



# ICSEI

International Congress for School Effectiveness and Improvement

## ICSEI EXPRESS

Volume 8 Issue 1, 2017

### ICSEI President's Message

Dear Colleagues and Friends,

Welcome to ICSEI, one of the world's foremost venues for sharing knowledge, ideas and strategies on how to improve education and make it more effective. For over three decades now, ICSEI has brought together educators from research, policy and practice to think about the development of their work in this field. We run a Congress every year for many hundreds of ICSEI members and also others from around the world - the next being in Singapore in January 2018. And despite our name, we are more than just a Congress as we also offer opportunities to participate in some very active ongoing networks of particular interest, publications, and website communication such as the ICSEI Digest and ICSEI Express. Many of you reading this have been members for a long time, so this will not be news for you, of course.

ICSEI and its members are always invested in change. Improvement is change in a positive direction. But those in our community and in education as a whole are now surrounded by change on a monumental scale.

We are living in what is probably one of the most important periods of history in the modern world. At this time, identity and wellbeing are the new frontline of school effectiveness and improvement.

From its very beginnings, teacher effectiveness and then school effectiveness emphasized the importance of time on task and establishing a safe and orderly climate in schools as essential for establishing a positive learning environment where all students could succeed. More recently, innovations and initiatives in posi-

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tive behavioural intervention have supplied teachers and schools with specific strategies, not just general advice, to enable them to create this kind of environment.

But the world outside our schools has been changing dramatically in recent years, and it refuses to stay on the other side of the classroom door. The proliferation of digital technologies increasingly enables struggling learners to improve their achievement by listening to text, making it bigger and organizing their work more effectively, for example. At the same time, children spend more and more hours on screen time and this is often distracting for them and can take them away from the conversation and the sustained reading that help to maintain and improve literacy standards. There's more to bad behaviour than just poor classroom management now.

One of the greatest global refugee crises in history has brought humanitarian issues into classrooms as students and their teachers are having to cope with the emotional disturbance and post-traumatic stress that violence and dislocation bring. In professional terms, some Northern European countries have had to find large quantities of new teachers for tens of thousands of unaccompanied refugee children even as these countries are being urged to get their PISA scores up. Meanwhile the immigrant families of ten or twenty years ago are now raising achievement scores in many inner cities as their aspirations for their children in a new country begin to bear fruit. This has not held back the governments of some nations such as the US and UK from tightening up on immigration to the extent that many children in existing immigrant families fear for their lives and their futures as every day brings the worry of dislocation or deportation that may be awaiting them.

These are mixed legacies for improvement and effectiveness. In this turbulent world, we are thinking harder about the factors that affect learning, behaviour and achievement, and about what we mean by achievement itself. David Reynolds, one of the founders of this organization and movement, has long insisted that school effectiveness is about social and affective outcomes as well as academic and cognitive ones. Dennis Shirley's new book on *The New Imperatives* draws our attention to *Achieving with Integrity*. Meanwhile, countries as disparate as Ireland, Canada and Singapore are making wellbeing their new priority, even extending to dispensing with grades in Singapore, for example.

Wellbeing is a support for academic achievement, and it is a kind of achievement itself. Our understandings of how we do things that are more effective, and what improvement is for, are being fundamentally questioned. Our field must keep its focus and also keep up with the times in maintaining this focus. We must undertake blind control studies of things that are easily measured as well as ethnographic explorations of the things of value that we might measure next, or that we might never be able to measure numerically in any satisfactory way at all. We must ask even harder questions about equity and inclusion in an age of increasing anxiety and identity - questions about persecution, exclusion, bullying, prejudice, mental health, fairness and democracy, as well as about traditional academic attainment.

The world is waiting for answers. Our community is one of the places that can raise and discuss possible solutions to these complex global issues. We are an international association after all and can learn how different countries and systems try to address these issues. We hope you found these opportunities challenging and fulfilling in our Ottawa conference in January and that when our Congress is held in Singapore next January, you will find not just a country with high PISA results but a system making profound changes to ease the emphasis

on traditional assessment, to insist that all children get experience of outdoor and adventure education, and to concentrate on building character,

As President, I am honoured to serve this community in the next two years and will have future messages about the working groups we have set up that are helping us think more deeply as an organization about how to

- become more diverse among countries and also within some of the countries where our current members are most numerous;
- continue to pay attention to generational renewal, by continuing to recruit and retain new members and also by making the most prominent conference platforms are open to rising scholars and practitioners as well as established voices in the field,
- enhance our media and communications platforms to increase access and accessibility to the work we do and to the best ways it can reach others as well as each other.

We hope to see you in Singapore where there will be a very dynamic set of presenters, some visits to outstanding and innovative schools in this top performing system, and a chance to engage with global colleagues in formal sessions and networks, as well as in informal settings like the street fair and stalls that will make up our prime social event.

I look forward to seeing you there in Surprising Singapore.



Andy Hargreaves  
President of ICSEI  
Brennan Chair in Education  
Boston College

## 2. ICSEI Membership News

The ICSEI Board is proud to announce a new partnership with Taylor and Francis that enables all members to access free of charge:

- the online edition of [School Effectiveness and School Improvement](#), and

by your choice, one other journal from the following list:

- [School Leadership & Management](#) or
- [International Journal of Leadership in Education](#) or
- [Leadership and Policy in Schools](#) or
- [Journal of Education for Teaching](#)

N.B. This access will be provided on a single user, non-networkable licence.

Financial members can also access:

- twenty per cent (20%) discount on all Routledge books
- twenty per cent (20%) discount on Taylor & Francis standard Open Access Article Publishing Charge (APC) rates

The ICSEI secretariat will provide a locked contact list that only includes your email address and your name. This database cannot be used for other commercial purposes.

Please update your membership details and make sure you are financial by June 20th. In the following week, the database will be forwarded so that you can access to your journals from July 1.

## 3. ICSEI Congresses

### 3.1 Celebrating the ICSEI 2017 Ottawa Congress



The ICSEI 2017 Ottawa Congress was one of our most popular ICSEI conferences with 720 attendees from 41 countries attending. Celebrating ICSEI's 30th anniversary and Canada's 150th anniversary of Confederation, participants from gathered representing local and international school districts, universities and colleges, professional associations, serving system leaders, principals and teachers, local and provincial governments, and community organizations. Dozens of volunteers from these organizations helped to plan the program, review proposals, manage the budget and logistics, and coordinate student volunteers, special events and school visits. 390 participants were first time attendees with the theme **Collaborative Partnerships for System-Wide Educational** Improvement proving very popular with practitioners, researchers, and policy makers.

There was a record number of submissions for parallel sessions (over 350) and a large proportion of these were accepted, meaning an extraordinary learning menu for all attendees. The program included a significant equity and indigenous focus, and a strong student presence and voice through student presenters, volunteers and performers, and student art as opening videos at the beginning of each day. The social program was full and varied, including multiple receptions, the gala dinner, as well as family a math night and school visits that were very well received by those who attended.

**The ICSEI Board and membership sincerely thanks the Ottawa Organising Committee for their relentless focus on making ICSEI 2017 an outstanding conference.**

## 3.2 Your personal invitation to ICSEI 2018 Singapore Congress



Members, practitioners, policy makers, and researchers are invited to Singapore 8 -12 January 2018 to immerse yourselves in high impact learning experiences and the co-creation of new knowledge. Our keynotes include:



**Dr Alicia Grunow**

*Senior Partner, Improvement Science and Analytics, The Carnegie Foundation for the Advancement of Teaching*

Alicia Grunow started her career as a bilingual teacher in the Denver Public Schools and then in New York City, working to improve outcomes for students that speak a language other than English. Through this work she discovered a passion for redesigning systems to better meet the needs of these students. She pursued a specialization in Improvement Science and has spent the past six years adapting these methodologies for education at the Carnegie Foundation for the Advancement of Teaching, where she coauthored the seminal book “Learning to Improve.”

Alicia remains Senior Fellow at the Carnegie Foundation and recently cofounded the Improvement Collective, a partnership dedicated to helping organizations to build their improvement capacity in order to solve important problems of practice, particularly those that affect disadvantaged children. She received a BA in psychology from Reed College, a Master’s Degree in Economics and a doctorate in Education from Stanford University.



### **Professor Kiyomi Akita**

*Professor (Research on Classroom Lessons), Graduate School of Education, The University of Tokyo, Japan*

Kiyomi Akita is a professor in Graduate School of Education, Director of the Center for Early Childhood Development, Education and Policy Research, The University of Tokyo, Japan, and she is also the vice-president of World Association of Lesson Studies (WALS) and Research Head of Japan innovative schools network supported by OECD.



### **Ms Lucy Crehan**

*International Education Consultant, Education Development Trust*

Lucy Crehan is a qualified teacher, an education explorer, and an international education consultant. She was a science and psychology teacher for three years, before completing her Masters in Education at the University of Cambridge, and setting off on an ethnographic, educational exploration of the world's 'top-performing' education systems. She assisted and observed schools in Finland, Canada, Singapore, Japan, New Zealand and Shanghai, spending a month living with educators in each place.

Recounting her findings from her trip, Ms Crehan has published a book - *Cleverlands* - her book was named as one of The Economist's 'books of the year' within a week of its release. Professor Dylan Wiliam described this book as "a truly important contribution to educational scholarship". She has written a report on teacher career structures for IIEP UNESCO. She now works as part of a team advising foreign governments on education reform at the Education Development Trust.



### **Dr Carol Campbell**

*Associate Professor, Leadership, Higher and Adult Education, University of Toronto, Oise*

Dr. Carol Campbell is Associate Professor of Leadership and Educational Change and Co-Director of the Knowledge Network for Applied Education Research (KNAER) Secretariat at the Ontario Institute for Studies in Education (OISE), University of Toronto. She is an appointed Education Advisor to Ontario's Premier and Education Minister and sits on the International Council of Education Advisers to the Scottish government.

Her current research projects include: the state of educators' professional learning in Canada; Ontario's Teacher Learning and Leadership Program; and an international study of teacher identity. Prior to her current appointment, Carol held education, academic and policy roles in Canada, USA and UK. Her recent co-authored books are: *Teacher Learning and Leadership: Of, By and For Teachers* (Routledge), *Empowering Educators in Canada* (Jossey-Bass) and *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World* (Jossey-Bass). She also contributes actively on Twitter @CarolCampbell4.

Members and colleagues planning to present general papers, refereed papers, symposiums, round table discussions, posters, workshops or innovate sessions are encouraged to get fingers tapping over the next four weeks with submissions closing on **June 30, 2017**.

### **Proposal Selection and Topics:**

The selection process for all types will be blind refereed. Proposals should be submitted in response to one of the following six conference themes:

#### **i) Generating Principles for Change and Scaling**

This strand seeks proposals that engage discussions contributing to theories and frameworks that would enable to critically examine innovative changes in education and their diffusion processes and practices in order to generate new ways of thinking and doing in various contexts.

#### **ii) Partnering for Innovative Change**

This strand focuses on the meaningful partnerships for impactful innovations that can be created and explored not only within and across education systems but also without, including external organizations and corporations, in the larger local and global communities.

#### **iii) Leading Capacity for Change**

The focus of this strand is on the styles of school and education system leaderships that direct efforts to increase individual and collaborative capacities at different levels and in education system contexts in order to bring about and sustain innovative changes in school practices.

#### **iv) Measuring and Evaluating School Change**

This strand calls for proposals that can point to new directions in empirical research that would propel scholarship to effectively measure and evaluate school change for practical translations in specific school contexts.

#### **v) Converging Pathways for Policy, Research and Practice**

This strand seeks proposals that probe the interrelationships between policy, research and practice and the ways they can be meaningfully brought together for greater cohesion in order to forge future oriented dialogues and enactments that affect not only the education systems but also the challenges of the global systems.

#### **vi) Growing Innovative Culture for School Change**

This strand seeks proposals that provide empirical evidences or theoretical insights on the various means of cultivation and nurturance of group behaviours, habits of mind, and practices in specific education systems that are adaptive to novel conditions in local and global contexts.

All proposals must indicate the ICSEI network to which the proposal most closely relates. This information will be used in the program to allow participants to more easily identify papers and sessions with different themes. Please refer to [this page](#) for a description of the ICSEI Networks.

**Key Dates for Call for Proposals:** Proposals will be accepted up until **June 30, 2017**. All persons submitting proposals will be informed as to their acceptance by **August 31, 2017**.

Please note that the submitted abstract will be made available to all participants should the proposal be accepted.

### 3.3 Claim the Date ICSEI 2019 Stavanger, Norway Congress

Members and colleagues, practitioners, researchers, and policy makers are reminded to circle the 9-12th January 2019 in your calendars. Call for papers will be launched early 2018 for the theme: *Bringing together - developing innovative educational policy and practice for diversity, equity, and sustainability.*

## 4. Board Activities

The 2017 - 2019 ICSEI Board have now met in January and April to create a new vision, mission and strategic program for ICSEI moving forward. The ICSEI working groups: Equity, Social Justice and Diversity, Generational Inclusion and Renewal, and Knowledge Creation and Generation have also met in between Board Meeting to move forward the work generated at the Glasgow AGM and reported at the Ottawa AGM. Our next newsletter will report the directions formulated by both the Board and the working groups.

**Board Executive:** President: Andy Hargreaves (USA); Past President: Michael Schratz (Austria); President Elect: Kim Schildkamp (Netherlands); Treasurer: Dorothy Andrews (Australia)

**Board Members:** Carol Campbell (Canada); Christopher Chapman (Scotland); Karen Edge (England); Helen Malone (USA); Pierre Tulowitzki (Germany); and Student Representative Trista Hollweck (Canada)

### 4.1 Announcing ICSEI's first Professional Partnership

The ICSEI Board is proud to announce ICSEI's first professional partnership with the Commonwealth Council for Educational Administration and Management. CCEAM supports national professional networks that have an interest in educational administration and management in the 54 countries belonging to the British Commonwealth. This partnership enables ICSEI to work with educational practitioners, researchers, and policymakers across the six regions:

- **the Americas:** Barbados; Bermuda; Canada; Jamaica; Trinidad & Tobago; The Bahamas; Belize; Dominica; Grenada; Guyana; St Kitts and Nevis; St Lucia; St Vincent and Grenadines
- **East and West Africa:** Kenya; Uganda; Tanzania, Nigeria; Cameroon; Ghana; Sierra Leone; The Gambia
- **Southern Africa:** South Africa; Zimbabwe; Namibia; Botswana; Zambia; Mozambique; Malawi; Lesotho; Swaziland; Mauritius

- **Europe:** Cyprus; Malta; United Kingdom
- **Asia:** Malaysia; Singapore; Brunei Darussalam, Bangladesh; India; Pakistan, Sri Lanka; The Maldives
- **the Pacific:** Australia; Fiji Islands; Kiribati; Nauru; New Zealand; Papua New Guinea; Samoa; Solomon Islands; Tonga; Tuvalu; Vanuatu.

ICSEI will continue to build strong partnerships with organisations whose purpose is ‘to enhance the quality and equity of education for all students in schools in all countries’.

## 5. ICSEI Network Updates

Our ICSEI Networks are led by active members prepared to co-construct learning and source new research for our members. As a financial member, you can access all networks simply by indicating your preferences at <https://icsei.net/membership/member/>

All ICSEI Networks are preparing to review papers that will be submitted for ICSEI 2018 along with the international selection committee. Please review the network information below and contact your Network leaders if you are interested in your paper being a part of Network Symposiums, referred and general papers, workshops, or Innovate sessions.

### 5.1 News from the ICSEI Data Use Network

The Data Use Network brings together researchers, policy makers, and practitioners working in the field of data-based decision making. The focus is on the use of data, such as assessments, observations, and surveys, to improve education at the school, classroom, and individual student levels. Important topics for the network are aspects of policy or practice with regard to data use that have positive impacts in different countries’ contexts; factors that hinder or enable the use of data; effects and side effects of data use; definitions of effective data use (i.e. what does data use in different countries look like); support of schools in the use of data; and characteristics of effective professional development in the use of data. In 2017 the ICSEI data use network members have been busy with new publications, projects and tools and will continue to do so. Several of the network members are going to present their studies at AERA, taking place between April 27 and May 1.

#### Data Use Network @ICSEI 2018

ICSEI 2018 is taking place in Singapore. We would like to organize one or more data use symposia. If you are interested in participating could you send us your abstract of a maximum of 500 words no later than June 18? Each abstract should indicate the issue or question, key ideas or conceptual approach, the main findings and conclusion.

Based on the abstracts received, we will put together one or more symposia and submit these before the deadline of June 30.

Kind regards

Jan Vanhoof           jan.vanhoof@uantwerpen.be  
Kim Schildkamp       k.schildkamp@utwente.nl

### Latest data use publications from ICSEI data use network members

- Hubers, M. D., Moolenaar, N. M., Schildkamp, K., Daly, A. J., Handelzalts, A., & Pieters, J. M. (2017). Share and succeed: the development of knowledge sharing and brokerage in data teams' network structures. *Research papers in education*, 1-23.
- Keuning, T., Van Geel, M. and Visscher, A. (2017), Why a data-based decision-making intervention works in some schools and not in others. *Learning Disabilities Research & Practice*, 32, pp 32-45.
- Park, V., & Datnow, A. (2017). Ability grouping and differentiated instruction in an era of data-driven decision making. *American Journal of Education*, 123(2), 281-306.
- Van Geel, M., Keuning, T., Visscher, A.J., and Fox, J.P. (2017) Changes in educators' data literacy during a data-based decision making intervention. *Teaching and Teacher Education*, 64, pp 187-198.
- Vanlommel, K., Van Gasse, R., Vanhoof, J., & Van Petegem, P. (2017). Teachers' decision-making: Data based or intuition driven? *International Journal of Educational Research*, 83, 75-83.
- Wayman, J. C., Shaw, S., & Cho, V. (2017). Longitudinal Effects of Teacher Use of a Computer Data System on Student Achievement. *AERA Open*, 3(1). It's available for free at <http://journals.sagepub.com/doi/full/10.1177/2332858416685534>

## 5.2 Early Childhood Education and Care Network

The Early Childhood Education and Care (ECEC) Network consists of a conglomerate of practitioners, researchers and policy makers having attended ICSEI since the beginning of the network in 2009. Globally, there is an increased focus on the economic, as well as human, benefits of children attending quality ECEC institutions at a young age. The degree of expansion varies tremendously leaving room for co-national learning. The ECEC network serves as a platform for getting quick access to, and exchanging knowledge about, the rapid development of Early Childhood Education and Care around the world, and especially in the countries that network members represent.

Since most members are unable to attend the Congress on a regular basis, the network stays connected by engaging in virtual meetings every second month. The subjects of the

meetings are based on the knowledge, research and interests of the network members. In 2017 the meetings have addressed the latest Starting Strong OECD-report and a Danish project about staff learning from systematic seeking children's perspectives on their ECEC-setting. For the rest of 2017 the virtual meetings will address the new ECEC-related initiatives (Scotland), Communication of Learning (Ontario, Canada), Curricula Outcome Assessment (New Zealand), Community Engagement (BC, Canada), Parental Engagement (cross-countries), Outdoor Pedagogy (Sweden) and Multilingual Language Development (Netherlands). ICSEI members are welcome to join the network. This is done by contacting the network convener,

Kind regards

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#ICSEI\_ECEC

### 5.3 Educational Leadership Network

The Educational Leadership Network is for leaders at all levels: in practice, policy and research. It is also open to everyone interested in matters of management and leadership in the educational realm. The focus is to share and advance the creation of knowledge in the field of educational leadership, drawing on perspectives from around the globe. The Network was initiated in 2006 at the ICSEI Conference to ascertain the needs, aims, and purpose of such a network. Network initiatives include team-based research and a network sponsored symposium held during the annual ICSEI conference. The network engenders the notion of educational systems as it pertains to the collaborative work of network members.

The Educational Leadership Network has an online forum where any ICSEI members can contribute, initiate or read current topics in dialogue and a Twitter handle, @EDLEADNetwork. We welcome all members to support the Educational Leadership Network by participating during the annual conference, online, and through ongoing activities.

Kind regards

Jacob Easley II                    drjeasleyii@gmail.com

Pierre Tulowitzki                ptulowitzki@gmail.com

@EDLEADNetwork

### 5.4 The Methods of Researching Educational Effectiveness Network

The Methods of Researching Educational Effectiveness (MoRE) began life at ICSEI 2006 in Barcelona and has steadily increased in membership. Members of the network have consistently submitted papers and symposia to the annual conference in increasing numbers. An annual business meeting of the network takes place during ICSEI conference and provides a forum for members to exchange ideas and to discuss future activities in a relaxed and supportive environment.

As a network, we focus on the following:

- present and interpret results of empirical studies in educational effectiveness
- exchange ideas for research in effectiveness and evaluation of improvement programs,
- develop research proposals for studies in educational effectiveness, especially international comparative studies.
- discuss problems encountered in educational effectiveness research and identify possible solutions,
- identify new research methods for issues unique to educational effectiveness, and
- contribute to the establishment of a data-bank of research instruments used in educational effectiveness studies.

With warm regards

Daniel Muijs

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## 5.5 The Policymakers, Politicians and Practitioners Network

ICSEI established the 3P Network to serve as a professional practice and research network for those engaged in the policy determination, planning and delivery of services to children and young people. Its focus is to promote the professional development and competence of all working in the strategic management and operational delivery of education and children's services at local authority level and, through this, increase the effectiveness of that sector of provision which sits between national government and schools.

Policymakers, Politicians and Practitioners who set policy and determine provision, provide training,

consultancy, guidance and advice to systems, schools, networks and stakeholder organizations meet to consider specific "hot issues" of the day and through:

- exchanging and reflecting on professional practice
- developing a collective intelligence base
- providing the impetus for research into local authority capacity building To register interest in joining the 3P network, please contact:

Kind regards

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## 5.6 Professional Learning Networks

Educational researchers, policy-makers and practitioners are increasingly focusing their attention on learning networks as a way to facilitate teacher professional development, as well as school and school system improvement. In his keynote to the 2014 ICSEI Congress, for example, Professor Chris Chapman addressed the importance of such networks within, between and beyond schools. Chapman's work reflects others' such as Hargreaves (2010) and Stoll (2015) who argue that networks are fundamental to achieving effective school improvement. Similarly, recent work by Munby and Fullan (2016) suggests that networks situated at a cluster or district level will, moving forward, be the driving force for both system and local level change.

Given the increasing importance now placed on networks, it is timely that ICSEI has agreed that there is a need for a new network on networks: the Professional Learning Network, was launched at ICSEI 2017 in Ottawa. For the purposes of the new network we define learning networks as any group of connected educators who collaborate to leverage this connectivity in order to improve practices in and across schools and/or their school system. Our focus thus encompasses (inter-school) professional development networks, research- or data use teams, lesson study teams, teacher design teams, and so on.

These networks typically vary in composition, nature and focus: they may consist of teachers from different schools, teachers and school leaders, or teachers and/or school leaders along with representatives from both local and national policymakers. In many cases networks form in partnership and involve joint work with external researchers. What they all have in common however is that they have learning and improvement at their core.

We envisage that, in the first instance, the network will be focused on the role of networks in:

1. Providing opportunities for knowledge generation and sharing between schools;
2. Enabling teachers and others to direct their own professional development and enabling individuals to change their own practices through inquiry-led approaches; and
3. Facilitating partnership working across a variety of stakeholders

At the same time, we recognize that there are other challenges and related aims for research and practice regarding networks for educational improvement and we look forward to exploring those with you collaborating on conference symposia, special issues, books and future ICSEI network meetings.

### **PLN @ ICSEI 2018**

At ICSEI 2018, we will have available the first product of this new network, our international edited volume "Networks for learning" with contributions about professional learning network research from a range of scholars and countries.

Yours in Networking

Dr Cindy Poortman

Dr Chris Brown

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- Chapman, C. (2014). From within- to between- and beyond- school improvement: A case of rethinking roles and relationships? State of the art session presented at the ICSEI Conference, Yogyakarta, Indonesia.
- Hargreaves, D. (2010) Creating a self-improving school system, available at: <http://dera.ioe.ac.uk/2093/1/download%3Fid%3D133672%26filename%3Dcreating-a-self-improving-school-system.pdf>, accessed on 6 July, 2016
- Munby, S. and Fullan, M. (2016) Inside-out and downside-up: How leading from the middle has the power to transform education systems, available at: <http://www.michaelfullan.ca/wp-content/uploads/2016/02/Global-Dialogue-Thinkpiece.pdf>, accessed on 6 July, 2016
- Stoll, L. (2015) Using, evidence, learning and the role of professional learning communities, in Brown, C. (Ed) Leading the use of research and evidence in schools (London, IOE Press) (pp. 53-64)

## 6. ICSEI Community Information

### World Education Leadership Symposium 2017

ICSEI members are welcome to participate and share experiences and insights with over 700 experts working in different fields of practice and research from around 50 countries.

For the last 10 years this symposium has been the largest international congress in Europe on education leadership. It takes place in Zug (near Zurich), Switzerland, from September 6th to 8th, 2017, and is hosted by Professor Stephan Huber.

The theme of the plenary program of the 2017 Symposium is: Education 5.0? The Future of Learning - the Future of Schools. The parallel program comprises 9 English-speaking strands on education leadership research. There will also be the kick-off session for the upcoming World School Leadership Study.

To register, go to:

[www.Educationsymposium.net/registration/registration-for-the-symposium/](http://www.Educationsymposium.net/registration/registration-for-the-symposium/)

Please use the code “koop“ during the registration to receive 10% discount on the registration fee as member of UCEA.

## 7. The Next Edition

Expect the next issue in early August 2017.

All queries and submissions should be sent to Jenny Lewis [jennylewis@icsei.net](mailto:jennylewis@icsei.net) until the next editors are appointed.

**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](http://www.icsei.net) and you can contact Jenny Lewis at the ICSEI Secretariat [admin@icsei.net](mailto:admin@icsei.net) for additional information.