



ICSEI EXPRESS and DIGEST

ICSEI EXPRESS 2014 Volume 5 Issue 1

From the Editor:

The months post-Congress are always a provocative time for me. The days at the Congress stand out, year after year, as a 'step sideways' from day-to-day responsibilities, and an invitation to launch into new learning, new relationships and new projects. The diverse, and often exotic, locales add to the sense of entering a new space and opening yourself to fresh perspectives. This was certainly the case in Yogyakarta this year. My challenge then is to make good use of the months subsequent to the conference – delving back into existing projects and trying to create space to weave new opportunities into my academic work. After this year's Congress I spent several weeks following up with ICSEI colleagues in Australia, New Zealand and Philadelphia, and have been overwhelmed by the generosity of spirit and the openness to diverse perspectives that seems to embody the ICSEI community. I hope that the 'post-Congress' months have been productive for all of you.

My intention is for this edition of the ICSEI Express and Digest to reflect this diversity by bringing you news and updates as well as reports and perspectives based on ICSEI 2014 in Yogyakarta. In the Digest, we have a submission from a 'first-timer' at ICSEI, Daniel van Amersfoort, a PhD student from the Netherlands. As a student and junior researcher, his reflections remind us of the importance of supporting emerging academics to attend the Congress, which will serve to both inspire new research and invigorate our membership. We have also received a submission from Hairon Salleh in Singapore, who shares results from an ethnographic study on Professional Learning Communities in that context. As an experiment, we are including two pieces from Dr. Paul Clarke, text and a short video, that are intended to serve as a provocation to new thinking and an invitation to respond. If, upon reading Dr. Clarke's provocation you feel compelled to reply, please send your notes to me at fisher.paige@gmail.com, and I will include them in the subsequent issue.

This is also an election year for ICSEI. Please review the guidelines enclosed in the Express carefully, and consider nominating colleagues for Board, Treasurer and President-Elect positions. Your service to our organization can be rewarding and inspirational as you help to guide us into the upcoming years.

In this edition you will find:

1. President's message
2. ICSEI News and Updates
3. Network Reports
4. ICSEI Digest
5. The Next Edition



With warm regards, Paige Fisher

1.0 Message from the President



Occasionally, influential research findings find their moment in time, only to peak, trough and fade into oblivion. For the school effectiveness and school improvement research field, this has not been the case. Those researching and writing within this research tradition remain a formidable intellectual force.

Since the early 1980s, the work of a wide range of international scholars has focused upon the central question of how to make schools, and latterly systems, more effective. The depth and rigor of the academic work has provided a clear and powerful mandate for action and a clear message that school (and system) improvement is possible.

While some policy makers may have turned their attention elsewhere over the past few years, the international comparative assessments of performance such as PISA and TIMSS have sparked renewed interest in the research base on educational effectiveness and improvement. The evidence about effective schools, effective systems, effective pedagogy and effective classrooms is now of increasing interest to those seeking better educational outcomes and higher system performance.

As President of the International Congress for School Effectiveness and School Improvement (ICSEI) I take great pride in the fact that the ICSEI symposium is a regular feature at the American Educational Research Association Conference (AERA). This gives ICSEI a real opportunity to underline the quality of its scholarship and to outline the latest contributions to knowledge.

At the AERA conference in Philadelphia, the ICSEI symposium focused on the theme of 'Connecting Policy, Research and Practice: Evaluating the International School Effectiveness and Improvement Research Base'. A summary of the symposium will be available on the ICSEI website and it is anticipated that the full papers will be added following the symposium.

So now let's fast-forward eight months to ICSEI 2015, Cincinnati, USA. Not only is this a wonderful venue but also the theme of 'Think Globally, Act Locally: Educating All Children to Their Full Potential' reminds us all of the moral purpose that drives our collective work.

Without question every ICSEI Congress involves the collective effort and energy of the many; it is distributed leadership in action. But it also requires the vision and commitment of an individual to see this possibility in the first place. So to Sam Stringfield, I say 'thank you' for making ICSEI 2015 both a possibility and a reality.

Professor Alma Harris
ICSEI President
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2.0 ICSEI News and Updates

- [ICSEI at AERA](#)
- [ICSEI Congress 2015 in Cincinnati USA](#)
- [Board Elections](#)
- [Celebrating ICSEI 2014](#)

ICSEI's presence at AERA: American Educational Research Association Conference , Pennsylvania, April 3-7, 2014

Board Meeting:

The ICSEI Board gathered in Philadelphia for a very productive day of planning, reflecting and connecting. The vigour of this organization continues to grow, and the role of ICSEI in supporting an effectiveness and equity agenda on the world scene is evident. Exciting plans for Cincinnati 2015 and Glasgow 2016 were prominent in our discussions, as well as discussions around educational initiatives to showcase at future Congress gatherings, upcoming Board elections, and methods of increasing transparency in our financial reporting.

Symposium:

The theme of this year's AERA symposium was 'Connecting Policy, Research and Practice: Evaluating the

International School Effectiveness and Improvement Research Base'. The symposium brought together members from many countries to examine connections between research, policy and practice drawing upon the SESI substantive knowledge base.

The aim of the session was two-fold: Firstly, to discuss and share insights concerning linkages between research, policy and practice in the scientific field of school effectiveness and school improvement. The second aim was to consider future directions for the SESI field and to examine potential new areas of empirical investigation.

The session drew upon a large body of published work a) to highlight what the SESI field has contributed to a global understanding of school effectiveness and improvement b) to engage in reflection and debate about the way in which researchers, policy makers and practitioners can engage with and use empirical findings and c) to point towards new areas of empirical enquiry and future directions for the field.

The session was well attended and was highlighted, along with the ICSEI 2015 conference in Cincinnati, at the 'Educational Change' and 'School Effectiveness and School Improvement' Special Interest Group (SIGs) meetings. Professor James P. Spillane (Northwestern University, Chicago) was the discussant and he provided an insightful and important commentary. His inaugural ICSEI monograph can be found at <http://www.icsei.net/>

The paper presentations were as follows:

- **Paper #1: The Creation and 13-Year Sustaining of Dramatically Improved Secondary Schooling.** Sam Stringfield, University of Cincinnati, David Reynolds, University of Southampton, Eugene Schaffer, University of Maryland, Baltimore County
- **Paper #2: Thinking beyond-school improvement: Harnessing the potential of collaboration** Christopher Chapman, University of Glasgow, Paul Armstrong, University of Nottingham
- **Paper #3: The relationship between school and classroom characteristics and the prevalence of bullying behaviours** Daniel Muijs, University of Southampton
- **Paper #4: Improving Schools in Challenging Circumstances In Russia: Implications for Research, Policy and Practice** Alma Harris (Institute of Education, London & University of Malaya), Michelle Jones (University of Malaya) Marina Pinskaya, Serge Kosaretsky and Isak Froumin (National Research University, Moscow Higher School of Economics).

Links to the papers will be placed on the ICSEI website and we are hoping to publish a special edition of an international journal based on the session. Next year the AERA conference and ICSEI symposium will be in Chicago (<http://www.aera.net>). We look forward to seeing you next year in Cincinnati and Chicago.

With sincere thanks to all my fellow contributors for making the AERA/ICSEI symposium 2014 a great success
Professor Alma Harris

Social: Kim Schildkamp and Lorna Earl organized an impromptu get together for ICSEI members at AERA. About 30 ICSEI members gathered at a local bar in Philadelphia to catch up and socialize. As always, the conversation was rich and varied, with people from a number of countries sharing their experiences and making plans to work together. What a treat to see ICSEI friends and colleagues more than once a year. See you all next in Cincinnati.

ICSEI 2015, Cincinnati Updates:

Planning for ICSEI 2015 is moving rapidly forward. Keynote presentations by internationally recognized scholars on highly relevant topics are in place and include:

- **Andreas Schleicher** will lead a discussion of the international implications of the latest PISA assessments.
- **Vivian Tseng** and **Kim Dumont** of the W.T. Grant Foundation will examine research on "scaling up" reforms from one school to several, from several to dozens, and from dozens to hundreds and more. This session will be followed by presentations from some of the major "scaling up" Ideas in Innovation (I3) grantees in the US and abroad.
- **Robert Marzano** will present results from his studies of school and system effects. **David Reynolds** will lead a discussion of Dr. Marzano's work, and the session will be followed by case studies of schools and systems in the UK and US that have used High Reliability principles to improve their schools.
- **Tom Good** will discuss the history and future of teacher effects research and the practical implications of that work. **Daniel Muijs** will follow with an international perspective on the field.
- **Dan Duke** will discuss his and other's work on turning around chronically low-performing schools.

Additional presentations on topics ranging from family involvement to statistical analytical issues are in the

works.

- A full call for papers to cover ICSEI's broad topics and the more focused topics of ICSEI's networks will be forthcoming in May. As a reminder, ICSEI's networks include:
 - Early Childhood
 - Educational Leadership
 - The Three P Network (Policy, Politics, and Practice)
 - Methods of Research in Educational Effectiveness (MoRE), and
 - Data Use

We encourage the submission of symposia, papers, and case studies of exemplary practice that fit within those broad areas, or other topics that relate to the improvement of schooling.

Visits to exemplary schools ranging from noted "turn around schools" to second language and career/technical education schools will be key components of ICSEI 2015.

An update on our Venue: ICSEI has negotiated a room rate less than half the "rack rate" for the conference (\$119/night). The Hilton at Netherlands Plaza is a beautifully restored Art Deco building with 100% modern rooms and facilities. Forbes Magazine recently rated the Orchids at Palm Court restaurant at the Hilton Netherlands Plaza as one of the top 10 restaurants in the U.S. The hotel has covered walkways to both a Macy's and a Saks' Fifth Avenue.

The ICSEI 2015 committee looks forward to receiving a wide range of proposals on diverse school effects and improvement related topics to blend into the conference's overarching theme of "*Think globally, act locally, and educate all children to their full potential!*"

With thanks, Sam Stringfield

Board Elections

The outgoing Board of the International Congress for School Effectiveness and Improvement calls for nominations for the following Board vacancies from January 2015 until January 2017. 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 2014** 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 **31st October 2014**. 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:

- Professor Alma Harris – ICSEI President
- Professor Michael Schwratz– ICSEI President Elect
- Jenny Lewis – Executive Director, ICSEI Secretariat

We look forward to your active participation in this process.

Jenny Lewis
Executive Director



**THE INTERNATIONAL CONGRESS FOR
SCHOOL EFFECTIVENESS AND IMPROVEMENT
2015-2017 Board Elections**

Fax: 0247 517974 (Australia)
Fax: +61247 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 2014**



Celebrating ICSEI 2014

ICSEI Conference 2014 was a stunning education and cultural event that was thoroughly appreciated by all that attended.

Participants found the preconference hosted by Yogyakarta State University thoroughly stimulating, the main conference program outstanding, and the daily cultural events extraordinary with a highlight being the conference dinner which was hosted by the Sultan at his palace.

The thought-provoking State of the Art papers are currently being compiled as ICSEI Monographs for our members and it has been agreed that the new Policy, Research and Practice session will return in 2015 as a significant component of the annual program.

Our Yogyakarta hosts are to be congratulated on a sensational conference that will long be remembered by all that attended as the learning event of the year.

3.0 Network reports: ICSEI has five active networks: the Leadership Network, MoRE, Data use, 3P and Early Childhood Network.

Report from the Data Use Network:

Looking back: ICSEI 2014 in Yogyakarta

The ICSEI data use network, together with the other ICSEI networks, organized a successful pre-conference for ICSEI members and a post-conference specifically for students. We also organized a network meeting and three different symposia with several interesting papers. We would like to recommend you to contact the authors of the papers that were presented in the following symposia and read their papers:

- Symposium 1: Collaboration, leadership and motivation for data-based decision making
 - The role of school leadership in data teams, Johanna Ebbeler, Cindy Poortman, Kim Schildkamp & Adam Handelzalts. University of Twente, The Netherlands.
 - Getting to Data-Driven Instructional Talk: The Role of The Principal, Debra Ingram, Karen Seashore Louis & Romina Madrid. University of Minnesota, USA.
 - Motivation for data use and the impact of school factors, Kristin Vanlommel, Jan Vanhoof & Peter Van Petegem. University of Antwerp, Belgium.
- Symposium 2: Data-based decision making: from policy to effects on teacher and student learning
 - Do differences in educational (policy) context lead to different data-use? An international comparative study, Roos van Gasse. University of Antwerp, Belgium.
 - Exploring Data-Based-Decision Making in European Schools: Identifying Enablers and Barriers, Kim Schildkamp (University of Twente), Jan Vanhoof (University of Antwerp) & Andreas Breiter (University of Bremen, Ifib).
 - Turning Around Ourselves: Teacher Teamwork for Deep Teacher and Student Learning, Vanessa Karwan & Janet Chrispeels. Tides USA.
 - Effects of data teams, Cindy Poortman, Johanna Ebbeler, Kim Schildkamp & Adam Handelzalts. University of Twente, The Netherlands.

We have begun to publish a newsletter for Data Use Network members that includes updates on upcoming meetings and recent publications by network members. If you would like a copy, please contact Kim Schildkamp (k.schildkamp@utwente.nl) or Jan Vanhoof (jan.vanhoof@ua.ac.be).

Kim Schildkamp

ICSEI network coordinator

Network website: <http://www.icsei.net/index.php?id=530>

4.0 ICSEI Digest

- Reflections on my first time at ICSEI
- Uncovering Effective PLC Conversations: An Ethnographic Study of Three PLCs in Singapore Schools
- A Pedagogy for Ecological Consciousness

Reflections on my first time at ICSEI

Daniel van Amersfoort is a PhD Student at the Welten Institute – Open University of The Netherlands

ICSEI is a vibrant, welcoming community that embraces multiple perspectives in thinking about what really makes a difference in education. The openness I experienced during my first time at ICSEI really struck a chord for me.

Right from the start, I sensed that ICSEI was different from the (mostly European) conferences I have visited before. Of course, the local organizing committee deserves a lot of credit for all their efforts to make ICSEI in Yogyakarta a special event. Nevertheless, there was also a kind of openness and curiosity in the air that enabled me, as a 'newby', to approach people and ask them for their stories and insights. And quite often, those people were interested in my story and insights as well, without stressing my position as a junior researcher. Rather than having to prove myself worthy to become a member of the community (which is the case at some conferences), I was invited in and shown around.

The openness I experienced also reflected in the multiple perspectives that were welcomed and embraced within the community. For me it was a unique experience to be part of such an international and diverse community of practitioners, researchers and consultants. What made this experience even more special, was that everybody was valued for their contribution to our understanding of education, no matter what their perspective was. At ICSEI, no truth seemed to be valued higher than another. I think that it was particularly that attitude that made me feel right at home.

Over the days in Yogyakarta, I also picked up some interesting ideas and discussions that have contributed to my development as a researcher. Even now, after two months, Karen Seashore's keynote on the public value of education has got me thinking about how I approach teacher professional development in my own research. The same goes for the discussion we had about the research-practice interface. At my institution, we do a lot of practice-driven research in close collaboration with schools, teachers and school leaders, and for me it was of great value to experience how the issues we deal with resonate within the ICSEI community. Finally, I found it very refreshing to have an open discussion about what effectiveness and improvement might actually mean in education. Not only the people, but also the issues that were addressed at the conference were a great inspiration for me.

However, my experience at ICSEI also got me thinking. How can I, as a junior researcher, incorporate the inspiration I got from ICSEI in my current work? And if I return to ICSEI next year, will I find the same openness to other perspectives in Cincinnati as I found in Yogyakarta? Does the focus on PISA and US reforms allow enough room for in-depth reflections on the meaning of educational effectiveness? I certainly hope that the ICSEI community is strong enough to make sure it does, and actually really look forward to coming back. I think I am not exaggerating when I say that being at ICSEI this year, has been a transformative experience for me. It was continuously engaging, sometimes overwhelming and immensely inspiring. What I experienced in Yogyakarta, makes me want to come back to ICSEI. Time will tell when that moment will come.

Uncovering Effective PLC Conversations: An Ethnographic Study of Three PLCs in Singapore Schools

Hairon Salleh is an Assistant Professor with the Policy and Leadership Studies, National Institute of Education, Nanyang Technological University, Singapore.

Professional Learning Community (PLC) received an official national status in Singapore education in 2010 when the education ministry unveiled a whole school approach model for PLC, along with a Starter Kit manual containing relevant details on the model and supporting frameworks, guides, tools and templates. The growing importance of PLCs in the Singapore education system lies in its potential to support school-based curriculum development and innovation to attain diverse student learning outcomes including the 21st century competencies. However, PLC implementation is not without problems. Challenges include time availability, teacher priority, ability to participate in group learning, ability to facilitate group discussions, and transferability from PLC learning to classroom teaching practices. For more details, refer to Hairon & Dimmock (2012).

It is within this backdrop that my research team secured a research grant in July 2012 funded by the Educational Research Funding Programme, Office of Education Research, National Institute of Education to study the impact of community-based teacher learning (e.g., PLCs) on student learning outcomes in Grade 5 mathematics. The study employed a quasi-experimental design consisting of three experimental and six public elementary schools which are

colloquially considered 'mainstream' – that is, located within public residential housing areas and have no strong alumni support. The experimental schools were also intervention schools where the research team participated in PLT discussions, and provided the theoretical framework, principles and feedback for effective PLC facilitation. The study employed Rasch modeling techniques to obtain measures of Grade 5 students' mathematics problem solving ability over four time points in 2013 to not only obtain linear measures, but also ensure all four tests were calibrated onto one common scale measurements through an 'anchoring technique' for valid comparisons. Qualitative data was also collected in the form of interviews and focused group discussions. Ethnographic data was collected from PLT discussions in the experimental schools.

One of the key preliminary findings of the study is the crucial role of facilitators or teacher leaders in supporting PLC conversations. I shall present the critical roles they play in PLC conversations, and in doing so, show part of the intervention framework, principles and practices used by the research team.

Three Stages of PLC Participation

PLC facilitators were to guide conversations with three main purposes: 1) Encouraging group members to be part of a learning community, 2) Promoting group members to learn from one another, and 3) Enabling change in group members' classroom teaching practice. These three aspects of PLC facilitation gradually serves to bring about a collective community, followed by collective learning and finally to a collective endeavour to translate what group members have learnt in PLCs to classroom teaching and learning. The final stage of participation where group members are able to translate what they have learnt in PLCs to classroom teaching practice not only complete the cycle of participation, but also and more crucially ensures the continual participation, commitment and hence sustainability of the community (Figure 1).



Figure 1: Stages of Participation in PLCs

Fifteen Principles of PLC Conversation

PLC facilitators were to guide conversations using principles that promote the three stages of participation in PLCs (Figure 1).

1) I Want to Participate

Aim: I want to be a member of the community of learners.

Question: How do we encourage teachers to want to be a member of professional learning communities?

Principle 1: Assert leadership.

Principle 2: Respect individual teacher's autonomy.

Principle 3: Protect individual teacher's well-being.

Principle 4: Promote teachers' collective identity.

Principle 5: Encourage values of inclusion.

2) I Want to Learn

Aim: I want to learn in the community of learners.

Question: How do we encourage teachers to learn in professional learning communities?

Principle 6: Conversations are to connect or be relevant to individual teachers' day-to-day classroom teaching.

Principle 7: Conversations are to create dissonance in individual teachers' current knowledge on teaching.

Principle 8: Conversations are to create explicit-differentiated knowledge from implicit-undifferentiated knowledge on teaching.

Principle 9: Conversations are to sharpen epistemological competency.

Principle 10: Conversations are to deepen curricular content, pedagogical, instruction, assessment and learning

knowledge.

3) I Want to Change

Aim: I want to transfer what I have learnt in the community of learners to my professional practice.

Question: How do we ensure teachers transfer the learning in professional learning communities to their daily classroom practice?

Principle 11: Make simple the complex.

Principle 12: Focus on universal pedagogical foundations.

Principle 13: Maximize coherent inter-linkages between teacher knowledge in curricular content, pedagogy, instruction, assessment and student learning.

Principle 14: Produce and reproduce teaching artifacts that can immediately be used.

Principle 15: Optimize accountability.

Five Questions Supporting PLC Conversations

PLC facilitators were to guide conversations using five guiding questions.

- 1) What is it we expect students to learn?
- 2) What is the pedagogy that helps students learn?
- 3) What instructional practices help student learn?
- 4) What assessment tools help us know if students have learnt or not learnt?
- 5) What is the thinking involved in students when they have learnt or not learnt?

These five questions also correspondingly support the development of the five aspects of teacher knowledge: curriculum content, pedagogy, instruction, assessment and student learning.

Seven Activities Supporting PLC Conversations

Drawing from the 15 principles of participation and five conversation questions, PLC facilitators were to guide conversations using the following conversation activities:

1. Map out and delineate the curricular content that students are to acquire.
2. Decide on a specific universal pedagogy that seeks to enable students acquire the curricular content, and provide reasons why the specific universal pedagogy would enable effective learning to acquire the desired curricular content.
3. Select specific instructional practices – pertaining to instructions, teaching tools, learning tools, learning activities and learning environment – that enable individual students acquire appropriate curricular content, and support the chosen universal pedagogy.
4. Test out the effectiveness of specific instructional practices – *the use of a) instructions, b) teaching tools, c) learning tools, d) learning activities, and e) classroom environment* – through deductive analysis of observed student learning over time using appropriate assessment tools.
5. Generate possible explanations on the effectiveness of specific instructional practices through inductive analysis of observed student learning over time using appropriate assessment tools.
6. Sharpen specific instructional practices through –
 - Teacher demonstrations (*e.g., video recordings or live demonstration of STs, HOD, peers, or outsiders' teaching showcasing language, teaching and learning materials and activities*).
 - Feedback on teacher demonstrations (*e.g., given by STs, HOD and peers on instructions, teaching tools, learning tools, classroom environment, and learning activities*).
 - Teacher reflection of classroom teaching and learning (*e.g., teachers' reflective notes on instruction, teaching and learning materials, classroom environment, and learning activities*).
 - Teacher feedback on reflection of classroom teaching and learning (*e.g., given by STs, HOD and peers on instruction, teaching and learning materials, classroom environment, and learning activities*).
 - Continual explicit development of teachers' understanding of instructional knowledge.
7. Deepen pedagogical knowledge by –
 - Re-visiting key features of the pedagogy.
 - Making additions to key features of the pedagogy.
 - Making amendments to key features of the pedagogy.

The study is at its tail end stage, and preliminary results are encouraging.

References

Hairon, S., & Dimmock, C. (2012). Singapore schools and professional learning communities: Teacher professional

A Pedagogy for Ecological Consciousness

Paul Clarke is a Professor of Education at St. Mary's University, London, and Director of Pop-Up-Foundation

ICSEI 2014 provided the opportunity for delegates to take a wake-up-call and consider the leading role that education can play worldwide in preparing communities for the consequences of climate change and extensive ecological collapse.

Decoupling human progress from excessive resource use and environmental decline are matters that are now receiving urgent international consideration from leading global agencies and inter-governmental bodies. These are no longer seen as issues of marginal concern, instead they are being recognized as factors which will generate significant and detrimental economic, social and environmental effects worldwide.



[Click on photo for active video link](#)

The message for educators is very clear. Human activity on the planet is no longer benign, we now function within the anthropospheric age. A defining decision for humans this century will be to either maintain a business-as-usual course, which many experts estimate could cause widespread devastation to life on Earth, or alter the nature of human activities in order to insure greater balance between the anthroposphere and the rest of the Earth's systems.

At present we are having a negative effect on all of the planetary life support systems. We need to bring understanding of sustainable living to people in a simple, accessible ways to re-establish a balance. Mainstream education in our established systems has not, as yet, managed to prepare us for ecological change arising from our newly found global presence. To rectify this we need to develop a very different set of pedagogic instruments, which help us to think, to engage and to act sustainably in every aspect of our daily lives.

Education for sustainability turns attention away from the prevailing emphasis on production and process on the consumption of learning, and instead begins to encourage collaborative manipulation of the orthodoxy to realign and refocus for a new set of variables based around ecological balance and restorative practice. By introducing practical adaptations in local organizational and community contexts, learners engage with real-time and real-world problems to introduce solutions which alleviate, mitigate and adapt behavior in response to the new reality of climate related change.

Aligning social, environmental and economic opportunities to model a coherent ecological consciousness challenges us to reconsider and reframe the educational narrative, as we move the human experiment from industrial towards ecologically active and informed citizens.

This adaptation is both possible and practical, as consensus grows worldwide around where to act, how to act and how to share solutions, the educational imperative for systemic response grows ever greater. We now know that the sum of many small changes when connected, can consolidate and have a bigger compound effect than any one single initiative could foresee.

ICSEI can, and I think should play a key strategic role in facilitating the global educational transformation towards this emerging ecological consciousness. It has the global reach, and the connectivity, but to date it has not managed to summon up the collective will to attend to this issue with any degree of urgency.

This lack of engagement with the educational implication of climate change is perhaps no surprise; after all, many of the assumptions upon which our existing school systems have been researched, designed and developed were focused upon a now redundant economic model of improvement and progress based on the thinking of an industrial age. Careers have been built upon the effective improvement ethic, which itself is closely aligned to economic and industrial growth models now being identified as major contributing factors to the increase of carbon, waste, poverty and social injustice.

With the introduction of an ecological ethic into the educational mainstream, we can already see two things happening, first resistance – the fierce defending of the existing orthodoxy, and second, a lack of knowledge about how to think and act under a new paradigmatic frame which in turn can result in further stasis. It is within this operational context that ICSEI now operates, in some ways it is easier to ignore the changes taking place beyond our organizational door, but as we do so we run the risk of becoming ever more irrelevant as players in the international

scene, because our narrative is perceived to be locked to the old order.

We urgently need a radical shift of perspective, which could help to re-fashion the organizational purpose. After all, what is more compelling than an organization whose goal is to be engaged with educators worldwide in projecting the planetary consciousness towards resolving the most pressing issue of our time?

We will set up a symposium to do this at ICSEI 2015, and hope an eco-pedagogy network within ICSEI emerges – join us. To view the video link, click on the hyperlink in the photograph, or go to http://youtu.be/zllv_lyxb6o.

In the interim go to www.pop-up-foundation.org and/or send a response to Paige, at fisher.paige@gmail.com, indicating developments in your context, or critical questions for consideration. They will be published in the next issue.

Dr Paul Clarke
Pop-Up-Foundation

5.0 The Next Edition of ICSEI EXPRESS and DIGEST

International Updates

We invite you to send along relevant developments in the realm of school effectiveness and improvement, innovation and equity movement from your context for inclusion in the EXPRESS as a means of opening dialogue in support of our improvement efforts internationally. To submit news and updates, please send items to Paige Fisher at fisher.paige@gmail.com

Expect another issue in August, 2014. We will share some news and highlights of the Cincinnati Congress, responses to Paul Clarke's 'call to action', and Digest versions of some of the papers to be presented in 2015.

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 participants will be gathering in Cincinnati, Ohio, USA in January, 2015. Please view the 2015 conference [website](#) for further information and ongoing updates. Hope to see you there.

Sincerely
Paige Fisher and Jenny Lewis

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