

**33rd Collaborative Action Research Network (CARN)
International Conference**

**Action Research for Improvement in Schools,
Communities and Organizational Spaces.
What is to be done?**

**Polyanthy Tsigou,
Co-Director
Athens College
ptsigou@yahoo.com**

**Nick Mantarakis
Head of Schools
Psychico College
mantar@haef.gr**

31 October, 2009

HELLENIC - AMERICAN EDUCATIONAL FOUNDATION
ATHENS COLLEGE - PSYCHICO COLLEGE



Learning-centred Schools

Types of schools in which teachers work:
'Learning impoverished' vs
'Learning enriched'

(Rosenholz, 1989)

Learning Schools

'Learning impoverished'

- **teacher isolation**
- **teachers compete with each other**
- **lack of positive feedback**
- **pulling in different directions**
- **avoidance of risk-taking**
- **a sense of powerlessness**
- **made to do PD**
- **PD treated negatively**

'Learning enriched'

- **collaboration and sharing**
- **continuous teacher talk about practice**
- **a common focus**
- **a sense of efficacy**
- **belief in life long learning**
- **looking out as well as in**
- **focus on improving things for pupils**
- **feedback is welcomed**
- **safe to take risks and try out new things**
- **teachers share values**

(Bubb & Earley, 2007)

Good Schools-Effective Schools

‘Imagine that you could become a better teacher just by virtue of being on the staff of a particular school – just that fact alone’
(Little, 1990)

- Good schools make good teachers
Good teachers make good schools

Learning-centred Schools?

- Such schools are professional learning communities where everyone sees themselves as a learner.
- Teachers share their work and collaboratively seek to develop innovative practice since staff believe these to be valuable and productive ways to improve students' learning experiences. The staff seek learning opportunities at other sites and events such as conferences, seminars and courses of study outside the school.

Continuing Professional Development (CPD)

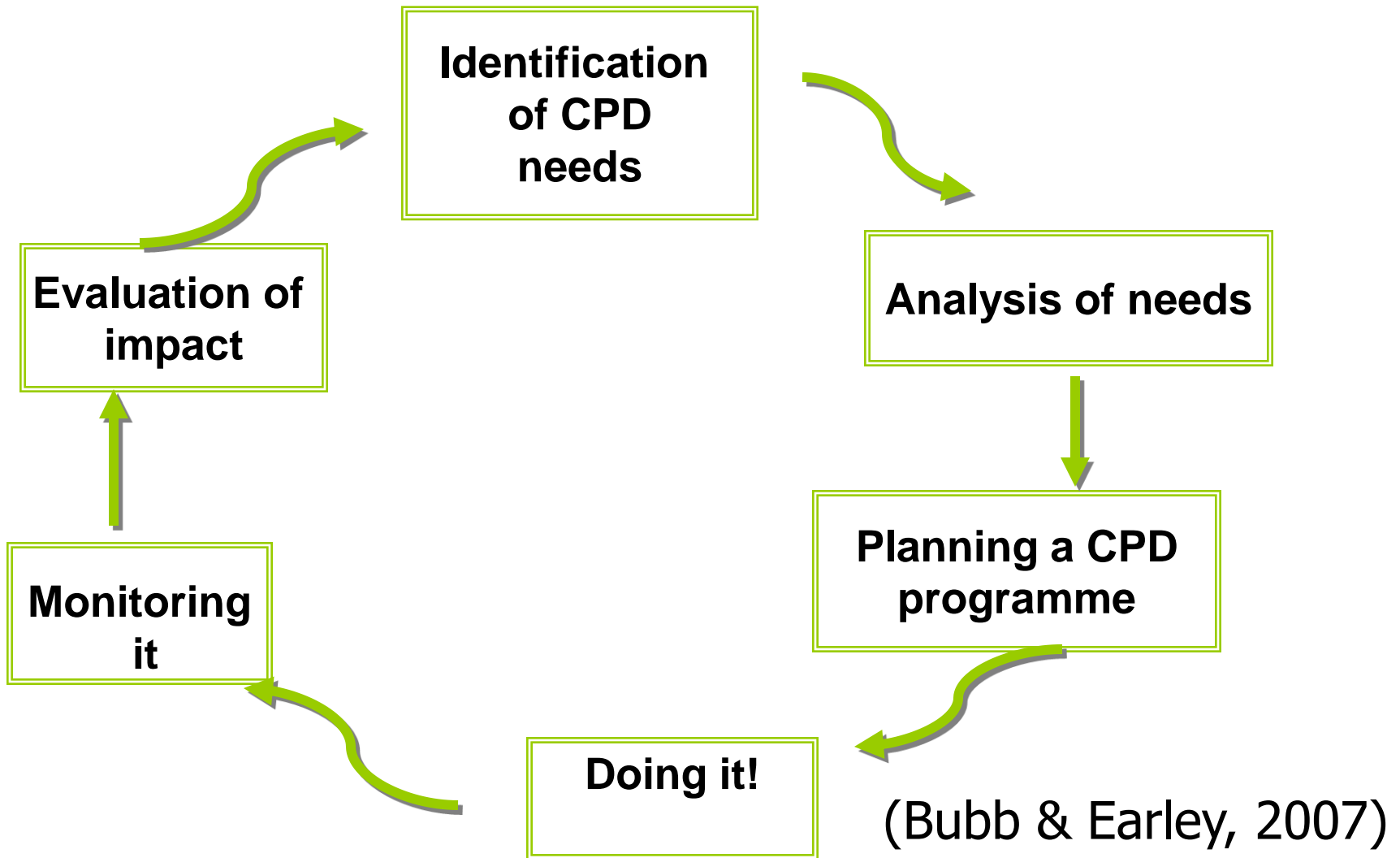
- The quality of an educational system cannot exceed the quality of its teachers
(McKinsey & Company, Sept, 2007)
- Staff is the most important and expensive resource, so we need to get the balance right and meet the needs of the whole school (School Development Plan) & its staff (Individual Development Plans).

The Journey: Professional Development

Professional Development is a logical chain of procedures, which:

entails identifying school and staff needs, planning to meet those needs, providing varied and relevant activities, involving support staff alongside teachers, monitoring progress and evaluating the impact of the professional development
(Ofsted, 2006)

Training and Development Cycle



Project “EDUCATE THE EDUCATORS”

- Newly-hired Teachers Induction Days
- Newly Qualified Teachers Programme (for teachers under six years of service)
- Master’s Programme in Learning – Centered Leadership (for teachers over six years of service)
- Middle Leaders/Heads of Departments / Senior Management teams CPD days
- ICT training Programmes for all staff
- CPD days in subject areas (by academic departments)
- Training programmes for support staff and administrative personnel

Professional Learning Communities

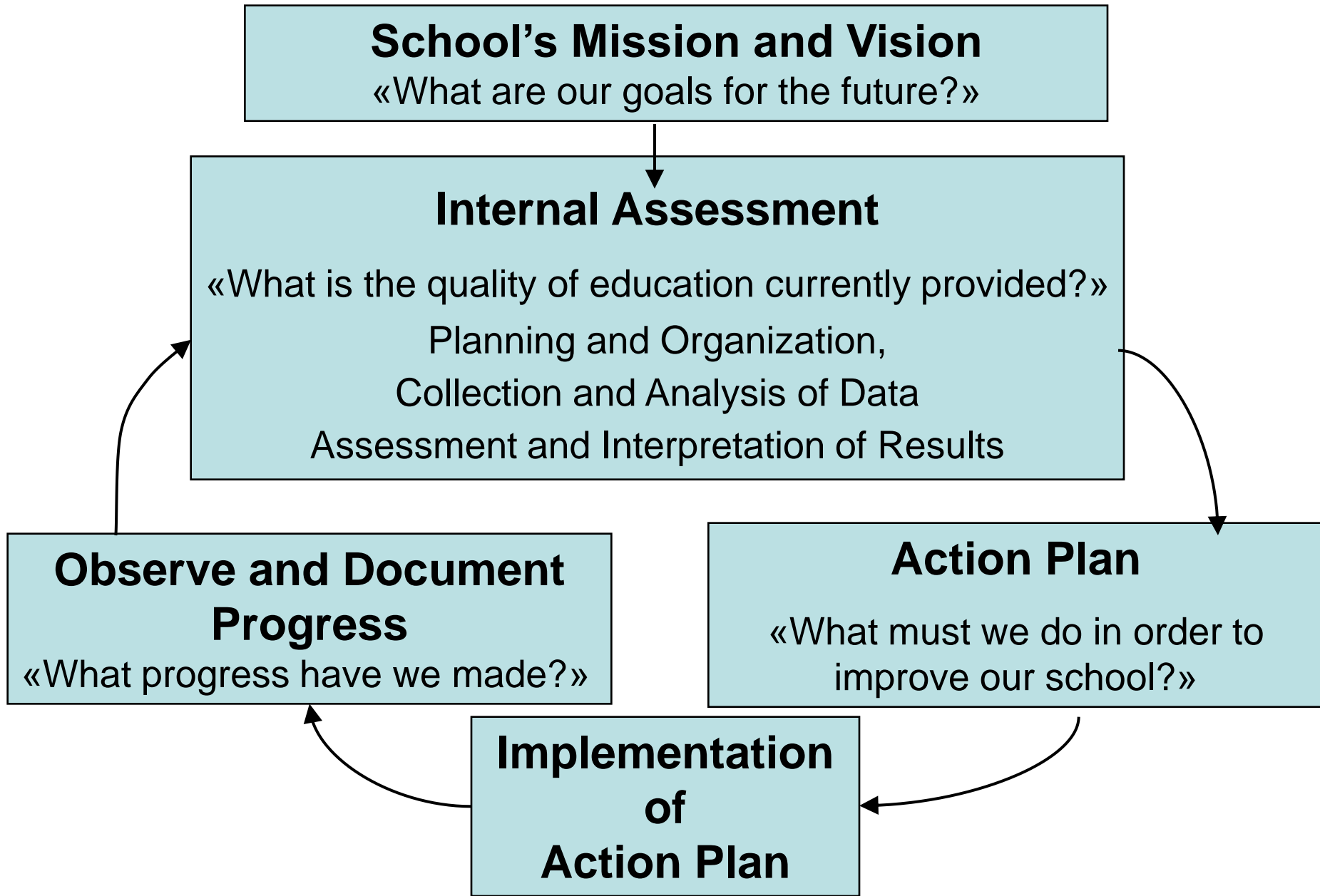
- shared values and vision;
- collective responsibility for pupils' learning;
- collaboration focused on learning;
- individual and collective professional learning;
- reflective professional enquiry;
- openness, networks and partnerships;
- inclusive membership;
- mutual trust, respect and support. (Bolam et al 2005)

Action Research

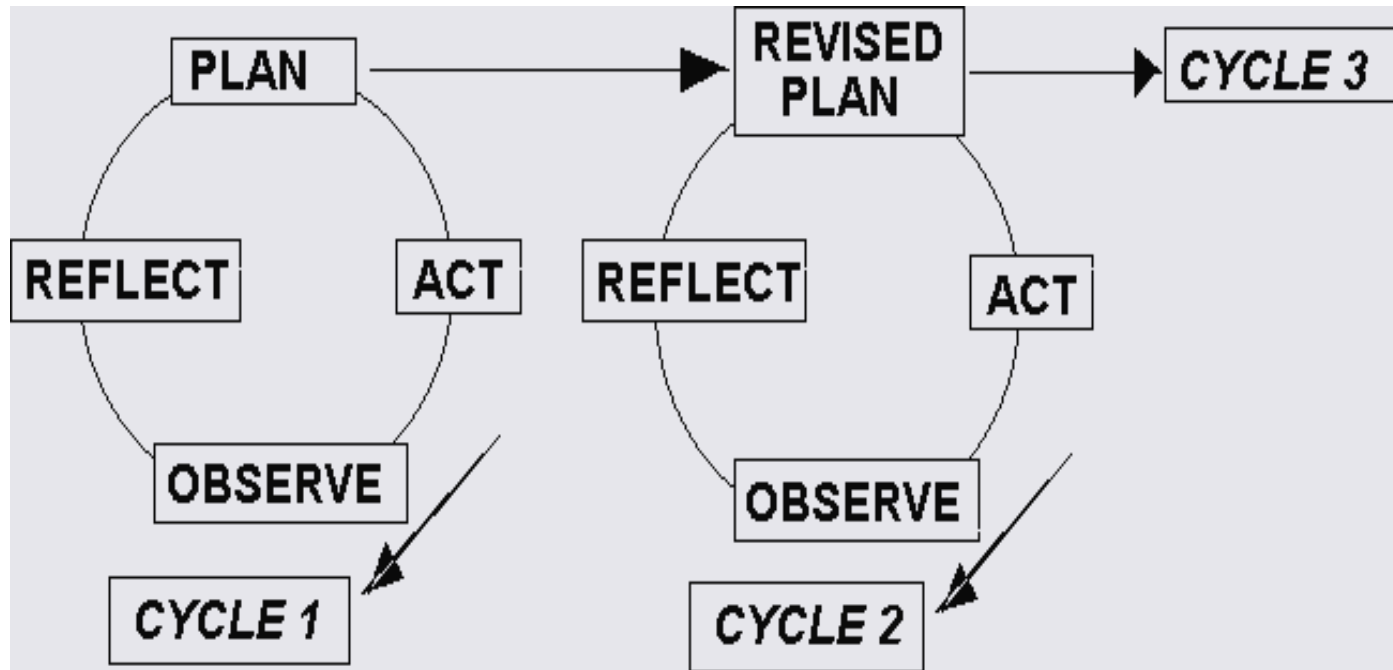
- The traditional aspect about educational knowledge is that it is created by researchers in faculties of Higher Education. Today we believe that educational knowledge is created by individuals at work...

(Whitehead in McNiff, 1993)

Educational Planning Cycle

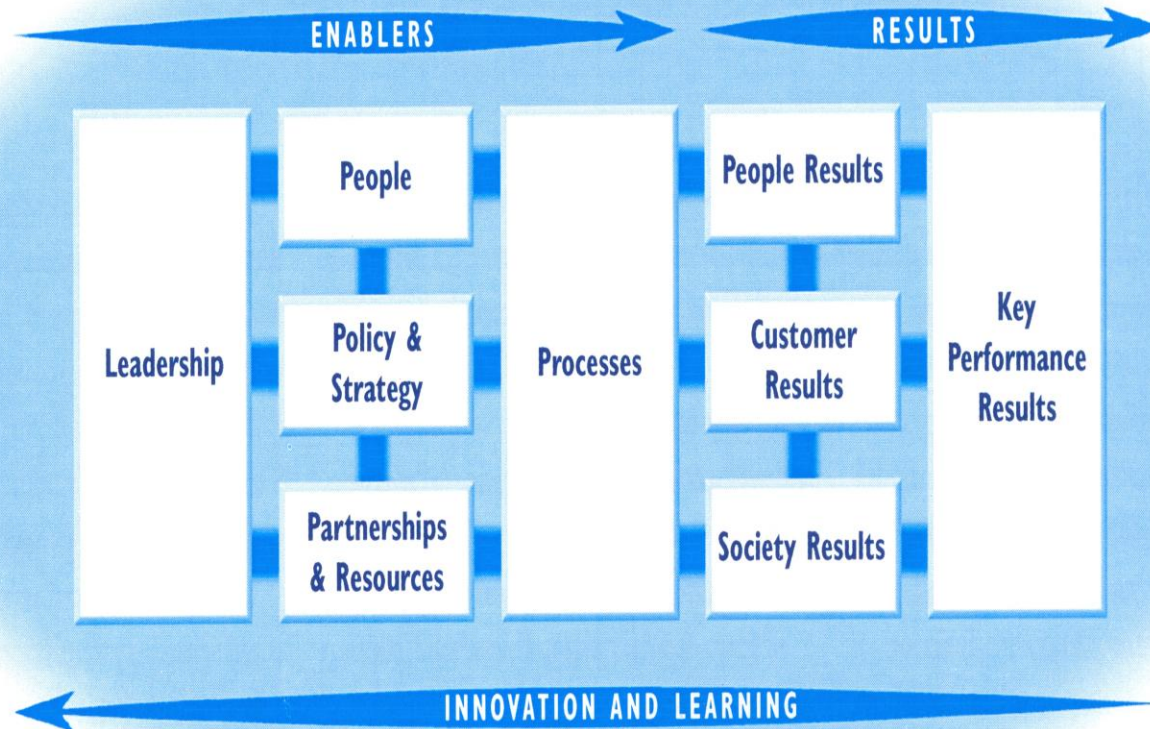


Action Research Cycle



(Carr, W. and Kemmis, S., 1986)

EFQM Excellence Model



EFQM at HAEF

- Academic Program: Exit Skills
- Extra Curricular Activities: Environmental Programs
- Organizational Processes: Communication
- School Climate – School Life: Values

Success, of course, will be truly realized when this process is internalized and becomes “a natural way of doing things”.

HELLENIC - AMERICAN EDUCATIONAL FOUNDATION
ATHENS COLLEGE - PSYCHICO COLLEGE

