

SCHOOL-TO-SCHOOL COLLABORATION

LEARNING ACROSS INTERNATIONAL CONTEXTS



EDITED BY

PAUL WILFRED ARMSTRONG

CHRIS BROWN

School-to-School Collaboration

This page intentionally left blank

School-to-School Collaboration: Learning Across International Contexts

EDITED BY

PAUL WILFRED ARMSTRONG

University of Manchester, UK

AND

CHRIS BROWN

Durham University, UK



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2022

Editorial matter and selection © 2022 Paul Wilfred Armstrong and Chris Brown.
Individual chapters © 2022 The Authors.
Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-669-5 (Print)

ISBN: 978-1-80043-668-8 (Online)

ISBN: 978-1-80043-670-1 (Epub)



ISOQAR
REGISTERED

Certificate Number 1985
ISO 14001

ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.



INVESTOR IN PEOPLE

Contents

| | |
|--|------|
| List of Figures & Tables | ix |
| About the Editors | xi |
| About the Contributors | xiii |
| Introduction | |
| <i>Paul Wilfred Armstrong and Chris Brown</i> | 1 |
| Section 1 | |
| Hierarchist Systems | |
| Chapter 1 New Zealand Cases of Collaboration within and Between Schools: The Coexistence of Cohesion and Regulation | |
| <i>Michelle Dibben and Howard Youngs</i> | 11 |
| Chapter 2 Local Authorities and School-to-School Collaboration in Scotland | |
| <i>Joanne Neary, Christopher Chapman, Stuart Hall and Kevin Lowden</i> | 27 |
| Chapter 3 School Participation in Local and International Collaboration: The Norway–Canada (NORCAN) Programme | |
| <i>Carol Campbell</i> | 43 |
| Chapter 4 Education Groups as a Chinese Way of School Collaboration for Education Improvement | |
| <i>Jing Liu</i> | 61 |

Section 2 Fatalist Systems

- Chapter 5 Barriers for Effective Networking in Competitive Environments: Addressing Distrust and Isolation to Promote Collaboration in the Chilean School System**
Mauricio Pino-Yancovic, Álvaro González and Romina Madrid Miranda 79
- Chapter 6 Interprofessional Collaboration Between Childcare Services and Primary Schools in the Netherlands**
Trynke Keuning, Rachel Verheijen-Tiemstra, Wenckje Jongstra and René Peeters 91
- Chapter 7 School-to-School Collaboration in Poland: Mapping (Untapped) Potential**
Marta Kowalczyk-Wałędziak, Hanna Kędzierska and Alicja Korzeniecka-Bondar 127
- Chapter 8 School-to-School Collaboration – Kenyan Context**
Andrew Kitavi Wambua 143

Section 3 Egalitarian Systems

- Chapter 9 School Collaboration in a Divided Society: Shared Education in Northern Ireland**
Tony Gallagher, Gavin Duffy and Gareth Robinson 157
- Chapter 10 Moving Beyond a Narrative of School Improvement: How and Why Should We Create Purpose-driven and Impactful Collaboration for Educators?**
Sian May and Kevin House 169
- Chapter 11 From Professional School Networks to Learning Ecosystems: The Case of Networks for Change in Barcelona**
Jordi Diaz-Gibson, Mireia Civis Zaragoza and Marta Comas Sabat 187
- Chapter 12 Germany: School-to-School Collaboration at the Interface of Bureaucracy and Autonomy**
Anke B. Liegmann, Isabell van Ackeren, René Breiwe, Nina Bremm, Manuela Endberg, Marco Hasselkuß and Sabrina Rutter 209

Section 4
Fatalist Systems

| | |
|---|-----|
| Chapter 13 School-to-School Collaboration Through Teaching School Alliances in England: ‘System Leadership’ in a Messy and Hybrid Governance Context | |
| <i>Toby Greany and Paul Wilfred Armstrong</i> | 229 |
| Index | 245 |

This page intentionally left blank

List of Figures & Tables

Introduction

| | | |
|---------|---------------------------------------|---|
| Fig. 1. | The Social Cohesion/Regulation Matrix | 3 |
|---------|---------------------------------------|---|

Chapter 1

| | | |
|---------|---|----|
| Fig. 1. | The Experienced Way of New Zealand CoLs | 13 |
|---------|---|----|

Chapter 2

| | | |
|---------|---|----|
| Fig. 1. | Sociocultural Perspectives on Public Service Reform | 28 |
|---------|---|----|

Chapter 4

| | | |
|------------|---|----|
| Fig. 1. | Education Group Management Mechanism | 67 |
| Fig. 2. | Number of Research Papers Published by Teachers at School B | 70 |
| Fig. 3. | Hood Grid in Chengdu's Context | 73 |
| Picture 1. | Education Group Teaching Skills Competition | 68 |

Chapter 6

| | | |
|---------|--|----|
| Fig. 1. | The Dutch Childcare Services and Primary Education Systems | 93 |
| Fig. 2. | The CCIM | 99 |

Chapter 9

| | | |
|---------|--|-----|
| Fig. 1. | The Northern Ireland Education System Before 1989 With Parallel State and Catholic School Systems | 162 |
| Fig. 2. | The Northern Ireland Education System After 1989 and the Introduction of Markets | 163 |
| Fig. 3. | The Northern Ireland Education System After 2014 and the Implementation of Collaboration and Shared Education Partnerships | 166 |

Chapter 10

Fig. 1. Hood's Matrix 177

Chapter 12

Fig. 1. Mapping the German School System Within the Social Cohesion/Social Regulation Matrix 212

Tables

Chapter 2

Table 1. Grid Group Theory and Local Authority Culture 35

Chapter 4

Table 1. Number of Students in School B by Household Registration 69

Chapter 6

Table 1. Number of Issues per Dimension 101

Chapter 12

Table 1. Examples of School Networks in Germany Grouped By Their Various Initiators 218

About the Editors

Paul Wilfred Armstrong is a Senior Lecturer in Education Manchester Institute of Education, University of Manchester. His research interests concern contemporary forms of educational leadership and management, in particular the means by which schools are managed and resourced organizationally. He is also interested in school-to-school collaboration and support. He has worked in educational research for over 15 years on a range of national and international projects across a number of areas of education including school effectiveness, school improvement, school networking, educational leadership, management and policy. He leads and teaches on master's programmes for educational practitioners and aspiring school leaders through which he promotes the development of 'research conscious practice'.

Chris Brown is a Professor in Education and Deputy Executive Dean (Research) at Durham University. He is seeking to drive forward the notion of Professional Learning Networks (PLNs) as a means to promote the collaborative learning of teachers. The aim of this collaborative learning is to improve both teaching practice and student outcomes, not only in individual schools but also in the school system more widely. Alongside his research into PLNs, he also has a long-standing interest in how the collaborative use of research evidence can and should, but often doesn't, aid the development of education policy and practice.

This page intentionally left blank

About the Contributors

Isabell van Ackeren, University of Duisburg-Essen, Germany, Faculty of Educational Sciences, Professor of Education and School Development Research and Head of the Working Group on Educational Research. Research topics include reform in the education system, context-dependent school development, education in the digital world and quality development in teacher training. She is currently conducting various research and development projects concerning school networks.

René Breiwe, Dr, University of Wuppertal, Germany, School of Education, is Research associate for the Working Group on Educational Research. Research interests include diversity, racism and critical race theory, school and teaching development in the context of digitalization and inclusion.

Nina Bremm, Zurich University of Teacher Education, Switzerland, Research Professor of School Improvement at the Centre for School Improvement. Dr Bremm's research interests include reproduction of social inequality through the education system, socio-spatial reform, cooperation between research and practice to explore the challenges and potential for reducing social disadvantages through reform in the education system.

Carol Campbell is a Professor of Leadership and Educational Change at the Ontario Institute for Studies in Education, University of Toronto, Canada. Originally from Scotland, she has held education, academic and government roles in Canada, the UK and the USA. Her books include *Teacher Learning and Leadership*, and *Empowered Educators*.

Chris Chapman, Professor, was appointed Chair of Educational Policy and Practice at the University of Glasgow in January 2013 and became the Founding Director (2013-16) of the Robert Owen Centre for Educational Change (ROC). Chris has researched and advised education systems around the world and is the President of The International Congress of School Effectiveness and Improvement (ICSEI) a global organisation that connects research, policy and practice to support the development of high quality and more equitable education systems.

Jordi Díaz-Gibson, Ramon Llull University, Barcelona. He is a Professor and Researcher FPCEE Blanquerna, Ramon Llull University, PhD in Educational Science, co-lead NetEduProject www.neteduproject.org, former physical education teacher and school pedagogist, 24-hour learner, passionate collaborator and weaver. Committed to accelerate the transition into a more equitable and sustainable planet, he inhabits, studies, weaves and supports learning ecosystems that empower people and communities to live for a better world.

Michelle Dibben is the Principal of Manurewa Central School in Auckland. Her research considers the role of principal leadership in and across school collaborations. She is a Member of an Auckland Kāhui Ako (Community of Learning), with previous leadership experience in network learning communities in the UK.

Gavin Duffy is a Lecturer in Education at Queen's University who specializes in research into school collaboration and school networks, education leadership in divided societies and education in custodial settings.

Manuela Endberg, Dr, University of Duisburg-Essen, Germany, Faculty of Educational Sciences, is Research Associate for the Working Group on Educational Research. Research interests include school and teaching development in the context of digitalization, competence and attitudes of teachers in the context of digitalization, digitalization and educational justice, digitalization in the context of teacher training and professional development and structures that support school development.

Tony Gallagher is a Professor of Education Queen's University Belfast who specializes in the role of education in divided societies. His two main research areas are in developing models of collaboration between schools from different ethnic or religious communities and the democratic and civic role of higher education.

Álvaro González is an Associate Professor at the Centro de Investigación para la Transformación Socio Educativa (CITSE) of the Universidad Católica Silva Henríquez, Chile. He studies the processes of educational improvement and change, addressing topics such as leadership, professional and organizational learning, accountability and policy-making.

Toby Greany is a Professor of Education and Convenor of the Centre for Research in Education Leadership and Management (CRELM) at the University of Nottingham. His research is focused on how policy and practice interact to shape educational opportunities and outcomes, in particular across local systems and through networks, and the nature and role of leadership in these processes.

Stuart Hall is a Senior Researcher in the Robert Owen Centre for Educational Change at the University of Glasgow. His research interest include collaborative school improvement, professional learning and research and knowledge mobilisation to tackle poverty-related educational inequity.

Marco Hasselkuß, Dr, University of Duisburg-Essen, Germany, Faculty of Educational Sciences, is Research Associate for the Working Group on Educational Research. Research interests include school networks, school development in the context of digitalization and education for sustainable development. Currently conducting the DigiSchulNet project (*Digital School Development in Networks*) with a focus on a longitudinal, ego-centric network analysis.

Kevin House, Education Futures Architect at Education in Motion (EiM), and an Associate Professor in Practice at Durham University's School of Education. He spent many years in international schools before becoming founding Head of IB World Schools with the International Baccalaureate. Currently, he is leading a design team creating a number of innovative school curricula models, which leverage digital wallets and micro-credentials rather than traditional qualifications. Some of these projects include an online high school called School of Humanity, and an immersive sustainability education at Green School International.

Wenckje Jongstra, PhD, works at the research centre of Hogeschool KPZ University of Applied Sciences in the Netherlands. She serves as the director of the programme Fostering Language and Literacy in childcare and education. She is interested in design-based practical research in interprofessional collaboration focussing on empowering professional competencies.

Hanna Kędzierska, PhD, Associate Professor at the Faculty of Education, University of Warmia and Mazury, Poland. The author of many studies and research papers, her research focusses on teachers' professional lives, career issues and transitions, as well as qualitative methodologies in educational research. As an expert, she coordinates teachers' professional development programmes.

Trynke Keuning, PhD, is a postdoctoral researcher at Hogeschool KPZ University of Applied Sciences in the Netherlands. Her research focusses on the knowledge, skills and attitudes needed by various professionals involved in education and childcare for children (aged 0–14) to implement and continue interprofessional collaboration. With her research, she aims to bridge the gap between academic research and daily educational practice.

Alicja Korzeniecka-Bondar, PhD, Associate Professor and Vice Dean for Research at the Faculty of Education, University of Białystok, Poland. Her research covers the following areas: teacher education, lived experience in education, linking theory and practice, and phenomenographic research. Her most recent book is *Day-to-Day Life at School: A Phenomenographic Study of Teachers' Experiences* (2018).

Marta Kowalczyk-Wałędziak, PhD, Vice Dean for International Co-operation at the Faculty of Education, University of Białystok, Poland, and Visiting Professor at the Institute of Sustainable Education, Daugavpils University, Latvia. Her research interests include the policy and practice of teacher education, teacher

professional development, evidence-informed practice, and the internationalisation of teacher education.

Anke B. Liegmann, Dr, University of Duisburg-Essen, Germany, Faculty of Educational Sciences, is Research Associate for the Working Group on Educational Research. Research topics include professional development research in the context of diversity and internships in teacher training. Leader of the network project ‘*Unterrichtsentwicklung in der Sekundarstufe I digital und inklusiv durch RLC*’ (UDIN) in Essen.

Jing Liu is an Associate Professor at the Graduate School of Education, Tohoku University, Japan. His research areas include school collaboration for school improvement in China and Japan, small-scale schools and equity of education in rural China and transformation of higher education for sustainability in Asia.

Kevin Lowden is a Senior Researcher in the Robert Owen Centre for Educational Change at the University of Glasgow. His research interests are collaborative practitioner inquiry and equitable educational improvement, teacher professional learning and moving educational innovations to scale.

Romina Madrid Miranda is a Research Associate at the Robert Owen Centre at the University of Glasgow. She has experience on the areas of research, policy and practice partnerships between school–university, teacher professional learning, school improvement and school–family relationships.

Sian May, Head of School at Alice Smith School in Malaysia previously was Director of Senior Schools at Education in Motion, following her tenures as High School Principal at the International School of Lausanne and Head of Middle School at Sha Tin College (ESF), Hong Kong. She enjoys creating innovative professional learning networks, dynamic school improvement cycles and partnering with educators to develop autonomy.

Joanne Neary is a Research Associate in the Robert Owen Centre for Educational Change at the University of Glasgow. Research interests include collaborative practitioner inquiry, whole system improvement, research-policy-practice partnerships, and knowledge translation to improve sustainable system change.

René Peeters had a career as teacher, head of school, policy officer in Amsterdam, school board, chairman school board, alderman education, youth and health in Almere. In 2018, he was asked by 16 organizations to write an advice about the collaboration between the domains of education and youth(care) ‘*Mét andere ogen*’ (with different eyes). Rene is a part-time booster of the movement in the programme *Mét Andere Ogen* and a member of the Advisory Board of the Dutch education inspectorate and chairman of the board of Humanitas, Netherlands.

Mauricio Pino-Yancovic is an Assistant Professor at the University of O'Higgins and Research Associate of the Center for Advanced Research in Education, Institute of Education, Universidad de Chile. His academic and research experience is focussed in educational policy, school networks and evaluation. He currently coordinates the evaluation of the school improvement networks strategy in Chile.

Gareth Robinson is a Research Fellow at Queen's University Belfast who specializes in research into education in conflict and crises, with a particular expertise in the role of social networks.

Sabrina Rutter, IU International University of Applied Sciences Dortmund, Germany, Professor of Social Work. Research topics include reproduction of social inequality through the education system, school improvement and development of educational professionals in the context of social inequality, diversity, and inclusion.

Marta Comas Sabat, is a member of the Educational Consortium of Barcelona. Marta holds a PhD in sociology of teaching associated with the Autonomous University of Barcelona and is also Head of the Data Analysis and Research Unit of the Barcelona Education Consortium. She has been responsible for educational innovation programmes and undertakes academic. Academic research into social education, young migrants, intercultural education and the participation of families in school.

Rachel Verheijen-Tiemstra is a Lecturer at Fontys University of Applied Sciences and PhD candidate at Tilburg University. In 2019, she was awarded a Doctoral Grant for Teachers by the Dutch Research Council (NWO). Her research focusses on gaining insight into interprofessional collaboration between childcare and primary education providers and the leadership behaviour that is used to strengthen this collaboration.

Andrew Kitavi Wambua is a Kenyan Educator and a Researcher at the Institute of Educational Sciences, University of Heidelberg, Germany. In addition, he is serving on the board of International Congress for School Effectiveness and Improvement (ICSEI) and *Journal of Professional Capital and Community* (JPCC) and is a co-founder of Africa Voices Dialogue. His research interests are in leading for improvement, collaborative professionalism and whole-system change.

Howard Youngs is a Senior Lecturer of Educational Leadership at Auckland University of Technology. His research and leadership development work mainly in schools and across school networks brings together collaborative leadership, distributed forms of leadership, leadership inquiries, critical thinking, emergent processes and leadership-as-practice (L-A-P).

Mireia Civís Zaragoza, Ramon Llull University, Barcelona. Teacher, pedagogue and PhD, tenured professor at FPCEE Blanquerna, Ramon Llull University. Responsible researcher in the PSITIC Research Group. With experience in both the field of social pedagogy and school pedagogy. Her research focusses on the development of educational ecosystems, educational networks and community educational projects. Also, educational co-responsibility and social capital in education is also of nuclear interest. He has written several papers and books related to these topics, has given diverse lectures as well as has carried out research projects and participated in various consultations.