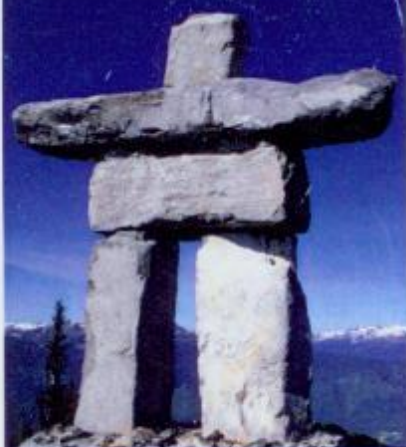


22nd Annual
World
ICSEI Congress

January 4 - 8, 2009

Westin Bayshore Resort & Marina
Vancouver, British Columbia
Canada

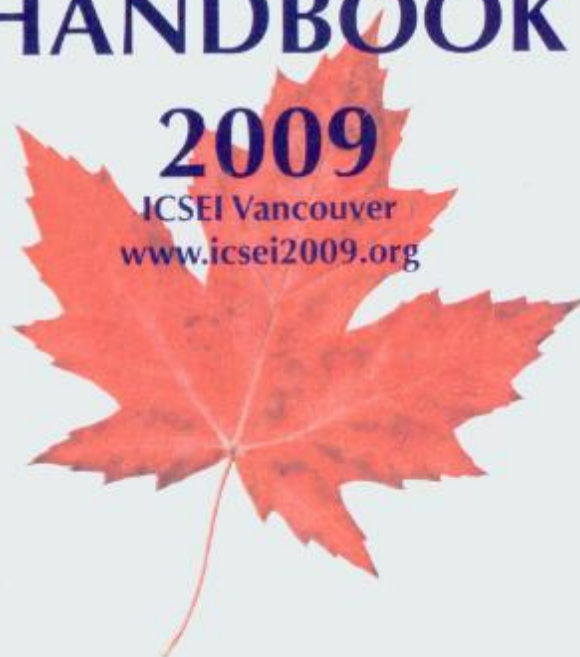


International Congress of
School Effectiveness and Improvement

CONGRESS HANDBOOK

2009

ICSEI Vancouver
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Host Organization:



Concurrent

Session Six - Presentation Summary

Wednesday, January 7, 2009

11:00 am - 12:15 pm



Stanley Park - Salon 1

Tony MacKay, Valerie Hannon, Lorna Earl

Next Practice Innovation - Transformation through disciplined innovation

Stanley Park- Salon 2

Alma Harris, Ken Leithwood, Kathryn Riley, Viviane Robinson, Jan Robertson, Karen Louis

Forging Connections between Distributed Leadership and Organizational and Student Outcomes

Seymour Room

Shellwyn Badger

Arts Education Partnership Initiative in Seattle, WA: Systemic Change Assisted Through Action Research

Jenni Donohoo, Lynne Hannay

Sustaining School Improvement Through Collaborative Action Research

Julie Roberts

What processes, structures and systems are needed to develop quality pupil learning and reduce variability of practice within departments and across a school within a Local Authority?

Mackenzie Room

Hassan Al-bilawi

Implementing a Shift from Access to Equity

Sonia Ben Jaafar

Performance-Based Accountability in Qatar

Freddy James

Putting Policy into practice: An exploration of school improvement in Trinidad and Tobago

Cypress 1 Room

Len Cairns, Debbie Corrigan, Anita Forsyth

Accounting for School Accountability and Improvement in Victoria, Australia

Paul Clarke

Sustainability and Improvement: A problem of education and for education

Cypress 2 Room

Helen Timperley, Judy Parr, Rachel Dingle, Mei Lai, Deirdre Le Fevre, Margi Hohepa

Building Evaluative Capability in Schooling Improvement: What is Really Happening?

Chairman Room

Thonia Houtveen, Willem Vandegrift

Improving Reading Achievements of Struggling Learners

Ann LeSage

Students at risk: What can they tell us about teaching and learning mathematics

Oak 1 Room

Zuraidah Abdullah

Professional Learning Communities in School: A Study of Malaysian Secondary Schools

Janinka Greenwood

Reaching for success: building a sustainable learning community at Tiki High

Tahereh Javidi K.J.

The Functions of Elementary School Teachers of Mashhadi City in Developing

Oak 2 Room

Syeda Kazmi, Khuram Ali, Sara Batool

Voice of the Voiceless

Saroj Pandey

Barefoot Teachers and the Millennium Goal EFA 2015: The Dilemma of Developing Countries

Prospect Room

Jayasena Korale Kankanamge, Wa Ranaweera

Monitoring Criteria for Vocational Training delivery programs for Total Quality

President Room

Mohsen Abbas, Mostafa Muhammad

Secondary Education in Egypt between Quality and Equality

Fatt Hee Tie

Equity, Equality, and the Decentralization of Education in Malaysia

Stephanie Pride, Nicola Meek

A Question of Voice

Oak 1 Room

Zuraidah Abdullah

Institute of Principalship University Malaya

Professional Learning Communities in School: A Study of Malaysian Secondary Schools
Paper

ABSTRACT:

This paper reports initial findings of a bigger study which aims to examine how far do Malaysian secondary schools resemble Professional Learning Communities, with regards to five dimensions of learning communities as proposed by Huffman and Hipp (2003): supportive and shared leadership, shared values and vision, collective learning and application of learning, supportive conditions and shared personal practices. The results showed that the school can be classified as "high-readiness" in all the five dimension. It is apparent that there was an emergent integration of the five dimensions which is a clear indicator that the schools were further developing as professional learning communities. The study also indicated that leadership in the schools was seen to be participatory, accepting input into decision making as well as promoting and nurturing leadership among teachers.

Janinka Greenwood

University of Canterbury

Reaching for success: building a sustainable learning community at Tiki High
Paper

ABSTRACT:

This paper is a report of project in which an experienced researcher has worked with a school community to develop a participatory action research process that will build the school as a sustainable learning community and so improve outcomes for all students.

The purpose of the paper is to report on the project, in particular sharing insights from the participants, and to open up a platform for further discussion on the role of teachers as collaborative learners.

Tahereh Javidi K.J.

Ferdowsi University of Mashhad

The Functions of Elementary School Teachers of Mashhadi City in Developing
Paper

ABSTRACT:

This study identifies the teachers' functions in developing creativity among the students of the elementary schools in a district of Mashhad. The data indicate explicitly that the teachers pay little attention to developing students' creativity or they neglect this completely. The teachers presented an incomplete definition from creativity and some were not familiar with this concept. They also have little knowledge about the methods and principles of developing students' creativity. Most of the teachers considered availability of facilities and scientific expeditions as the most significant factors in developing creativity. The research shows that although our country's centralized system of education has restricted the selection opportunities and freedom of action, however, if the principals and teachers become acquainted to the concept of creativity and development methods through in-service, there are also many opportunities which may be used optimally for developing the students' creativity.