ICSEI EXPRESS 2012
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ICSEI
INTERNATIONAL CONGRESS FOR SCHOOL EFFECTIVENESS AND IMPROVEMENT

ICSEI EXPRESS and DIGEST

Welcome to our first issue of the ICSEI EXPRESS-DIGEST for 2012 – the post Malmo 2012 edition. In this edition we look back at Malmo while thinking forward to Santiago 2013.

The ICSEI Express, and it's embedded 'digest' journal the ICSEI Digest, is issued in April-May, July-August, and October-November. In brief here is the ICSEI EXPRESS format for this issue:

From the Editors: As we reflect on the success of ICSEI 2012 in Malmo and begin to look towards ICSEI 2013 in Santiago, we hope to make the most of the opportunity to support communication within the ICSEI community. As each conference ends, we return to our educational spaces energized by new ideas and connections. We strive to draw the threads of each ICSEI international experience into the contexts of our own work and to make use of the international perspectives we have been so fortunate to encounter each year. We are particularly excited with this edition of the ICSEI Express-Digest and the received format, created in 2011, was shared as hard copies at the Congress 2012 in Malmo.

This sharing of the hard copies seems to have stimulated a renewed interest in the Express and in particular created more awareness of the embedded peer reviewed 'digest' journal, the Digest. Reflecting this we have a variety of announcements in the Express and some interesting articles in the Digest which refer to both the Malmo-2012 and Santiago-2013 Congresses. So we look back with thanks to our hosts in Sweden and hope to stimulate ongoing reflection and dialogue as we begin the countdown to 2013 in Santiago, Chile.

Respectfully, Kirk Anderson and Paige Fisher
Editors ICSEI EXPRESS and DIGEST

From the President

Greetings ICSEI members, once again. Here we are, a few brief months post Malmo and all back into our regular routines of work and family. I find myself pausing on occasion to remember the incredible hospitality and warmth that we experienced in Sweden. I want to thank Leif, Ulf and the organizing committee for making it such a wonderful experience. It's been a long time since we had a very full dance floor at an ICSEI dinner. Fantastic! All in all, the Annual ICSEI Conference was truly a celebration of our 25 year history, an affirmation of the continued importance and value of the work that we do related to school effectiveness, school improvement and innovation, and a reinforcement of the need to move forward in rigorous and innovative ways.

Lorna Earl

As you know, I often refer to all of you as the ICSEI family. I was particularly struck at this ICSEI Conference by the strong connections that exist across branches of the family, as well as within groups who have similar interests. I watched as people renewed contacts and established new ones. I can attest to the fact that these relationships will be both professionally and personally rewarding.

Because ICSEI has a mandate to blend the concerns and values of researchers, policy makers and practitioners, there will always be tensions and diverse viewpoints. Having differences of opinion is not only acceptable, it is essential, for us to move more deeply into understanding the multi-faceted nature of education and how to change it to serve all students. ICSEI is the place where we make these tensions visible, so that we can examine them and bring a wide range of lenses to bear on them. As a result, we are able to discuss our work, consider it critically, hear the perspectives of others and collectively move beyond what any of us arrived with. We build new knowledge and set the stage for the next wave of investigations to go deeper and to integrate what we know across our individual contexts.

It is an exciting time to be part of ICSEI. The moral purpose of ICSEI is strong. The energy is high and the commitment to respectful and challenging conversations creates the conditions for continuing to advance our work, in the service of students everywhere. Memories of ICSEI in Malmo will be with those of us who attended. For those who were unable to be there, webcasts of the keynotes are available on the ICSEI website www.icsei.net. As you can see from other information in the ICSEI Express, planning is well under way for next year in Chile and in Indonesia the following year. I hope you can join us.

Lorna M. Earl, Ph.D.
lorna.earl@utoronto.ca
ICSEI President 2011-2013

PLEASE NOTE: If you are interested in exploring the possibility of hosting an ICSEI conference in your country, the guidelines are posted on the ICSEI website www.icsei.net and you can contact Jenny Lewis at the ICSEI Secretariat admin@icsei.net for additional information.

ICSEI News and Updates
This section is a forum for news and updates from ICSEI's NETWORKS (Early Childhood, Educational Leadership, The 3P, MORE, Data Use, and Ideas Exchange) and the Board. For the news from the 'Data Use and Leadership" networks please read below and watch future editions for news from some of our other networks as well as the ICSEI Board.

Educational Leadership Network
The Educational Leadership network was very well represented at the combined pre-conference that was offered at ICSEI 2012 in Malmo. Over 40 members attended the morning keynote address offered by ICSEI President Dr. Lorna Earl on the topic of Data Use. Dr. Earl challenged participants to think differently about data – to use an inquiry habit of mind to make evidence-based decisions, and to be mindful of the responsibility we have to maintain links between improvement and accountability.

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The follow-up dialogue sessions were intimate and lively, centred around important questions such as, "How can we encourage leaders to ask good questions? And "How can we use data to tell a story that compels hearts and minds as we seek improvement?" Many attendees at the pre-conference

Members have also decided to invite contributions from across the network to a

expressed satisfaction at the opportunity to use the space and time provided to engage in meaningful conversations. The combined pre-conference was such a success that a similar format has been decided upon for ICSEI 2013.

symposium with a common theme for ICSEI 2013. Maintaining connections within the network between conferences continues to be a challenge, but the hope is that a shared symposium will lead to new connections and collaborations.

Paige Fisher and Kirk Anderson

2013-2015 Board Elections

Dear ICSEI Member

The outgoing Board of the International Congress for School Effectiveness and Improvement calls for nominations for the following Board vacancies from January 2013 until January 2015. These positions are:

- President-elect
- Treasurer
- 5 Board Members NB: these Board Members should come from different countries

A nominee must be financial to stand for election. Financial status can be confirmed by logging onto the membership area of the website. The nominee will supply a two hundred (200) word statement that provides details of their contribution to education and their vision for ICSEI. A nomination shall require the signature of two (2) financial members and a signed statement from the nominee indicating a willingness to serve on the Board.

Members wishing to nominate for a position(s) should complete the attached form and return it to the **ICSEI Secretariat** by close of business on the **31st August 2012** by email (electronic signature is acceptable) or fax. Nomination forms are also available on the ICSEI website.

An election will be called if:

- More than one member nominates for the same executive position.
- More than five members nominate to be a Board Member.

Voting will commence on the **1st October** and close on the **1 December, 2012.** Only members who are financial shall have the right to vote.   Members will be notified by email if an election is to be conducted and election information will also be available on the ICSEI website.

At the Annual General Meeting the Nominations Committee shall report the results of the election. Members of the Nominations Committee are:

- Dr Lorna Earl – ICSEI President
- Professor Alma Harris – ICSEI President Elect
- Jenny Lewis – Executive Director, ICSEI Secretariat

We look forward to your active participation in this process.

Jenny Lewis

THE INTERNATIONAL CONGRESS FOR
SCHOOL EFFECTIVENESS AND IMPROVEMENT
2013-2015 Board Elections

Fax: 0247 517974 (Australia)
Fax: 0061247 517974 (International)
Email: admin@icsei.net

I _____ wish to nominate for the position(s) of

☐ President-Elect

☐ Treasurer

☐ Elected member

NB: A person can nominate for one or more positions on the same form. Please tick one or more boxes as required.

Nominee Statement
I am willing to serve on the Board. I am currently a financial member of ICSEI.

Name of member nominating: _____

Signature: _____ Date: _____

Name of member seconding nomination: _____

Signature: _____ Date: _____

Name of member seconding nomination: _____

Signature: _____ Date:_____

Please include a 200 word statement that details your contribution to education and your vision for ICSEI

Please forward to the **ICSEI Secretariat** by close of business on the **31st August 2012**

ICSEI 2013Conference

The International Congress for School Effectiveness and Improvement in Chile, on January 3 to 6, will bring together school leaders, school administrators, researchers and policy-makers from around the world to discuss central issues of key educational policy changes and to share ideas and experiences on about the schools of the world.

The theme of the Santiago Congress will be **Educational Systems for School Effectiveness and Improvement: Exploring the Alternatives.**

By locating this Congress for the first time in Latin America, ICSEI and the conference organizers intend to incorporate the experiences and research on education reforms and policies adopted by countries across this vast region into the debate and reflection on school improvement and school effectiveness by the international academic community.

REGISTERING FOR THE ICSEI CONGRESS 2013
From *May 24 to December 3* you have the possibility to make your registration for the 26th ICSEI Congress to be held in Santiago, Chile.

Researchers, practitioners, policy makers and other delegates are invited to submit abstracts.

Important dates

May	Online Registration
May	Call for proposals opens
August	Call for proposals closes
September	Notification of acceptance or decline
December	Online registration closes

Venue: Sheraton Santiago Hotel and Convention Center.

KEY NOTE SPEAKERS
- Michael Fullan
- Henry Levin
- Marlene Scardamalia
- Emiliana Vargas
- Sara Ruto

ICSEI 2013 will be in Santiago Chile from January 3rd-6th. Hope to see you there

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This section of the ICSEI Express, the 'Digest' highlights shorter articles from the previous and upcoming congresses. Of interest to many is that each article is peer reviewed. Each issue of the Digest will include up to 4 such articles. For those interested in submitting a DIGEST articles for further consideration email your draft to kirk.anderson@mun.ca. We are particularly interesting in submissions from ICSEI participants who are intending to present at an upcoming Congress (20? in Santiago, or 2014 in Jogjakarta). In this edition of the ICSEI DIGEST we are pleased to share 4 articles.

Online internship workshops for teachers at the induction phase-does it work?
By Irit Diamant, Beit Berl Teachers' College (Israel)

In April 2010 we were asked to evaluate online internship workshops for teachers at the induction phase. The findings were expected to provide a range of information about the process, enabling those in charge to modify their aims and their policies.

It is well accepted that the induction phase is a critical one for the beginner-teacher. In Israel, as in other western countries, more than 25% of teachers who complete their studies leave the profession before their fifth year of service. One of the reasons for that is their unpreparedness and shock when they start teaching (McIntyre, Hobson & Michell, 2009). For the past 10 years in Israel, a student who finishes her obligatory studies at teachers' college must also attend an internship workshop, before obtaining a teaching license.

The online workshops were a new format for internship. They were intended to facilitate the first year of teaching for the new teachers and to make it more feasible for them to benefit, in a more practical way.

Based on the assumption that valid results of an evaluation process should be defined in collaboration between the evaluator and the audience for the findings, we asked the staff involved to take part in defining the evaluation's aims and the required information. The first step was to differentiate the new format (online) of workshops from past ones, and then define the requested information that will lead us to the required knowledge. The staff had the expertise of the field. By investing half a year of mutual effort to define the requested information, we were given an excellent opportunity to refine our understandings of the process, of the information needed, of the way it can be appropriately measured, and to give it the best chance to be implemented in future online internship workshops.

The aims of the evaluation were:
- To provide the information concerning perceptions and patterns of the workshops in order to enable the development of its policy framework.
- To provide the information that will create an optimal context to operate the online internship workshop in future.

The main findings and preliminary conclusions show the following:

Communication - the communication between those in charge of the unit (The unit for teachers at the induction phase) and teachers' mentors has to be improved. Communication, generally, between mentors and new teachers as well, has to be improved. For example, the mentors were not aware of the fact that the teachers are being chosen to take part in this kind of workshops. The fact that in this kind of workshops there is a 'flattening of the hierarchy' (Rotem, 2009) and the new teachers have no less responsibility of the process than their mentors, was not always clear to the new teachers.

Communication has to be improved between the mentors themselves. Most of them were new to this kind of processes, and were puzzled in many aspects of decision making. Establishing a systematic network among them could facilitate their work and improve it.

Defining the aims - when participants (teachers and mentors) were asked to specify the aims for the workshops, they listed almost identical aims, a fact that makes the aims more attainable. However, the online workshop has the potential to provide accessibility to aims that are impossible to achieve in face to face workshops. It might be an opportunity to add aims that are unique to this kind of teaching and learning.

Defining the mentors' role boundaries - the unlimited boundaries of the internet makes the definition of the mentors' role even more difficult than usual. Mentors are expected to be available 24/7 and moreover to interfere in schools where needed. In a mentors' focus group that we held it was obvious that these boundaries are not defined well enough and their definition has to be clarified.

Professional learning communities - one of the declared aims of the online workshops is to create and maintain PLCs. While it was possible to find some of the characteristics of PLC in the workshops, others were missing. If the issue of PLC is important for those in charge, it has to be studied thoroughly so that the opportunities of the workshops to promote it will be used. Features such as knowledge creation and knowledge utilization were not dominant enough in the work under examination.

Online workshops are a new, experimental way of mentoring internship. Generally, all involved were satisfied with it, and felt that it contributed to their work. Most of the new teachers wrote that it helped them to familiarise themselves with school routines and school culture, and promoted their feeling of being capable to cope with challenge, and become better teachers. We hope that the findings and conclusions of the evaluation will be taken on board. It will give the opportunity to those in charge and to practitioners to improve this alternative means of communication which might present a more accessible mode for young teachers, and by doing that increase the number of teachers that stay in the profession for long-term.

References

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Leadership and the transformation of public school classrooms to technology-enabled learner-centered environments (The research for this article was supported by the Canadian Social Sciences and Humanities Research Council)

By Bruce Sheppard (bsheppar@mun.ca) and Jean Brown (jbrown@mun.ca) Memorial University of Newfoundland (Canada)

With the rapid pace of change in computer technology in recent years, the public school system has been challenged to keep pace with the learning needs of today's 21st century learners. While it is not difficult to find computer technology in most classrooms, evidence indicates that the teaching and learning process remains largely unchanged (Hume, 2011; Mayer, 2010; Sheppard & Brown, 2012). It is toward developing a better understanding of the nature and pervasiveness of technology-enabled 21st century learning and the nature of leadership for its implementation in public schools that this article is directed. Specifically, we summarize the results of a five-year study designed to identify (a) the emerging technologies perceived to have had the most impact on k-12 education over the last decade; (b) the nature and pervasiveness of technology use in classrooms; and (c) the sources and nature of leadership for the adoption and implementation of these technologies. We collected data through (1) semi-structured interviews with (a) 38 senior school district and provincial leaders in one province, (b) district technology leaders, and (c) principals of eight technology-exemplary schools; (2) focus group sessions with (a) stratified samples of teachers and (b) district program professionals, and (3) semi-structured observations of "technology savvy classrooms" in eight schools.

Results

Technology Use in Schools and Classrooms: The majority of respondents identified the Internet to have had the greatest positive effect on student learning as it facilitated the setup of the Centre for Distance Learning that delivers online courses to high school students in rural and remote regions of the study province. Students' learning through this Centre is no longer fettered by differing experiences of location such as socioeconomic and minority group status, school resources, local attitudes toward academics, or teacher qualifications (Sheppard, 2009). Further, it appears that learning through this Centre tends to be more student-centered and facilitative of 21st century learning.

As for the technologies employed in school classrooms, interviewees provided an expansive list. Many were particularly excited about the potential of the SMART technologies; however, respondents in all districts lamented that inadequate infrastructure, insufficient access to professional development, and the absence of onsite classroom

support present huge challenges to increased use of emerging technologies in their classrooms. In response to our request of all participants to rank on a five-point scale the extent to which the use of technology in their school or district was having a significant impact on (1) students' learning activities, (2) classroom instruction, and (3) lesson planning, the response *means* were 3.4, 2.8, and 2.5 respectively. This suggests that while technology in the study province has not been pervasively integrated as a routine part of teaching and learning activities, implementation is occurring.

Leadership for Technology Use: Leaders for the initial development of the Centre for Distance Learning (noted above) were outsiders to the public school system: a physics professor, a university vice-president, and senior leaders of two federal government agencies. Although these leaders had no formal responsibility for k-12 education, they played significant pioneering leadership roles in technology innovation in that sector. They recognized the importance of distributing leadership across various groups and organizational boundaries and drew upon the leadership strengths of multiple groups thereby contributing to the emergence of 21st century learning in small rural schools.
We learned that in regular classrooms, leadership for the emerging technologies has come primarily from insiders who perceive the necessity of adapting to student and societal expectations. All groups acknowledged that district senior administrators make most of the final decisions regarding technology. As well, respondents observed that in each school district, there is at least one person who has assigned leadership responsibilities for technology innovation, and who acts as a boundary spanner linking people and ideas across programs and organizations.

Conclusion

Multiple forms of emerging technologies exist in the classrooms and schools throughout our study province. Small rural schools have become dependent upon the Centre for Distance Learning to provide high school students with a strong academic program. Leadership for the creation of this Centre grew from a need to find solutions to perceived inequalities of educational opportunity in rural communities. Its creation was dependent on pioneer leaders from outside the school system, but its continued success has been dependent on innovative insiders who have transformed their cyber classrooms into student-centered learning environments.

As for the impact of emerging technology on traditional classrooms, this study reveals that most classrooms remain somewhat teacher-directed with minimal use of the emerging technologies. Although there have been huge investments in the acquisition of emerging technologies, many teachers do not have ready access to these technologies in their classrooms. Challenges include the absence of an articulated implementation plan, limited access to appropriate teacher professional development, and the absence of classroom support for teachers. It appears as if the accumulated, rich evidence-base regarding the process of leading complex innovation has been largely ignored.

The findings and conclusions in this paper are based on research that we have conducted in one Canadian province. While we believe that it may have relevance for other jurisdictions, we leave that for individual readers to determine. This work exposes the challenge of leading innovation, but reveals, as well, the importance of facilitating the distribution of leadership as a means of overcoming some of those challenges. It is because of this latter finding relating to distributed leadership that we are optimistic toward the future. Emerging technologies are increasingly permeating personal and work lives of today's students and early career teachers.

If they are enabled to engage as leaders within organizations that value distributed leadership, it is likely that the transformation of classrooms to technology-enabled, learner-centered environments will gain momentum.

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A Reflection on the Malmo Congress
by Kathryn Sallis Boston College (United States of America)

I just returned from the International Congress for School Effectiveness and Improvement (ICSEI) in Malmo Sweden. I attended this conference to present my work on the impact of professional culture and professional learning communities on an Ontario policy initiative. I have attended many conferences around the world, but this one really left me feeling energized.

ICSEI is a conference of approximately 450 people with around fifty countries represented. Each of these individuals brings to this conference a unique perspective about teaching and learning, yet we all share the same passion for improving student achievement. Over the course of the four days, I engaged with educators from as far away as Borneo, Australia, New Zealand, China, Malaysia, and Singapore, as well as Canada and many European countries. Their unique perspectives gave me many ideas about the steps needed in the United States for meaningful educational reform to occur.

What was notable was the tiny representation from the United States at this conference. This raised questions in my mind. Are Americans not interested in what other countries are doing? Don't they want to learn from some of the countries that have consistently been high performing? Despite the fact that US policies are not bringing about successful change, we don't try the strategies of other countries that have experienced success. Many say that countries such as Finland are homogeneous and therefore cannot be an example for the U.S – though many US states have far smaller immigration levels than Finland. And there are other very successful and well-represented countries like Canada and Singapore that are very diverse indeed. Their contexts may be different, but there are many strategies we could learn from them to improve student learning such as building strong school cultures for teachers and students. They stay ahead by learning from other countries all the time. Why don't we?

Pasi Sahlberg, a world renowned Finnish researcher, spoke about the Global Educational Reform movement (GERM). He describes GERM as "an unofficial educational agenda that relies on a certain set of assumptions to improve education systems". It has become accepted as "a new educational orthodoxy within many recent education reforms throughout the world including the United States. Salhberg compares GERM with the Finnish Education Policies. While GERM focuses on Standardizing teaching and learning specifically literacy and numeracy, Finland customizes teaching and learning and focuses on creative learning. GERM prescribes curriculum while Finland encourages risk-taking. Borrowing market-oriented reform ideas have become the norm for GERM. Finland learns from the past and owns innovations. Lastly, test-based accountability and control are central to GERM. Finland builds a culture of responsibility and trust. As one of the world leaders in education, isn't it time that we consider learning from their reform strategies.

Andy Hargreaves's keynote address was of particular interest to me because it focused on and tried to get behind the clichés within the ideas of pressure and support. It's hard to disagree with people who say there should be some pressure he says (as well as support). But the opposite of pressure is not support, he continued – as in massage therapy, it is release. Positive pressure might sound like an unarguably good thing, but what is the right amount of pressure? When does a worthwhile nudge become a bullying shove? When does good pressure become bad pressure?

Sweden, though cold in dark in January, could not have been a more welcoming place during the conference. Swedish schools benefit from a strong equitable system, like most Nordic countries. Equitable funding provides leadership opportunities within schools for teachers. One workshop I attended focused on internal change agents for school improvement. This three year action research project focused on how three municipalities in Sweden used the research knowledge of internal change agents in school. Teachers, who have taken courses in organizational development strategies, act as change agents. In their positions as teachers, they spend part of their day working as change agents to foster teacher learning with the aim to improve student learning. They work closely with principals in their school and exercise distributed leadership. This project identified three challenges: learning about the change agent role, building a community of practice, and handling the emotional reactions from their colleagues. Change agent opportunities continue to allow teachers to share best practice.

This directly related to my dissertation which looks at what combinations of pressure and support explain the implications and effects of a whole system reform strategy. Andy questions whether we should push or pull people towards educational change. Perhaps a balance of pushing and pulling and pushing a bit but not too hard is his recommendation. People stay in their jobs not because you push them but because you're pulling them in to what you're doing all the time. He believes that's mainly how you get staff retention.

Many of the conferences I have attended, both nationally and internationally, have provided opportunities to engage in discussions, meet other researchers, and learn about exciting research. But none have been as intellectually stimulating nor had such an international representation as ICSEI. This conference provides many opportunities to begin professional relationships with colleagues around the world and I returned back home full of energy to inspire and impact the U.S. education system. I will, as the Finnish say, do this with Sisu-persistence despite all obstacles.

ICSEI is an opportunity to engage with people from other countries, fields, and disciplines and for young scholars to showcase their own work and infuse it, through networks offered by ICSEI, with the new ideas from around the world.

4.4 A Scottish Headteacher's View of the Effectiveness Challenge
By Niall MacKinnon Headteacher: Plockton Primary School (*Scotland*)

A new phase of education change awaits the world, for those who embrace it. This was the key message of linked keynotes at the 2012 International Congress for School Effectiveness and Improvement (ICSEI) in Malmö, Sweden.

Pasi Sahlberg outlined how Finland set its own course for education, termed '*The Finnish Way*', whose success offers profound lessons for the world. For Andy Hargreaves the Finnish phenomenon is part of a wider shift of approach, '*The Fourth Way*', one necessary for school education to engage with the vast global economic, social and technological changes underway.
Both agree that most countries have been locked into models of education practice, management and evaluation not suiting today's needs.

Sahlberg urges new participatory, learner-led approaches, away from standardized testing and the privatisation of education. He views the conventional notion of a lesson as a 'dead horse'. Though it cannot be revived, education policy makers are driven to try. This forms part of the GERM, or Global Education Reform Movement, a virus of prescription and control infecting and reinfecting national education systems, outlined in his recent book '*Finnish Lessons*'.

Certainly new policy shifts in England – no notice 'morning raid' OFSTED inspections, one term teacher competency dismissals, grading of teachers and teaching, lambasting 'coasting' schools – echo this view, spreading distrust and despondency. But unattainable perfectionism also contains its own danger. From the Scottish angle there was barely trace of talk of 'excellence', and certainly not as central imperative. Indeed the term was not mentioned in the congress review report. That gives global perspective from a key international congress on educational change held by a near neighbour. Perhaps the challenges to be grasped and the responses needed are more profound than mere exhortation.

A central message of the 25th ICSEI conference was that change brings challenge but also opportunity, with the need to find new means of collaboration, participation and networking to reshape education for the shifting demands ahead. A whole range of papers and presentations from 450 delegates from over 50 countries set an optimistic tone, with strong commonality in themes of respect, trust, new power relations and moving to evaluation as joint enterprise. In presentations from Iceland to Malaysia there were common threads of renewing teacher professionalism, establishing change via collaborative networks, and emphasizing systems perspectives through linkage and understanding, rather than prescription and grading.

The official theme of ICSEI 2012 was the interplay between policy, research and practice in education. Each annual congress presents a '*State of the Art*' review, and this year's was entitled '*Lost in Translation*', noting that policy makers and the educational research community have drifted apart, with those responsible for policy taking insufficient heed of the accumulated findings of international research.

As a headteacher – and a class committed one – it was refreshing to find many present were practitioners, or liaising directly with them. A group of teachers from Vancouver Island, Canada gave an interesting presentation '*Walking along the Difficult Path of Education Change*', displaying approaches of inquiry-based learning, away from overly fixed pre-determined learning progression. From the other end of the telescope, the Brunei School Inspectorate were keen to bridge gulfs of understanding, searching out commonalities and differences of meaning, seeking to penetrate them in discourse, through stronger working relationships with schools.

The means to establish and enable effective collaboration through professional learning communities was covered by many presentations. The need to grasp new concepts and let go of old ones was a theme throughout. Hargreaves spoke of the fallacies of educational reform, warning against those of speed, substitution (seeing people as the problem), standardization, competition and a 'fallacy of extremes' achieved "by remedying or removing defects at the bottom and replicating excellence at the top".

The pervading themes of the conference stood very much against the prevailing orthodoxies of educational administration, encapsulated in Sahlberg's GERM. A need for new approaches, methods, concepts and a new participatory bridge between all those involved in education was perhaps the dominant message of the conference.

Next year's ICSEI will be held in Santiago, Chile, with the theme '*Educational Systems for School Effectiveness and Improvement: Exploring the Alternatives'*. Will policy, discourse, research and practice move closer together this coming year? Which countries will embrace and explore genuine alternative approaches, as Finland's case study was celebrated at this year's ICSEI? Or will education policy continue to wield the 'wrong drivers of change' identified by Michael Fullan, a keynote speaker for ICSEI 2013? Certainly much hangs on the outcome. There was common agreement that through effective educational change the economy, society and culture necessary to establish a new benign internationalism may work in partnership to meet the global challenges of this century, already very different to the last.

This was not a national agenda, but an international one. The central message of ICSEI 2012 was of strong common issues facing schools and their communities in far separated contexts, with global similarities in connecting responses. A few countries stood out in stark contrast, chastising schools and denigrating teachers, seeing change not as opportunity for partners in prospect, refashioning and renewing learning, but as a threat to be sanctioned in audit prescription. But whilst those systems are shrill and close at hand, a more pervasive and positive way forward was signposted in Malmö to a new responsible professionalism, embracing complexity and change, more loosely configured in uncertainty yet promise.

A note from the editors: Please note that our contributors to the Digest were either at ICSEI 2012 in Malmo and/or will be presented at ICSEI 2013 in Santiago. Watch for a special session feature the Digest presenters to be held for the first time in Santiago.

First Notice 2014 Conference
Join us in early January 2014 for an extraordinary conference in Jogjakarta, Indonesia to be hosted by Yogyakarta State University http://io.uny.ac.id/

More details to follow soon.

The Next Edition of the ICSEI EXPRESS and DIGEST
Expect another issue of in July-August of 2012. In particular you can hope to hear a report from more of our networks, more information on Congress 2013 in Santiago and maybe the start of some information on Congress 2014. If you are interested in writing a short paper as a contribution to the ICSEI Digest, please contact us (Kirk Anderson or Paige Fisher) at kirk.anderson@mun.ca or Paige Fisher at paige.fisher@viu.ca This is your ICSEI and your opportunity to participate!

Interesting in hosting a conference?
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Contact Jenny Lewis at the ICSEI Secretariat at admin@icsei.net for additional information.

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