**Impressie n.a.v. bezoek ICSEI 2014**

Lenie van den Bulk

Algehele indruk van ICSEI 2014: het thema Redefining Education, Learning and Teaching in the 21 Century vond ik niet voldoende aan bod komen. Je zou verwachten met zo’n thema dat meer echte veranderingen getoond zouden worden en met meer nadruk op de urgentie van noodzakelijke veranderingen. Hieronder een verslag van indrukken en uitspraken die ik de moeite waard vond.

**Paper: Differential effects of teacher factors for low and high ses students. Pfeifer (Dortmund), Vanlaar (Leuven)**

Effective teacher factors benefit all students, but are most effective for high risk students. Policy should encourage good teachers tot teach in schools with high risk students (low ses).

Relationship teacher/student most important to make a difference.

**Paper: Teacher’s emotions at primary schools in Hong Kong and China: Implications for school leadership. Junjun Chen, Shun Wing (Hong Kong)**

Teaching is an emotional practice (Hargreaves 2000)

Clear interaction between teacher’s emotions and students learning

As a leader you should stimulate and facilitate positive emotions among your teachers, if the teacher feels good it has a strong effect on the students. Teachers, students and parents need to feel positive and secure at school. Think of what you as a leader can apply to make a difference between negative and positive emotions.

**Paper: The implementation of a new policy on teacher appraisal: mediating factors and perceived effects. Maria Assunςão Flores (Portugal)**

The study focuses on the role of the teacher appraisal in a standards-based education and it’s connection tot teacher development and school improvement and effectiveness.

The system is considered to be summative and bureaucratic, even teachers with a masters degree must take a test to prove their knowledge on the subject they teach. Primary schools students get national exams from the 4th grade. Teachers fear their autonomy.

- How to stimulate a student centered perspective?

More autonomy in how to fulfill a assignment, more presentation of results instead of tests, assignments outside the classroom.

**Paper: Academic resilience of immigrant children. Tanja Westfall, Barbara Schrats, (Swiss)**

Is academic resilience trainable? Mindset training (Carol Dweck)

What is resilience?

- the ability to adapt well;

- to manage stress and feelings of anxiety and uncertainty;

Specific challenges and stressful situations – resources within a person, resources around a person. The resilience wheel (Henderson 2013)

What kind of resilience is teachable and how can we teach it?

**Paper: Using visual research methods in school improvement studies. Doug Hamilton (Canada)**

 This is an undocumented area of research. Our world is a world of words and numbers (Mead, 1975). Using visual material helps to create referent points and to engage participants.

**Showcase Australia**

**Collaborative professional learning of 120 schools**

Step by step by concrete actions, within the vision that is underlying: Be true to a vision, not to a series of actions. The unit of change is the teacher, make teachers think and talk about what they did in the classroom and why they did it.

Content-pedagogy-students: bodies of knowledge

Keywords: Action learning, acquiring minds, professional learning meetings and events, peer coaching, cooperative teachers. Recommendations:

- not one size fits all, but the right fit for the school;

- build on what’s already there;

- there are no simple solutions, but there are simple steps towards a complex situation;

- professional learning is a process of inquiry what is it what I do and how can I do it better?

**Steps in the process**

Preparing:

- what happened in the past;

- where are we;

- pick one thing to do better (student focused)

Envision:

- look at what you already do;

- what do you do well and lock this in;

- what do we want to do better;

- feel good about what you do and make the next step;

Refining:

- finding a link from outside and connect this to what you found on the inside.

Embedding:

- do it for the whole school in a sustainable way.

Checking:

- are we still on the right track?

 - Using data and evidence measure the learning every step of the way. Putting peoples knowledge around the table. Changing the culture into analytical, deep learning.

Results: Understanding more about how children learn, self improving systems, naturaly evolving networks, confidence in themselves.

**Two of the keynotes:**

See also reading papers, these are a few highlights.

**Jim Spillane (Ireland)**

Relation between practice and social structure

- Teaching is always social induced, it’s a co-production through interaction between teacher and student (Cook & Brown, 1999).

- Find ways to study the relation between context and human interactions.

- Instruction is crucial for school improvement.

- Continues interruption of the educational process by formal curriculum.

**Karen Seashore (USA university of Minnesota)**

Redefining the role of school and schooling - Public value and education

- In the future more necessity for social skills: acquiring judgment, flexibility, cultivation of character.

- Important to develop the ability to work in society and to enhance it.

- Students sharpen their wits by rubbing them against each other.

 Goals of sustainable education are:

- Becoming strong.

- Becoming curious, modest

- Developing loyalty

- Developing human dignity

Contemporary purpose:

**1. Education and social equity.**

- Equality of opportunity

- Equality of outcomes

**2. Responsibilities, education and community development**