumnas asistentes al Curso de Aptitud Pedagógica de la Universidad de La Rioja, de los cuales un 31,9% son hombres y el 68,1% son mujeres. Por especialidades, el 24,2% del alumnado son licenciados en Física y Química, el 20,9% en matemáticas, el 16,5% en Geografía e Historia, el 14,3% en Economía, 12,1% en Lengua, 8,8% en Inglés, y el resto en otras titulaciones.

#### 05MR ROOM 121

##### APORTACIONES PARA LA MEJORA DE LA FORMACIÓN INICIAL DEL PROFESORADO DE E. SECUNDARIA DESDE LA PERSPECTIVA DE LOS ALUMNOS DEL CAP

###### Speakers

Josefina Santibáñez Velilla, Universidad de La Rioja and Magdalena Saénz de Jubera, Ayuntamiento de Logroño

###### Type

individual

###### Abstract

En el presente estudio analizamos las respuestas emitidas por alumnos que asisten al Curso 2003-2004 de Aptitud Pedagógica (C.A.P.) en la Universidad de La Rioja. Contamos con una muestra de 91 alumnos.

Variables estudiadas: 1. Centro docente para realizar las prácticas. 2. Profesorado. 3. Actividades formativas. 4. Participantes. 5. Planificación. 6. Ejecución-desarrollo del diseño. 7. Actividades demandadas. Se realizaron dos tipos de análisis: Análisis descriptivo, se halló la frecuencia y el porcentaje de respuestas de cada una de las variables, y Análisis inferencial, se halló la diferencia entre dos o más medias independientes mediante el ANOVA de una vía. Existen, entre otras, diferencias significativas según la especialidad, entre las respuestas dadas por los alumnos del C.A.P. a las actividades organizadas por los siguientes entes: a) Institutos Municipales ( $F=3.604$ ,  $p.003$ ); b) Colectivos/Movimientos de Renovación Pedagógica ( $F=2.221$ ,  $p.049$ ).

#### 05MR ROOM 122

##### ARTE Y TECNOLOGÍA: LLAVES PARA UNA NUEVA 'GRAMÁTICA' DE LA ESCUELA

###### Speaker

Andrea de Farias Castro, UERJ - Colégio Pedro II

###### Type

individual

###### Abstract

Uno nuevo enfoque científico apunta a la convergencia de dos culturas, la humana y la científica, preparando una nueva era del conocimiento. Comprendemos que es posible, y adecuado, a la construcción de un conocimiento científico significativo mirar los sujetos desde una perspectiva que contemple a la complejidad del pensamiento humano y con eso, construir modos de interacción con el conocimiento distinto de los utilizados por la escuela del siglo XIX. Así podremos promover una integración de la experiencia de vida del alumno con los conocimientos obtenidos en la escuela. Para contribuir con la nueva 'gramática' de la escuela lo que se investiga es la creatividad como un germen del pensamiento hipertextual entendiéndolo a manera de una aptitud criadora. Por lo tanto acompañaremos los estudios de las representaciones humanas desde las Artes hasta el desarrollo que resulta, incluso, por la impregnación de las tecnologías informáticas en la sociedad.

05MR ROOM 122

**LA CULTURA ESCOLAR EN LOS PROCESOS DE MEJORA A TRAVÉS DE LA INCORPORACIÓN DE TECNOLOGÍAS DE LA INFORMACIÓN Y LA COMUNICACIÓN**

Speaker

María Guadalupe Gómez Malagón, Universidad Pedagógica Nacional

Type

individual

Abstract

se presenta información sobre un estudio de la perspectiva cultural del proceso de mejora escolar a través de la incorporación de tecnologías de la información y la comunicación (tic) en una escuela secundaria en México. desde una metodología cualitativa-interpretativa, se pretende explorar los procesos de implementación y mantenimiento de una innovación con tic para la mejora escolar; analizar estrategias de liderazgo y gestión de dicha innovación; y generar un mejor entendimiento sobre las formas en las que la cultura escolar moldea los procesos de mejora que incluye las tic. se pretende dar cuenta de los límites actuales de las estructuras organizativas, y centrar el análisis en la arena simbólico-cultural de la escuela. el supuesto fundamental del estudio es que construir significados y dar respuestas al cuestionamiento sobre los elementos de la cultura escolar, permitirá generar estrategias adecuadas de mejora escolar y afrontar con mejores bases teórico-metodológicas los retos que representa educar con estas tecnologías.

05MR ROOM 122

**LA ESCUELA EFICAZ EN LA SOCIEDAD RED: EL USO DE INTERNET Y LA GENERACIÓN DE CAPITAL SOCIAL EN LA RELACIÓN DE LA ESCUELA CON LA COMUNIDAD Y EL TERRITORIO**

Authors

Julio Meneses Naranjo, Josep Maria Mominó de la Iglesia and Olivia Muñoz-Rojas Oscarsson, Internet Interdisciplinary Institute. Universitat Oberta de Catalunya

Speaker

Olivia Muñoz-Rojas Oscarsson, Internet Interdisciplinary Institute. Universitat Oberta de Catalunya

Type

individual

Abstract

La presente comunicación tiene por objeto la presentación de nuestra investigación acerca de la relación entre escuela y comunidad desde el punto de vista del movimiento de la Eficacia Escolar en el marco del 'Projecte Internet Catalunya (PIC): L'escola en la societat xarxa'. Tomando como punto de partida el análisis que algunos autores claves hacen desde esta perspectiva de la apertura de las Escuelas Eficaces (Ainscow, Hopkins, Southworth & West, 2001; Hargreaves, 2001; Rudduck, 1999; Seaman & Reaman, 1976), introduciremos el marco de análisis que nos ofrece la teoría del Capital Social en el estudio de los procesos de participación, cooperación y colaboración. Así, entendido éste como el conjunto de redes sociales y las normas sobre las que es posible la colaboración y cooperación en beneficio mutuo (Putnam, 2002), en la presente comunicación nos aproximaremos tanto a los procesos de creación de comunidad dentro de la escuela como de relación con su entorno en el caso de las escuelas catalanas, presentando también nuestras primeras conclusiones acerca del grado de penetración del uso de internet para estos objetivos.

05MR ROOM 123

**PARA ALLÁ DE LOS MUROS...**

Speaker

María de Fátima Goulão, Universidade Aberta, Portugal

Type

individual

Abstract

Estamos en la era de la globalización, donde continuamente nos entra en casa información de los rincones más apartados del mundo. Los diferentes medios de comunicación nos traen en cada momento noticias de la actualidad que nos obligan a ser "especialista" en diferentes materias. Internet nos mete el mundo dentro de casa. Poniéndonos al día en noticias y conocimientos que, de otra manera sería casi imposible acceder a ellos.

Los avances tecnológicos amplían significativamente las posibilidades del contexto educativo. Sin embargo, el acceso a la información no es condición suficiente para la adquisición del conocimiento. La interacción comunicativa es fundamental en cualquier proceso educativo, así como el papel desempeñado por el tutor/formador/profesor.

La dinámica proporcionada por las TIC genera nuevos desafíos en los procesos comunicativos y su utilización que nos hacen preguntarnos: Hay límites sobre qué enseñar? Qué interacciones? Qué estrategias?

05MR ROOM 123

**MUSEOS, TECNOLOGÍA E INNOVACIÓN EDUCATIVA: APRENDIZAJE DEL PATRIMONIO Y LA ARQUEOLOGÍA EN TERRITORIO MENOSCA**

Authors

José Miguel Correa Gorospe , alex ibañez etxeberrya, Estibaliz Jiménez de Aberasturi apraiz and Rakel Noarbe de la Casa

Speaker

José Miguel Correa Gorospe, Universidad del País Vasco

Type

individual

Abstract

Desde hace algún tiempo, el patrimonio cultural en general, y en especial el ámbito de los museos, se ha convertido en un foco dinamizador de programas educativos en contextos formales e informales, que ha permitido el diseño, implementación y experimentación de gran cantidad de interesantes programas didácticos. El gran impulso que exposiciones y museos están teniendo, viene ligado al desarrollo de una sociedad del ocio y del consumo cultural. En este sentido, la reciente extensión de la cultura del "lifelong learning", ha provocado el desarrollo de propuestas de aprendizaje permanente a lo largo de la vida y de programas de alfabetización científica y cultural para todos los ciudadanos, que han tenido especial eco en el ámbito museístico. Los museos y el patrimonio cultural son tradicionales y buenas oportunidades de aplicación de los recursos tecnológicos en los programas didácticos que desarrollan. Tradicionalmente está asociado el término de aprendizaje informal a la educación en mEl objetivo de nuestro proyecto es por lo tanto el desarrollo de un modelo constructivista de integración de las Nuevas Tecnologías en el aprendizaje del patrimonio y la arqueología, el desarrollo de un contexto virtual de aprendizaje y el diseño, desarrollo y evaluación de un programa didáctico de aprendizaje del patrimonio y la arqueología con m-learning. El contexto de aplicación es el territorio Menosca. Bajo la gestión del Museo d eArte e Historia de Zarautz. Menosca era el nombre que daban los romanos a Zarautz ( País Vasco-España) y territorio próximo.

05MR ROOM 123

**LOS SIGNIFICADOS QUE TIENEN LOS PROFESORES DE EDUCACIÓN PRIMARIA SOBRE LA PRÁCTICA DOCENTE**

Speaker

Martha Vergara Fregoso, Secretaría de Educación Jalisco- Centro de estudios de Posgrado- Universidad La Salle Guadalajara

Type

individual

Abstract

Esta investigación, devela los significados que los profesores de educación primaria tienen respecto a la práctica docente. El objeto de conocimiento lo constituyó un fenómeno de naturaleza psicológica y social: la significación, porque el profesor que se desempeña como tal en cualquier nivel educativo, basa sus acciones en el significado de las cosas de su mundo, de esta manera, se considera que el significado se construye a partir de las interacciones sociales que tiene, pero también influye ese espacio, la capacidad que puede tener para reflexionar y modificar el significado a partir del proceso interpretativo que puede realizar como sujeto. La metodología empleada fue cualitativa, incluyó la aplicación de entrevistas a profundidad y la observación de la práctica de los profesores. El estudio se desarrolló con un grupo de tres profesores que a la vez eran estudiantes de la Maestría en Educación con Intervención en la Práctica Educativa y que laboran como docentes de educación primaria.

05MR ROOM 123

**INFORMÁTICA Y ARQUITECTURA ¿UN PROBLEMA DE CONTENIDOS O DE VALORES?**

Speaker

Alexis Caridad Méndez González, Instituto Superior Politécnico

Type

individual

Abstract

El proceso de enseñanza-aprendizaje de la Informática Aplicada a la Arquitectura basado en aprender a hacer puede ser una vía para crear e incentivar valores tales como la creatividad, el trabajo en grupo, la profesionalidad, la comunicación profesional e interpersonal, la integración entre las disciplinas que participan en el diseño y ejecución de los proyectos de Arquitectura y Urbanismo así como las relaciones interpersonales, la toma de decisiones y el liderazgo en el proceso de gestión de la ejecución de dichos proyectos. Se trata de la forma de enseñar-a-aprender y aprehender los contenidos y habilidades, que en muchos casos se constituyen en valores humanos necesarios para el Arquitecto, llamado por derecho propio del ejercicio de la profesión, a un papel de dirección en los procesos en que participe. Los principios pedagógicos-formales de la "clásica clase" pueden aplicarse sin perjuicio del trabajo independiente, la motivación y el trabajo proactivo del estudiante.

05MR ROOM 124

**LA FORMACIÓN PERMANENTE DEL PROFESORADO A TRAVÉS DE LA INVESTIGACIÓN REFLEXIVA DE SU PRÁCTICA**

Speakers

Lya Esther Sañudo Guerra and Ruth Catalina Perales Ponce, Centro de Estudios de Posgrado de la Secretaría de Educación Jalisco

Type

individual

Abstract

El objetivo de la investigación fue generar conocimiento sobre la mejora de la práctica docente en instituciones educativas. Las preguntas de investigación fueron: ¿Cómo se desarrolla la reflexividad docente? ¿Es la reflexividad de la práctica una condición para la mejora de la práctica? La metodología fue cualitativa, a través de métodos de observación / auto observación y se complementó con entrevistas. La investigación tuvo una duración de dos años y se realizó en tres acercamientos con grupos de docentes de dos instituciones cada vez. Se constituyó un entramado teórico que permitió comprender el proceso de generación de reflexividad por parte de los docentes. Los resultados indicaron que la indagación a través del auto registro de la práctica fue una condición para mejorar la docencia, se constituyó un modelo de práctica reflexiva que propiciara que los docentes aprendieran a reconocer su práctica, a sistematizarla y a intervenirla para mejorarla. El reporte de investigación dio evidencia de que el docente que realiza auto observación de su hacer, organiza la información que obtiene y decide qué va a hacer para modificar su práctica y puede dar cuenta de una mejora sustancial en la calidad del aprendizaje de sus estudiantes.

05MR ROOM 124

**LA ENSEÑANZA Y QPRENDIZAJE DEL IDIOMA INGLÉS EN LA SECRETARÍA DE EDUCACIÓN JALISCO**

Authors

Ana María Cano Espinoza, Lya Esther Sañudo Guerra and Víctor Ponce Grima (*victorcanek25@hotmail.com*), Secretaría de Educación Jalisco

Speakers

Ana María Cano Espinoza, Secretaría de Educación Jalisco

Type

individual

Abstract

Se lleva a cabo una investigación interinstitucional en la que se indaga a profundidad la situación de enseñanza- aprendizaje del idioma inglés.

Se problematiza, se elaboran preguntas y se agrupan en cuatro campos:

Políticas y currículum.

Prácticas de gestión del sistema escolar.

Prácticas y formación docente.

Procesos de aprendizaje y situación sociocultural del estudiante.

La investigación se lleva a cabo en una escuela por nivel educativo; primaria, secundaria, bachillerato, licenciatura y posgrado y, se realiza por etapas: se efectúa diagnóstico preliminar, se continúa con el estudio de políticas y currículum por nivel y área, en la tercera y cuarta se realiza la observación, análisis e interpretación de las prácticas docentes y gestión, en la última se prevé completar el análisis de los procesos y productos de aprendizaje ocurrido en los estudiantes.

Investigación cualitativa.

Instrumentos: la observación, entrevista a profundidad, diario de campo y, otros complementarios, como el documental y exámenes de aprendizaje.

El resultado permitirá ilustrar la toma de decisiones en los diversos planos, para el diseño de nuevas políticas docentes, criterios del diseño curricular, procesos de formación docente y la mejora en la calidad de los aprendizajes.

05MR ROOM 124

**MAPAS DE PROCEDIMIENTOS PARA EL DESARROLLO DE LA EJECUCIÓN INTELECTUAL**

Speaker

Rafael Pérez Flores. Universidad Autónoma Metropolitana. México.

Type

individual

Abstract

Como una forma diferente de actuación educativa, se presenta un Programa para el aula, para el aprendizaje y enseñanza de las matemáticas en la universidad, conformado por un conjunto de herramientas didácticas. Se trata de una forma de actuación nutrida por las ideas del paradigma cognitivo de la educación que contempla nuevas formas de enseñar y aprender. El Programa llamado SAM (Sistema de Aprendizaje Mediado) tiene como característica principal, el uso de mapas conceptuales favorecedores del desarrollo cognitivo en los estudiantes. Pero además, pone en marcha, como una nueva estructura desprendida de los mapas conceptuales: los mapas procedimentales o mapas de procedimientos favorecedores del pensamiento. El Programa presenta prácticas educativas innovadoras que contemplan la forma como el aprendiz aprende: una manera especial de dirigir las actividades en el aula con el objeto de desarrollar un conjunto de capacidades cognitivas con un contenido matemático.

05MR ROOM 124

**LEARN IN YOUR WORKPLACE: AN EXPERIENCE IN THE FACULTY OF EDUCATION AND PSYCHOLOGY**

Speaker

Eulàlia Guiu Puget, Faculty of Education and Psychology, Universitat de Girona

Type

individual

Abstract

This study focus on workplace (practicums) high education students assessment and a methodology developed to analyse what and how this students learn while doing his/her practicums for a degree in Social Education studies.

The Activity Theory is introduced as a theoretical framework to relate their learning with the elements in an activity system. Two student cases are studied using data registered in diaries and graphic maps.

**05MR ROOM 129****STUDENT RATINGS AND LEARNING OUTCOMES****Authors**

Ellen P.W.A. Jansen and Marjon Bruinsma, University of Groningen

**Speakers**

Ellen Jansen, University of Groningen

**Type**

individual

**Abstract**

Student ratings are widely used in the process of internal quality assurance. The reason behind student ratings lies in the possibility to improve the educational process, more particularly to improve teaching behaviour. Students are asked to express their satisfaction with a specific course or teacher. Although students' satisfaction is important, it is even more important to identify factors that influence the desired learning outcomes. Because there is a wide body of research on disciplinary differences (see for example Becher (1994) and Donald (2002)) the data for two departments will be analysed separately. For each department we will analyse the relation between student characteristics, ratings and learning outcomes by a LISREL-analysis. For one department there was no effect of the general satisfaction with the course neither on study strategy nor on GPA. The other department showed an effect from general satisfaction on study strategy and via study strategy on GPA.

**05MR ROOM 129****LEARNING ABOUT RIGHT AND WRONG: PERSPECTIVES OF PRIMARY STUDENTS OF CLASS I IN A PRIVATE SCHOOL IN PAKISTAN****Speaker**

Nilofar Aziz Vazir, The Aga Khan University - Institute for Education Development (AKU-IED)

**Type**

individual

**Abstract**

This paper examines how young children in Pakistan learn about right and wrong. It is based on a research study on young children's learning, and moral learning in particular, in a Pakistani context. A qualitative study method included four participants between the ages of 5.5-6.5 years of Class 1 in an English-medium Private School. Data was collected through participant observations of classes, structured and unstructured interviews, informal chats and conversations with the students and their teacher, students' drawings and stories, school literature, and general observations of the school and classroom lessons. It was revealed that students learn about right and wrong from three perspectives: academic, social, and moral. These were distinct yet often interrelated. Students do right adhered to and constructed their own rules. The power of religion, moral principles and the teacher as an ethical practitioner greatly influenced and further facilitated students "doing" right at school. They learned about any or all three areas in any of the three contexts being investigated—formal instruction, rules and social interactions, and spontaneous moment. This study implies that by giving a "voice" to students' teacher practice and approach, reform in curriculum implementation and change in educational policy can occur.

**05MR ROOM 129****"GET REAL": INNOVATIVE SCHOOL DESIGN: AUSTRALIAN SCIENCE & MATHEMATICS SCHOOL****Speaker**

Jim Davies, Australian Science & Mathematics School

**Type**

individual

**Abstract**

The Australian Science & Mathematics School (ASMS) is a highly innovative, world-class, purpose-built school. The innovative building design is based on extensive world-wide research and analysis of emerging best practice in teaching and learning. It enhances the powerful social interactions of teenage students and transfers collaborative practice into the learning environment. The ASMS curriculum is organised within an interdisciplinary framework with central focuses on science and mathematics. The school's partnership with Flinders University is fundamental in ensuring the delivery of a vibrant and rigorous professional development program for its staff. The program focuses on the reformation of science and mathematics education and on the development of expertise of teachers in the emerging new areas of science and technology such as nanotechnology and biotechnology which are part of the school's curriculum. Associate Professor Jim Davies is the principal of the ASMS.

**05MR ROOM 129****EL MAL-ESTAR DOCENTE EN RELACIÓN AL USO DE LAS TECNOLOGÍAS DE LA INFORMACIÓN Y COMUNICACIÓN****Authors**

Bettina Steren dos Santos, Claus Dieter Stobaus, Juan José Mourño Mosquera and Fabiola Azeredo Missel, Pontificia da Universidade Católica do Rio Grande do Sul

**Speaker**

Bettina Steren dos Santos, Pontificia da Universidade Católica do Rio Grande do Sul

**Type**

individual

**Abstract**

Nuevos agentes de socialización entraron en escena, y los profesores deben tener una capacitación profesional que acompañe esa modificación. Años atrás el docente era el responsable casi único por la transmisión de la información y la cultura. Esteve (1994) apunta varios factores que causan el mal-estar docente, como carencia de tiempo, clases numerosas, trabajos burocráticos entre otros. Pensamos que también es relevante dar atención especial al malestar causado por la introducción de las TICs en las instituciones educativas. Pensando en esa problemática es que nos propusimos estudiar cómo los docentes están viviendo el cambio que implica la introducción de las computadoras en las instituciones de enseñanza. Pretendemos analizar cuales son los sentimientos y pensamientos de los docentes, en lo que se refiere a su formación relacionada a una exigencia que es impuesta por la sociedad. Participan de esta investigación quince profesores que actúan en tres universidades brasileñas; el criterio de selección es que esos docentes deben ministrar clases de didáctica para futuros profesores. Los instrumentos utilizados son un cuestionario para analizar la auto-estima y auto-imagen; una entrevista semi-estructurada. Con estos instrumentos pretendemos realizar una comparación entre el nivel de auto-estima de los docentes y cuales son los sentimientos de los mismos con relación a su profesión.

**05MR ROOM 129****EL ALUMNO CIEGO O DEFICIENTE VISUAL EN EL AULA: RECURSOS QUE FACILITAN SU INCLUSIÓN****Speaker**

Rosa María Munt Xifré, Organización Nacional de Ciegos Españoles (ONCE)

**Type**

individual

**Abstract**

La dificultad de acceso a la información escrita ha constituido tradicionalmente un obstáculo para el normal desarrollo del proceso educativo de las personas con disminución visual. Pese a su gran utilidad, el código Braille no facilitaba la comunicación profesor/alumno. Los avances tecnológicos efectuados en los últimos años han significado un paso decisivo para la superación de esta barrera, abriendo perspectivas insospechadas para la optimización de la labor del profesor y del rendimiento del educando. A través del ordenador, el estudiante accede a la información mediante: ampliación de caracteres (Zoomtext), voz sintética (programa Jaws) o presentación en Braille (línea Braille). Estas herramientas permiten al profesor no sólo proporcionar información al alumno, sino también supervisar sus trabajos y corregir sus exámenes con normalidad. La utilización habitual de estos recursos abre para los docentes un campo de investigación verdaderamente novedoso y prometedor.

**05MR ROOM/SALA 130****TOWARDS THE IMPROVEMENT OF OBE-ASSESSMENT PRACTICES IN SOUTH AFRICA****Authors**

Lukas Meyer, North-West University (Potchefstroom), South Africa

Type

individual

Abstract

In 1997, the Ministry of National Education announced the adoption of a new national Outcomes Based Education (OBE) curriculum for South Africa, namely Curriculum 2005. A substantial number of teachers experienced the adoption and implementation of Curriculum 2005 and in particular, the implementation of OBE-assessment practices, as very stressful. In order to scientifically determine the causes, nature and scope of the problems that teachers may experience with OBE-assessment, it was decided to conduct a national survey in South African state schools. The aim of this paper is to share the results of a preliminary study with delegates and to invite them to come forward with practical recommendations regarding the implementation of effective strategies which can contribute towards the improvement of OBE-assessment practices in South African schools.

05MR ROOM/SALA 130

TOWARDS THE DEVELOPMENT OF AN EFFECTIVE LEARNING MODEL BY MEANS OF STRUCTURAL EQUATION MODELLING

Authors

Monty Monteith, North-West University (Potchefstroom), South Africa

Type

individual

Abstract

This paper reports on an exploratory study in which a model, based on students' motivational beliefs, learning and meta-cognitive strategies, together with their epistemological beliefs is being developed to account for effective learning. The Motivated Strategies for Learning Questionnaire (MSLQ), a self-regulated learning questionnaire, and Schommer's epistemological beliefs questionnaire were used to collect data on a study population of postgraduate education students' motivational beliefs, learning and meta-cognitive strategies and epistemological beliefs. Structural equation modelling was used to investigate a model based on students' motivational beliefs (goal orientation and self-efficacy), learning strategies (rehearsal, organisation, and elaboration), meta-cognitive strategies (self-evaluation and self-reaction) and epistemological beliefs to account for effective learning. Preliminary results indicate that the epistemological beliefs of students may play a mediating role in explaining students' reading comprehension which should be investigated in further analyses

05MR ROOM 130

STUDENT VIEWS OF SCHOOL CONDITIONS: A HONG KONG STUDY

Speaker

John Chi-kin LEE, Faculty of Education, The Chinese University of Hong Kong

Type

individual

Abstract

Since the late 1990s in Hong Kong, there have been a lot of school-based initiatives and school improvement programmes coupled with the launch of educational reform measures. Student views on school conditions, however, have been grossly neglected. This paper draws on student data from two recent school improvement projects involving 100 primary and secondary schools, namely the Accelerated Schools for Quality Education Project (ASQEP) (1998-2002) (Lee et al., 2002) and the University and School Partnership for Quality Education (USPQE) (2000-2002) (Lee and Chung et al., 2002), both sponsored by the Quality Education Fund. For the former, data related to students' perceptions of the schooling processes (e.g. quality of school life, classroom environment, active learning and powerful learning experiences) will be discussed. For the latter, the views of students on school development will be examined. The aim of the paper is not to evaluate the effectiveness of the two school improvement programmes. Rather, student data is used to explore the implications of student views for future school improvement programmes in Hong Kong.

05MR ROOM 131

CREATIVE TEACHING AND LEARNING: RADICAL INNOVATION THROUGH PARTNERSHIPS

Speakers

Valerie Hannon, Innovation Unit, Department of Education and Skills, Pat Cochrane, CAPE uk

Joe Hallgarten, Creative Partnerships

Type

symposium

Abstract

This symposium will include presentations from two organizations working in the area of the promotion of creative teaching and learning, especially through the formation of networks both between schools and with creative and cultural organisations.

1. CAPE UK was established in 1997 as an independent trust developing the creative potential of young people utilizing new methodologies and approaches to teaching and learning. It works with partnerships and networks of schools and creative organizations in research and development.

2. Creative Partnerships is a national, major government initiative which provides children across England with the opportunity to develop creativity in learning and to take part in cultural activities of the highest quality. The ambitious, transformative programme works in over five hundred schools in 36 areas of high deprivation to foster sustainable partnerships between schools and the widest possible range of cultural and creative professionals and organisations.

05MR ROOM 131

IMPACT, SCHOOL IMPROVEMENT, AND SUSTAINABILITY: PATHWAYS AND CHALLENGES FOR SCHOOL DEVELOPMENT IN PAKISTAN

Speakers

Stephen Anderson, Ontario Institute for Studies in Education University of Toronto, Anjum Halai, Aga Khan University Institute for Educational Development and Iffat Farah, Aga Khan University Institute for Educational Development

Type

symposium

Abstract

This symposium will highlight findings from a set of impact case studies of whole school improvement in seven secondary schools that have been involved as "cooperating schools" in a long-term school-university partnership with the Aga Khan University Institute for Educational Development (IED). The partnership focuses on inservice teacher development and on capacity building for school improvement leadership and management. The symposium addresses the conference strand "From educational reform to educational transformation."

05MR ROOM 132

SETTING NEW BOUNDARIES WITHIN OLD WALLS: PEDAGOGICAL IMPLICATIONS AND DEMONSTRATION OF INTERNET-MANAGED STUDENT EVALUATION USING PHP AND MYSQL

Speaker

Thomas Schalow, Ryutsu Kagaku Daigaku

Type

workshop

Abstract

This workshop is meant for teachers and administrators who are interested in learning how grades can be simply posted for viewing on the internet using free and easy to use software based on MYSQL and PHP. No programming experience is necessary to experience this workshop, although some basic computer knowledge and experience would be useful. My experiences have shown that having grades available on a weekly basis throughout the year, rather than merely at the end of the term, has a positive and motivating influence on students. Come and learn more!

**05MR ROOM 133**  
**AN ENVISIONED FUTURE**

**Speaker**

Maureen Yep, University of California, Santa Barbara (UCSB)

**Type**

workshop

**Abstract**

"For school leaders, the challenge is working out how schools can take us in the direction that society might want to go in rather than seeing the future as simply a continuation of current trends" said Riel Miller, of the OECD, as "strategic leadership depends on connecting the present to the future". Recently-developed scenarios have given new impetus to thinking about education in, and for, the future. This workshop will briefly review global trends and their educational implications. Secondly, educational scenarios suggesting options for the future world will be introduced. Thirdly, participants will create and articulate concepts of innovative educational designs to meet future needs, build descriptive scenarios, and define strategies. Lastly, participants will discuss how this technique of envisioning the desired future could be used in schools and systems to create better practice that proactively helps shape their emerging world into their desired one.

**05MR ROOM 134**  
**CULTURE OF EVALUATION AND EDUCATIONAL MANAGEMENT IN THE DANISH FOLKESKOLE**

**Speakers**

Chresten Kruchof, University College, Copenhagen and North Zealand, Henning Bentzen, University College, Copenhagen and North Zealand and Peter Ulholm, KLEO, University College, Copenhagen and North Zealand

**Type**

individual

**Abstract**

There is a well-documented need to strengthen the culture of evaluation and the educational management in The Danish Folkeskole. This was recently highlighted in an OECD report, which was published in May 2004, based on an OECD pilot-review which was accomplished in 2003. The University College Copenhagen & North Zealand, the Danish University of Education and ten Danish municipalities have, in consequence of the OECD report, activated a triangular cooperation project, with focus on development and implementation of culture of evaluation and educational management. The project was activated in August 2004 and covers a period of two years. The project connects application-oriented research and employment and the securing of knowledge in the municipalities and the schools. An important perspective and success criterion for the projects is whether they qualify the professional achievement and dialogue in and about the school concerning learning objective, documented results and teaching- and evaluation methods between the municipal administration and the school management, between the school management and the teachers/teacher teams, between the teachers/teacher teams, between the teachers and the students and between the teachers and the parents. After a brief presentation of and status for the project we invite to a discussion in the workshop of the employed triangulation model and the cooperation between the research environment, the development environment and the practice, where the needs of the practice field are the starting point.

**05 JANUARY 14.30 – 15.30**

**05AF ROOM 112**  
**HOW EDUCATIONAL REFORMS PROMOTE SCHOOL'S IMPROVEMENT: LESSONS LEARNT IN GEORGIAN EDUCATIONAL SYSTEM**

**Speakers**

Gigi Tevzadze, Georgia Education Project Coordination Center's Director. , Marina Zhvania, Head of the Educational Staff Professional Development Unit and Eluned Roberts-Schweitz, World Bank Consultant.

**Abstract**

Georgia, as other former soviet countries, has undertaken a comprehensive educational reforms with the help of the World Bank, which has provided funds and educational expertise to reinforce and enhance existing know how and the acquisition of new knowledge to cope with current educational challenges. This reform is being developed along country's political and economical uncertainties. Technical bankrupt of national and local government that made difficult to cover teachers' basic salary, provide schools needed educational resources, and even basic services as such as power, heat, sanitation systems or keeping the buildings into shape. The educational staff professional development system collapsed some time ago and is in need of a deep and wide restructuring. This symposium aims to give a broad view about how Georgian Ministry of Education is facing these problems along with the decision made to overcome them and develop staff professional development system oriented to school innovation and improvement.

**05AF ROOM 119**  
**EMERGING WOMEN LEADERS' PERCEPTIONS OF LEADERSHIP**

**Speakers**

Carole A. de Casal, The University of Southern Mississippi and Patricia A. Mulligan, California Polytechnic State University

**Type**

symposium

**Abstract**

Since the mid 1980s, women have comprised an increasing number of the leaders in the school setting. They now comprise more than half of the enrollment in leadership and administration programs in the United States alone. This research examines trends in the perceptions of women who are enrolled in these leadership and administration programs, as the future of the school organization lies within their reach, and certainly within their influence. Understanding the viewpoints of these emerging women leaders can assist the organization in forecasting change, planning the future of instructional accountability, and lead to significant changes in the manner in which the school organizations are lead for the future generations. Current leadership literature is replete with articles on women in administration and the stories of their struggles and defeats while earning a spot on the leadership ladder. A body of research also exists focusing on the differences in leadership style between women and men. However, there is no research exploring the perceptions of future women leaders, their perceptions or their stories. This research will begin to bridge those gaps in this knowledge arena that exist in the literature. This research is significant to school leaders, change agents, boards of education, and international administrators, as it will assist in understanding the changes and the effectiveness of those changes in the schools of the future.

**05AF ROOM 122**  
**EVALUATING CONTINUOUS PROFESSIONAL DEVELOPMENT: PRACTITIONER VIEWS**

**Authors**

Daniel Muijs , University of Newcastle and Geoff Lindsay University of Warwick

**Speaker**

Daniel Muijs, University of Newcastle

**Type**

individual

**Abstract**

Continuing professional development (CPD) is increasingly seen as a key part of the career development of all professionals, and increasing amounts of money and effort are expended on CPD in education. This effort and expenditure would seem to make evaluation of the effectiveness of CPD paramount, yet both providers and users have traditionally found it hard to go beyond the post-training satisfaction questionnaire when evaluating CPD. In this paper, we will report on the findings of a large-scale study of the evaluation of CPD in the United Kingdom, in particular the findings of a survey sent out to in-school CPD coordinators, teachers and CPD providers. The survey aimed to collect data on the extent of evaluation practice in schools, and what methods and levels are used.



05AF ROOM/SALA 122

CROSSING BOUNDARIES: A CO-CONSTRUCTED PROFESSIONAL DEVELOPMENT PROGRAM

Authors

Eugene Schaffe, Susan Boyer, Susan Blunck, University of Maryland Baltimore County

Type

individual

Abstract

This presentation examines an on-going and unique collaborative masters program intended to assure highly qualified experienced teachers by focusing on content knowledge, teacher leadership and decision-making. This program was developed in response to commentary by organizations such as the (U.S.) National Commission on Teaching who recommend teacher professional development as an essential strategy to the improvement of student learning in high stakes accountability systems. With the recent implementation in the U.S. of state and national standards linking teachers knowledge and student performance, districts and universities have looked for responsive models to meet these increased expectations. The school-based program integrates strong subject matter course work in mathematics and science and research elements to implement three goals for the graduates. The goals are to assume leadership in the schools, to develop research-based strategies to improve children's academic performance and to assure strong content knowledge in the schools to meet state and federal mandates.

05AF ROOM 123

EDUCATIONAL NETWORKS INVOLVING HIGHER EDUCATION INSTITUTIONS: LOCAL SOLUTIONS FOR UNIVERSAL PROBLEMS?

Authors

Yolande Muschamp, University of Bath, UK, Mark Waterson, International Baccalaureate Organisation and Felicity Wikeley, University of Bath, UK

Speakers

Yolande Muschamp, University of Bath, Mark Waterson, International Baccalaureate Organisation, Felicity Wikeley, University of Bath and Ian Jamieson, University of Bath

Type

symposium

Abstract

The session will be focused on the role for higher education institutions in the increasingly complex world of school improvement. The three papers will present different ways that universities are involved with school improvement initiatives – at a school, district and international level – and the discussion will be focused on the relationships or networks these involve, how the perception of each partner influences its operation and what can be learned from the different perspectives about how these relationships can be made more successful.

05AF ROOM 124

CONSIDERACIONES PARA LA DETERMINACIÓN DE UNA METODOLOGÍA DE EVALUACIÓN INSTITUCIONAL EN LA EDUCACIÓN CUBANA

Authors

Paul Torres Fernández, Instituto Central de Ciencias Pedagógicas, Sol Angel Gardós Sotolongo, Instituto Central de Ciencias Pedagógicas, Amparo Suárez Lorenzo, Instituto Central de Ciencias Pedagógicas, Maritza Guerra, Instituto Superior Pedagógico José de la Luz y Caballero, Rafael Lorenzo Martín, Instituto Superior Pedagógico José de la Luz y Caballero, Francisca Marrero, Instituto Superior Pedagógico José de la Luz y Caballero, Idania Izquierdo, Instituto Superior Pedagógico Manuel Ascunce Domenech, Inés Camapanioni, Instituto Superior Pedagógico Manuel Ascunce Domenech

Speaker

Paul Torres Fernández, Instituto Central de Ciencias Pedagógicas

Type

workshop

Abstract

En el presente trabajo se describe las consideraciones tenidas en cuenta por un colectivo de investigadores cubanos para la determinación de una metodología de evaluación de las instituciones educativas, como parte de la creación en Cuba de un Sistema de Evaluación de la Calidad de la Educación. Dicha metodología pretende combinar armónicamente el rigor científico y la racionalidad de los recursos de medición y favorecer el desarrollo de una cultura evaluativa entre los docentes y directivos, en ese importante eslabón del Sistema Nacional de Educación que constituyen las instituciones escolares.

05AF ROOM 131

CONTINUOUSLY IMPROVING SCHOOLS: THINKING AND LEADING STRATEGICALLY WITHIN PROFESSIONAL LEARNING COMMUNITIES

Authors

Dr. Paul L. Shaw ([southerncrossca@shaw.ca](mailto:southerncrossca@shaw.ca)), President, Southern Cross Educational, Canada

Type

workshop

Abstract

The goals of the workshop are to: a) Demonstrate and engage participants with six basic ideas of continuously improving schools. b) Enable participants to interact with these concepts and consider their applicability to their own context. c) Challenge, extend, improve participants current ideas and thinking about continuously improving schools d) Enable participants to interact and engage with ideas and colleagues in constructive ways that will model the interaction/dialogue of effective professional learning communities.

The six concepts are:

1. Using Classroom data for capacity building and accountability.
2. An Infrastructure for "Continuous After Learning Review".
3. Building coherence across classes, subjects, and practices.
4. Relationships in an inquiring, reflective, self-improving community
5. Realistic and authentic accountability.
6. The role of the in-school design team.

This workshop will be interactive, engaging and responsive to participant's interests.

POSTERS

## MUJER Y EDUCACIÓN EN TABASCO, MÉXICO

### Authors

Julita Elemí Hernández Sánchez, Renan García Falconi, Belem Castillo Castro, Ma. de Lourdes Luna Alfaro, Universidad Juárez Autónoma de Tabasco and R. Jesús García Hernández, Universidad del Valle de México (Campus Tabasco)

### Speakers

Julita Elemí Hernández Sánchez and Renan García Falconi, Universidad Juárez Autónoma de Tabasco

### Type

poster

### Abstract

A pesar de los esfuerzos realizados en los últimos años para igualar la posición de las mujeres mexicanas en todos los ámbitos de la vida, ya sea en lo personal, social, y en especial en el educativo o profesional, aún existen rezagos que nos permitan asegurar sin temor a equivocarnos que no existe una igualdad de oportunidades en ambos géneros. Infinidad de factores que van desde los valores tradicionales de la familia mexicana hasta factores de tipo psicológico, impiden a las mujeres acceder a niveles educativos y/u oportunidades profesionales en la misma medida sus pares varones. Este trabajo presenta un análisis de la situación actual de la mujer mexicana en el área de la educación y los problemas que tiene para acceder a niveles educativos superiores. Se presentan datos y una alternativa posible que a mediano plazo pudiera dar resultados positivos.

## P2

### POTENCIAR LA MOTIVACIÓN Y ATENDER LA DIVERSIDAD EN EL AULA CONSIDERANDO LAS INTELIGENCIAS MÚLTIPLES Y LOS ESTILOS PERCEPTIVOS Y DE APRENDIZAJE CON AYUDA DE LAS NUEVAS TECNOLOGÍAS.

### Speaker

Cristina Mallol i Macau, La Salle Figueres

### Type

poster

### Abstract

Los grandes cambios de la sociedad actual han llevado a plantearnos la inclusión de las nuevas tecnologías dentro del mundo educativo ya que son instrumentos motivadores, preparan a los alumnos para el futuro y favorecen el autoaprendizaje a la vez que potencian una individualización y una socialización del mismo. A partir de la posibilidad de esta personalización del aprendizaje, los docentes pueden empezar a poner de relieve las diferentes maneras de percibir el mundo así como los estilos de aprendizaje de cada discente y determinar su inteligencia predominante para atender mejor la diversidad y enseñar a aprender más significativamente.

## P3

### MATERIAL DIDÁCTICO VIRTUAL COMO ESTRATEGIA DOCENTE PARA EL APRENDIZAJE SIGNIFICATIVO EN EL DISEÑO DE LOS ALGORITMOS.

### Speaker

Beatriz Dolores Guardián Soto, ESIME CU, Instituto Politécnico Nacional

### Type

poster

### Abstract

En el presente trabajo se propone el uso de la "V" de Gowin y Mapas Conceptuales en ambientes virtuales como material didáctico para diseñar algoritmos que resuelvan los problemas propuestos, dicho material didáctico basado en las nuevas tecnologías y técnicas de aprendizaje lo cual apoyará a los alumnos, como constructores de su propio aprendizaje y a los docentes como guías y motivadores de este, el fundamento teórico fue el constructivismo desde el enfoque de David Ausubel y de sus seguidores Gowin y Novak. Este material didáctico virtual se diseñó, en virtud de la experiencia obtenida en el uso de la "V" heurística interactiva en la asignatura de análisis de algoritmos y en la complejidad algorítmica, la cual en estos casos tuvo mucho éxito.

## P4

### INTERPERSONAL RELATIONSHIPS AND THE WELLBEING OF TEACHERS: PREDICTORS OF STUDENTS' OUTCOMES?

### Speaker

Van Petegem Karen, Ghent University (Belgium)

### Type

poster

### Abstract

This poster represents the design and development of a research process with an innovative point of view of school effectiveness research at the micro level. Based on an integrated CIPO-model for school effectiveness, we designed a model of analysis in which school, class and student levels are distinguished. We focus on process variables at class level, and their relationships to output factors at student level in line with classroom environment research. The purpose of this comprehensive research model is to highlight essential components of the educational process and to demonstrate its hidden links.

## P5

### ASPECTOS RELEVANTES EN EL FUNCIONAMIENTO Y MEJORA DE ALGUNOS CENTROS DE EDUCACIÓN PRIMARIA: PERCEPCIONES DEL PROFESORADO Y LAS FAMILIAS

### Authors

M<sup>a</sup> Lourdes Hernández Rincón, Diego Alarcón Charlo, Miren Balbás Palacios, Ana Paula Castroviejo Biezobas and Gala-Emma Peñalba Esteban, Centro de Investigación y Documentación Educativa (CIDE)

### Speakers

Diego Alarcón Charlo and Gala-Emma Peñalba Esteban, Centro de Investigación y Documentación Educativa (CIDE)

### Type

poster

### Abstract

Este póster se inscribe en el marco de la Investigación Iberoamericana sobre Eficacia Escolar (IIEE) desarrollada en 9 países iberoamericanos utilizando métodos de investigación tanto cuantitativos como cualitativos; una de las técnicas cualitativas utilizada fue la de grupos focales. Se presentará aquí el análisis de los grupos desarrollados en España, tanto con profesores como con padres y madres. Los datos obtenidos identifican, para ambos grupos, algunos aspectos relevantes: entre otros, las características que pueden definir el colegio, los problemas detectados por ambos colectivos, las estrategias de resolución de conflictos o los cambios necesarios para la mejora del centro. En un segundo paso se emprende un análisis comparativo de las percepciones de ambos grupos en los aspectos identificados. El trabajo concluye con algunas sugerencias, extraídas de la información disponible, para la mejora del funcionamiento del centro educativo.

## P6

### PRÁCTICAS INNOVADORAS EN EL PROCESO DE ENSEÑANZA - APRENDIZAJE EN LAS LICENCIATURAS DE UPIICSA - IPN MÉXICO

### Speakers

Daniel Aguilar y Oros, Leticia Contreras Hernand and Ricardo Feregrino Aguila, U.P.I.I.C.S.A I.P.N. MÉXICO

### Type

poster

### Abstract

Desarrollamos los conocimientos relacionados con la Producción de bienes y servicios, enfocándolos a nuestros alumnos, que les permita incorporar estos elementos en el ámbito empresarial; procurando que estos sean de la más alta calidad, desde el punto de vista teóricos y práctico. Todo con el propósito de fomentar la formación de los estudiantes un alto nivel académico y capacidad empresarial. Buscando además el desarrollo del profesorado, para la mejora del que hacer académico; incluyendo la participación de los alumnos en las empresas para el desarrollo de proyectos dirigidos por profesores. Siendo la sociedad, la mayormente beneficiada, no sólo por la capacidad técnica de los egresados, si no también por su capacidad humana y honestidad profesional.

P7

#### ETHNIC FAMILIES' CHOICE OF STATE-FUNDED MUSLIM SCHOOLS: EVIDENCE FROM COPENHAGEN

Speaker

Beatrice Schindler Rangvid, Institute of Local Government Studies, Copenhagen

Type

poster

Abstract

Muslim schools, just as any other of the many government-dependent private schools in Denmark, are state-funded by a subsidy of 75% of operating costs. To the best of my knowledge, this is the first study to analyse the choice of state-funded Muslim schools. Using a dataset containing all ethnic students living in the municipality of Copenhagen in 2003 and rich individual-level information on family background, I estimate logit regressions to model the factors behind ethnic families' choice of schools. One of the main results is that descendants are more likely to attend Muslim schools than immigrants, and suggestive results for the third generation of immigrant pupils show even higher probabilities of Muslim school attendance, even after controlling for family characteristics. These results suggest that an important factor in the school choice decision is the parental desire to pass on knowledge of their foreign origins (both cultural, religious and language), which they themselves feel inadequate for – having lived the whole of their life in Denmark.

P8

#### FORMACIÓN DOCENTE PARA ACTUAR EN AMBIENTES INFORMÁTICOS DE APRENDIZAJE

Authors

Bettina Steren dos Santos, Mirceia Pereira Borin and Paulo Gaspar Graziola Jr, Universidade de Santa Cruz do Sul

Speaker

Bettina Steren dos Santos, Universidade de Santa Cruz do Sul

Type

poster

Abstract

La rapidez como las nuevas tecnologías se insieren en nuestro cotidiano nos causa perplejidad. Saliendo de la escuela, profesores y alumnos, están permanentemente en contacto con tecnologías cada vez más avanzadas. La escuela, como institución integrante y actuante de esta sociedad y desencadenadora del saber sistematizado, no puede quedarse al margen de este dinamismo. Frente a esta situación, nos cuestionamos como están llegando las nuevas tecnologías de información y comunicación a la escuela? Como ofrecer a las nuevas generaciones oportunidades para desenvolver talentos? De que forma los estudiantes construyen problemas utilizando las Redes Telemáticas?

Uno de los aspectos fundamentales para un buen trabajo en sala de aula utilizando las TICs es la capacitación docente. Un trabajo conjunto entre profesores y especialistas, en el cual sea posible estudiar cuestiones tanto teóricas como prácticas son de extrema importancia, ya que trabajar con esas tecnologías exige del profesor una nueva postura. Por tanto, estamos proponiendo un grupo de estudio on-line entre los docentes para discutir y estudiar temas referentes a su formación. Participan dos universidades: Universidade de Santa Cruz do Sul (UNISC-Brasil) y Universidade de Santiago de Compostela (USC-España). En cada Universidad participan cuatro escuelas, dos públicas y dos privadas.

P9

#### LAS TECNOLOGÍAS DE LA INFORMACION Y LA COMUNICACIÓN (TIC) COMO APOYO A LA FORMACIÓN DOCENTE.

Authors

Leticia Contreras Hernández, Daniel Aguilar y Oros and Ricardo Feregrino Aguila, UPIICSA-Instituto Politécnico Nacional

Speaker

Leticia Contreras Hernández, UPIICSA-Instituto Politécnico Nacional

Type

poster

Abstract

Como una alternativa para incorporar el área humanística en la formación docente, se requiere replantear las prácticas educativas y revisar los programas educativos hasta hoy aplicados en los procesos de formación del individuo, ya que no se puede únicamente adoptar y repetir un nuevo discurso en las acciones de actualización que se imparten a los maestros, añadiendo el componente humanístico; por el contrario, se demanda una transformación de la actitud de los sujetos ante la naturaleza y la sociedad, que modifique las prácticas educativas a partir de una nueva concepción sobre la relación educando-educador, sociedad-naturaleza, escuela-sociedad. Se necesita considerar la formación humanística como parte de una educación permanente y creadora que bajo su carácter global promueva la totalidad de la persona y realice una práctica educativa tendiente a lograr que los sujetos sean más congruentes, asertivos y sanos en sus relaciones interpersonales, obteniendo mayor éxito en sus propósitos vitales.

P10

#### PRACTICAS INNOVADORAS EN LA EDUCACIÓN: EL PLAN ESCUELA INDUSTRIA.

Authors

Leticia Contreras Hernández, Daniel Aguilar y Oros and Artemio Vázquez Ortega, UPIICSA-Instituto Politécnico Nacional

Speakers

Leticia Contreras Hernández, UPIICSA-Instituto Politécnico Nacional

Type

poster

Abstract

Las nuevas condiciones de competencia internacional han inducido cambios profundos en la gestión empresarial. La definición de estrategias tecnológicas activas al nivel de la firma resulta hoy indispensable para mantener o elevar sus niveles de competitividad. Por esta razón, en los países industrializados, las empresas han tomado diversas iniciativas orientadas a mejorar su acceso a conocimientos de frontera que, integrados como paquetes tecnológicos, les permitan desarrollar nuevos productos, procesos y equipos, así como innovaciones organizacionales que sustenten la citada estrategia. En los últimos años, ha destacado entre estas iniciativas empresariales un nuevo tipo de acercamiento de las empresas con los centros universitarios de investigación, mediante el cual se busca principalmente, acceder a recursos humanos altamente calificados y mantener una ventana hacia la ciencia y la tecnología.

P11

#### TECNICAS DE CALIDAD EN LA ENSEÑANZA DE LA INGENIERIA

Speakers

Hugo Ayala Reyes, Daniel Aguilar y Oros, and Ricardo Feregrino Aguila, U.P.I.I.C.S.A I.P.N MÉXICO

Type

poster

Abstract

Como profesionistas, conocemos técnicas de calidad, que cotidianamente aplicamos en la Industria, pero estas útiles herramientas no las hemos aprovechado en aplicarlas en la educación. Usemos estas técnicas, revisando nuestros Planes y Programas de Estudio para proyectar a nuestros alumnos con las armas, herramientas y la mente abierta para dar solución a los futuros escenarios que se le van a presentar Kaoru Ishikawa desarrollo un diagrama Causa – Efecto para determinar las causas que provocan un efecto o defecto. También el Dr. W. Edwards Deming estableció una filosofía básica de administración que llamó "Los catorce puntos de Deming", que se pueden adecuar a la educación.

Teniendo en mente el concepto de Philip B. Crosby de "Cero Defectos" que transformaremos en "Cero Reprobados", en donde la política no sería facilitar el pase, sino modificar los métodos de enseñanza aprendizaje, para aminorar el índice de reprobados. Aplicando la filosofía de Control Total de Calidad en todas las escuelas,

y creado hombres de calidad en todos sus miembros, directivos, maestros y alumnos, con la finalidad de satisfacer a nuestro principal cliente, la sociedad, y que nuestros alumnos tengan las mejores herramientas para resolver la problemática del Siglo XXI.

P12

#### REDDOCENTE: LUGAR DE ENCUENTRO VIRTUAL PARA EL PROFESORADO INNOVADOR EN EL USO DE LAS TIC

##### Speakers

Juana M<sup>a</sup> Sancho, Cristina Alonso, Pere Duran, Xavier Giró, Fernando Hernández, Joan-Anton Sánchez, Adriana Ornellas y Diego Albarracín, Centro de Estudios sobre el Cambio en la Cultura y la Educación, Parc Científic de Barcelona, Universidad de Barcelona

##### Type

poster

##### Abstract

La finalidad de este póster es presentar el portal RedDocente, un lugar de encuentro virtual para el profesorado innovador en el uso de las TIC, como forma de promover la mejora de la escuela. Este portal es la continuación del trabajo realizado en el proyecto europeo Ulearn <http://ulearn.itd.ge.cnrf.it> parcialmente financiado por la Comisión Europea dentro de la iniciativa e-Learning. La principal finalidad de este proyecto era la elaboración de un marco común para la creación de nuevos ambientes y políticas educativas en Europa, que promuevan el desarrollo de competencias educativas y tecnológicas entre el profesorado innovador europeo. En la actualidad, el portal está dinamizado por los miembros de la Red de Tecnología e Innovación Educativa. MCyT ((BSO2003-06157), en la que participan las universidades de Barcelona, País Vasco, Complutense de Madrid, Salamanca, Sevilla, Cádiz, La Laguna, Valladolid y Extremadura y la asociación Espiral.

P13

#### EL PAPEL DE LA MOTIVACIÓN HACIA EL APRENDIZAJE Y EL LOGRO ACADÉMICO EN ADOLESCENTES CON PROBLEMAS DE CONDUCTA

##### Authors

Marta Sandoval Mena, UAM

##### Type

poster

##### Abstract

En este póster se presenta un estudio realizado con adolescentes que cursan la etapa de Educación Secundaria Obligatoria de la Comunidad de Madrid, en el que se pretendía conocer las características de las alteraciones conductuales más frecuentes, así como descifrar la estrecha relación que existe entre los problemas conductuales, el logro académico y la motivación hacia el aprendizaje. Uno de los resultados más relevantes de nuestro estudio reside en que la mayor o menor puntuación Total de problemas de conducta no parece tener una implicación negativa con el logro académico. En cambio, parece más importante analizar el tipo de problemas conductuales que presentan los alumnos. Particularmente parece que la relación problemas conductuales y bajo logro académico tiene una mayor significación cuando los problemas de conducta corresponden al perfil comportamental externalizante.

P14

#### FEEDBACK OF PERFORMANCE INDICATORS AS A STRATEGIC INSTRUMENT FOR SCHOOL IMPROVEMENT

##### Authors

Vanhoof Jan, Antwerp University

Van Petegem Peter, Antwerp University

##### Type

poster

##### Abstract

This poster reports on an explorative study focussing on the use of performance indicators by Flemish schools. This study is set up as a starting point for future research investigating the link between the quality of (data-driven) self-evaluations by schools and school improvement. It focuses on the recent PISA (Programme for International Student Assessment) and TIMSS-R (Third International Mathematics and Science Study studies) studies that did provide all participating schools with information on their individual performances. Based on a semi-structured interview, five Flemish school leaders were questioned about their use of the school feedback they received after participating in the latest TIMSS-R and PISA studies.

The poster states that school leaders endorse the importance of having comparative information about their own results and functioning at their disposal. However, the actual use of the indicators in the TIMSS-R and PISA school reports turns out to be very limited. It is argued that this is primarily due to (1) school leaders' lack of background knowledge, to (2) their lack of know how in order to use the indicators for school improvement purposes and to (3) the fact that the relevance and usefulness of the school reports is perceived to be rather limited. The poster ends with formulating hypotheses that provide potential criteria, which the development of school feedback should comply to and that create opportunities for reflection and discussion on the future use of performance indicators as a strategic instrument for school improvement.