

# Cahiers de recherche du BI

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Dans ce numéro des *Cahiers de recherche du BI*, la recherche de John Hardman considère une étude de cas s'intéressant au lien entre le climat scolaire et les changements qu'une nouvelle direction peut apporter à celui-ci, ainsi qu'à l'influence exercée par ces changements sur les résultats des élèves suivant les cours du BI. Cet article traite des questions relatives au degré d'influence de l'équipe de facilitation sur les résultats d'apprentissage. Il est important de situer les variables locales en contexte pour toute approche d'une étude de cas telle que celle-ci. Le commentaire de Richard Pearce aborde ces thèmes dans l'article principal et élargit le débat. La réponse de John Hardman reprend certaines questions soulevées dans ce commentaire. Nous espérons développer cette formule « discursive » au cours de l'année prochaine en faisant des *Cahiers de recherche du BI* un moyen plus interactif pour la propagation de la recherche et la discussion critique.

Un questionnaire en ligne sera disponible dans la section du site Web public de l'IBO consacrée aux *Cahiers de recherche du BI* (en anglais uniquement) afin de recueillir des avis et des informations sur l'utilisation faite de cette publication. Nous vous remercions de bien vouloir prendre le temps de remplir ce questionnaire car il nous permettra de mieux comprendre les besoins et les intérêts de nos lecteurs.

Les propositions d'articles à paraître dans les *Cahiers de recherche du BI* sont toujours les bienvenues. N'hésitez pas à communiquer avec moi si vous souhaitez soumettre vos propositions en m'envoyant un courriel à l'adresse d'IBRU. Nous allons modifier le format et la structure des *Cahiers de recherche du BI* en 2007 afin d'améliorer l'agencement et de répondre aux besoins de nos lecteurs de façon plus directe. Vos commentaires sur cette publication seront grandement appréciés. Veuillez m'en faire part par courriel à : richard.caffyn@ibo.org.

Richard Caffyn

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Chef du soutien et du développement de la recherche

Les *Cahiers de recherche du BI* sont une publication semestrielle conjointe de l'Unité de recherche du BI (IBRU) et du Centre des programmes et de l'évaluation (IBCA). Veuillez adresser toute correspondance à :

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## Article Vedette

John Hardman est titulaire d'une maîtrise en direction d'établissements internationaux de l'*Oxford Brookes University*. Il rédige actuellement une thèse sur la direction pédagogique à l'ère de la mondialisation, en traitant particulièrement la promotion de la viabilité environnementale dans l'éducation, pour obtenir son doctorat à la *Florida Atlantic University* (sud de la Floride). Ses domaines de recherche sont notamment l'influence des leaders conscients sur l'efficacité des enseignants et la réussite des élèves, l'impact de la technologie sur l'éducation au XXI<sup>e</sup> siècle et le processus de conversion des établissements scolaires en des communautés respectueuses de l'environnement.

Né en Argentine où il a grandi, John Hardman a travaillé ces 25 dernières années dans le domaine de l'éducation en tant qu'enseignant d'anglais, de théorie de la connaissance, de sciences, d'histoire et de théâtre dans des établissements du primaire et du secondaire, et en tant que chef d'établissement et directeur de section dans des établissements scolaires internationaux en Amérique latine. Pendant cette période, il a participé à la conception et au développement de programmes d'études, à la mise en œuvre des trois programmes de l'IBO, à des projets de construction d'établissements scolaires et au développement d'associations éducatives. Au cours des dernières années, il a été membre de plusieurs comités éducatifs. Parmi les plus prestigieux, il convient de mentionner la conférence latino-américaine des directeurs d'école (LAHC), le Comité représentatif régional des directeurs d'école de la région Amérique latine de l'IBO (CRRD d'IBLA) et la corporation équatorienne pour l'amélioration de la qualité de l'éducation (CORPEDUCAR), une association d'établissements scolaires privés en Équateur dont il est le cofondateur. En Équateur, il a travaillé en étroite collaboration avec le ministère équatorien de l'Éducation pour la réforme du baccalauréat national et l'amélioration du système de supervision des établissements scolaires publics.

## Linking school climate to student outcomes in the IB Diploma Programme

John Hardman

### Résumé

Cet article fournit la preuve qu'une amélioration délibérée et systématique du climat scolaire et des conditions de travail facilite l'apprentissage des élèves. Dans le cas présenté ici, il s'agissait d'encourager la transformation d'un environnement scolaire autrefois fortement autocratique, caractérisé par un corps enseignant, une communauté et des élèves passifs, en une organisation d'apprentissage adaptée au XXI<sup>e</sup> siècle et à la mission de l'IBO. Tout en respectant les normes et les valeurs traditionnelles du pays d'accueil, la stratégie générale a mis en place un processus permettant de développer une culture flexible et collaborative caractérisée par des prises de décision et une vision communes, ce qui permet, selon

plusieurs programmes de recherche, d'améliorer et de maintenir la qualité de l'enseignement et de l'apprentissage dans un contexte de changements rapides. Un certain nombre d'initiatives ont été prises sur une période de trois ans afin de concevoir et poursuivre un idéal d'excellence scolaire, de haute performance de la part des élèves et des enseignants et de communauté épanouie et ouverte sur l'extérieur, par le biais d'une délégation des responsabilités et d'une direction partagée. Parmi les résultats présentés dans cet article figurent les changements positifs apportés au climat scolaire et aux conditions de travail ainsi qu'aux résultats des élèves du Programme du diplôme du BI entre 2001 et 2004.

## ***Background***

From April 2001 to July 2004, I was privileged to head an international school in Ecuador. At the time, the K-12 school had 1,600 students on roll and 140 staff, made up of teaching, clerical and support personnel. The school was structured as an integrated pre-school, primary, and a two-stream optional national and international secondary section from grades 7 to 12, offering the IB Diploma Programme to approximately 50% of the student body.

For the duration of the contract, I was afforded a great deal of freedom in running most aspects of the school's business, which empowered me personally in the role of school principal, which in turn allowed us to develop a strong self-managing ethos. Without this support from the institution's governance, I believe that the following events would not have been possible.

## ***Improving school climate and conditions through engagement and empowerment***

One of the greatest challenges to change in any organization is its culture, as embedded in the behaviours, norms and values of stakeholders, and this is particularly true when the way things have been done in the past contrasts strongly with new initiatives (Carson 2005; Hofstede 1980; Trompenaars 1993). In this particular case, the situational analysis of the school conducted at the outset revealed, among other issues, a history of autocratic leadership within a hierarchical local culture, where faculty, staff and students had little say in curriculum development and delivery, and where the IB Diploma Programme was doing little to further the mission of the IBO "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect".<sup>1</sup> It was understood that a suitable environment for this kind of development would be created if we worked towards developing the school as a learning organization (Leithwood et al 1995, 2006; Senge 1990; Senge et al 2000), and that this would become possible if all staff were to become active learners and participators in the school transformation process.

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<sup>1</sup> retrieved 30 May 2006 from <http://www.ibo.org/fastfacts/index.cfm>

The strategy for improvement therefore focused on two central themes to engage all members of the community, including the parents, for the following three years. The major goal was to establish student achievement at the forefront of all school business. However, in order to accomplish this, we needed first to improve the school's climate and working conditions, by setting in place the mechanisms that would guarantee a caring, trusting, collegial learning environment.

## ***Methodology***

To achieve this level of commitment, an anonymous climate survey was administered to all personnel in April 2001. They were informed that the instrument was designed to provide all with an opportunity to express concerns and perceptions with regard to how well they felt the school was performing its main tasks, to identify priorities and to participate effectively in whatever changes were considered to be important. On the four occasions that the survey was administered over the three-year period, over 96% of administrative, teaching and ancillary staff completed the questionnaire. The contrasted results of the two first surveys, for April and November 2001, are presented in Figure 1.

## ***Survey findings***

The results of the survey were collated by the senior management team, and reported by the head teacher to each of the three sections: kindergarten, primary and secondary. These meetings were attended by section faculty and head. At full staff meetings, which clerical staff also attended, the overall results were summarized and discussed, and particular attention was paid to those domains that received the greatest number of "hits". The quantitative results of the survey were therefore opened up to direct discussion for corroboration and adjustment purposes.

The survey was administered six months later and subsequently once a year each November to monitor how staff perceptions were evolving, and to make adjustments to the strategic plan as our priorities shifted. The first two surveys are presented here (Figure 1). They show how priorities were quickly shifted to the better through the process of staff empowerment. This shows how, through the application of different corrective initiatives, perceptions were shifted and new priorities identified.

Figure 1

*Comparative results of the climate survey for April and November 2001***Climate survey comparison of results**

Response: faculty and staff (96%)

Response: faculty and staff (96%)

Sample		93	
		April 01	
<b>Staff concerns</b>		<b>N°</b>	<b>%</b>
K	Staff development	364	65.23
I	Motivation	337	60.39
H	Teamwork	329	58.96
D	Leadership	298	53.41
F	Resources (purchase and use)	291	52.15
E	Creativity and innovation	254	45.52
G	Problem-solving capacity	236	42.29
B	Staff recruitment	231	41.40
C	Structures and roles	199	35.66
J	Objectives (clarity and consensus)	185	33.15
A	School community environment	178	31.90
Total number of responses		2,902	
Percent in agreement		47.28	
Mean responses priority 2		279	
Priority 1 (mean + 25%)		348,75	

Sample		93	
		Nov 01	
<b>Staff concerns</b>		<b>N°</b>	<b>%</b>
H	Teamwork	214	38.35
F	Resources (purchase and use)	210	37.63
K	Staff development	189	33.87
I	Motivation	166	29.75
B	Staff recruitment	152	27.24
A	School community environment	128	22.94
D	Leadership	123	22.04
G	Problem-solving capacity	107	19.18
C	Structures and roles	101	18.10
E	Creativity and innovation	97	17.38
J	Objectives (clarity and consensus)	85	15.23
Total number of responses		1,572	
Percent in agreement		25.61	
Mean responses priority 2		279	
Priority 1 (mean + 25%)		348,75	

The concerns expressed through the results of the survey are highlighted to identify their priority levels as priority 1 (dark grey, 62.50% or more as high) and priority 2 (light grey, 50%–62% as moderate). Below 50%, issues and concerns were not considered to be a priority requiring resolution at that particular time. As may be seen from the tables, over the first six months overall staff concerns were reduced by almost half (2,902 to 1,572 responses), which was translated into a perceptible improvement in the atmosphere of the school, and personnel, student and home-school relationships. There was also a perceptible shift in the concerns identified. This transformation resulted from real changes made in the school's approach to leadership as evidenced in the inclusion of teachers in decision-making processes (which went from routine matters such as assignment of teachers' daily duties to curriculum design and development), devolution of budgetary responsibility to individual sections, and a proactive approach to strengthening the home-school partnership.

When the survey was administered in November 2002 and 2003, the quantitative results were similar. However, the issues had shifted by that time to a concern about the adequacy of the school facilities and use of resources, rather than about people issues, which indicated a sustained improvement in teamwork due to an increase in trust and collegiality.

### ***Student outcomes***

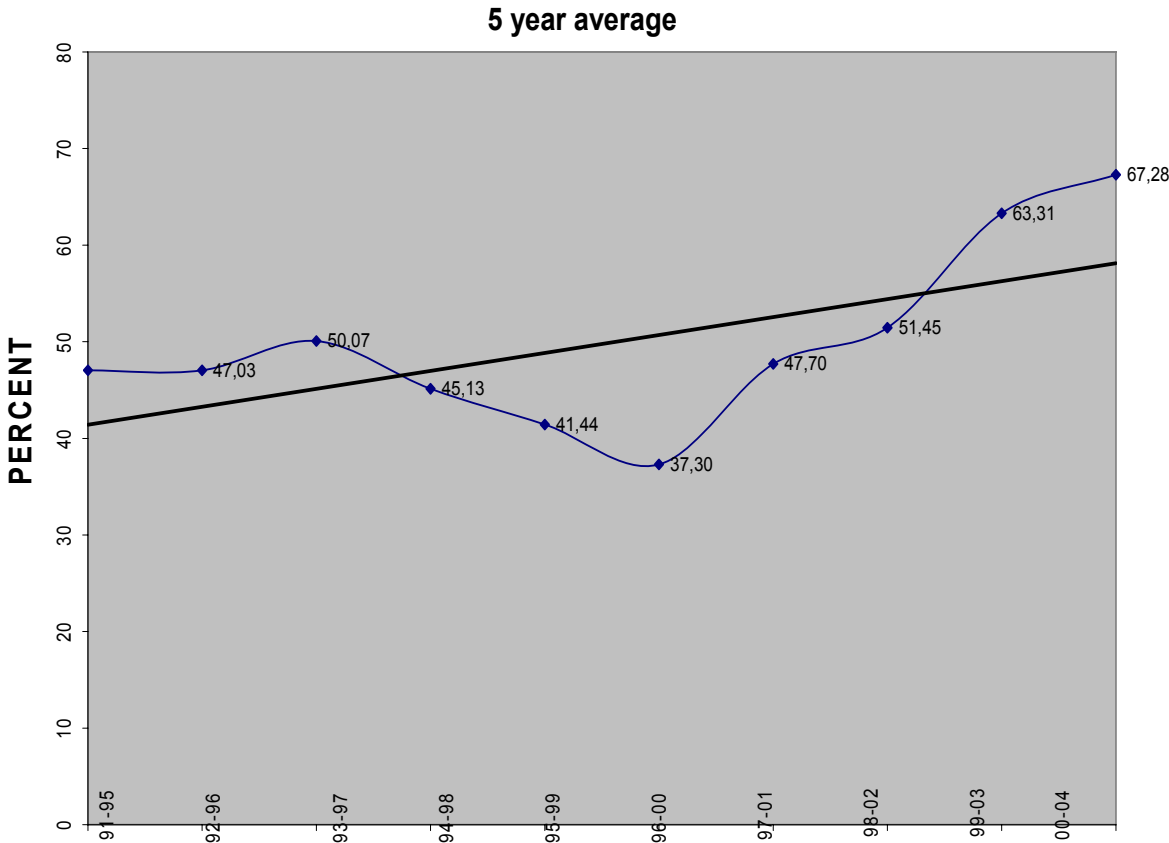
The qualitative change in climate and conditions of the school is clearly represented in the responses of the staff in the surveys presented here. But this change, though significant in itself, could not be considered entirely successful unless learning outcomes in students showed measurable gains, which represented the main purpose of the entire initiative.

The results in the IB Diploma Programme examinations provided external validation of the gains in learning. Up to 2000–2001, students had decided whether they wished to sit for the full IB diploma examinations, or simply take individual subjects. This situation was compounded by parental indifference to both the educational value of the diploma and its recognition for university admission. In that year, 25 students of 36 volunteered to sit for the full diploma, and 52% of these obtained it. The remaining 11 students took individual subjects rather than the full programme to examination, and a number of these received certificates for subjects passed.

In 2001–2002, a change in the school policy required all students to attempt the full diploma, save for cases of exception. In spite of a more rigorous and demanding programme, 40 out of 45 students sat for the full diploma, and 62.5% of these obtained it.

In 2002–2003, 88.46% of the students obtained the IB diploma. In 2004, the results were somewhat lower, but this can be explained in part by a further increase in the demands placed on the students. For the first time we offered English A2 and physics higher level. The overall trend of student outcomes may be seen in Figure 2.

**Figure 2**  
*Distribution of average Diploma Programme results in five-year increments*



**Conclusions**

Though the developments presented here are set out in an organized manner for the purposes of this report, it must be said that these were only a part of a larger picture involving numerous initiatives, and that not all the initiatives proceeded to completion as smoothly as they were originally envisioned. In an age of fast-paced change requiring quick decision making, school leaders need to learn to reflect effectively, to share these reflections and engage others in meaningful conversations that demonstrate clearly that decisions are authentically shared. This shared reflection-in-action involves “on-the-spot surfacing, criticizing, re-structuring and testing of intuitive understandings of experienced phenomena; often, it takes the form of a reflective conversation with the situation” (Schön 1984: 42). When this quality of shared intuitive reflection can be instilled in all stakeholders in school cultures, including students, and intelligent, sustainable decisions can be made in keeping with the pace of life today, without fear or resistance to change, then those schools will truly become a guiding light for others to follow.

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## ***Commentaire et discussion***

**Établi à Londres, Richard Pearce travaille en tant que professionnel de l'éducation au niveau international et conseiller auprès de familles et d'entreprises implantées dans un environnement multinational en matière d'instruction pour les enfants concernés par la mobilité internationale.**

### ***Linking school climate to student outcomes***

**Richard Pearce**

It is surely the dream of the ambitious head to bring about those changes that will visibly raise the academic success of a school. Given the observation that the average survival period of international school heads is 2.8 years, few can aspire so high (Hawley 1994). Therefore any research that promises so much deserves attention and circulation.

Does this account tell us what we need to know to reproduce the evident success? This commentator can only claim a degree of authority in examining cultural aspects, but from that viewpoint there are some questions whose answers might add to the value of this lucid and encouraging paper.

First, what is the mix of the personnel? In this location one might expect many teachers to be from the USA and many non-teaching staff to be host-country citizens. These would represent dramatically polarized contrasts of organizational style. Concepts such as the “learning organization”, or the initiative towards “empowerment” suggest that this is in some ways a reframing of norms from local to those of the expatriate community. This could represent a movement of power from the service community to the academic community, with consequential impacts on the internal politics of the institution.

Space is bound to be a limitation in such an article, and limits the explanation of the methodology. It would be interesting, for example, to read the phrasing of the questionnaire. In a week in which a “Readers’ Digest” poll found New York to be the politest city in the world we are reminded that the answers we get depend on the questions we ask. The figures are impressive and the table admirably clear. The persistence of material concerns when social ones appear to be diminishing is a very reasonable internal indicator of validity, but some further questions are necessary. It could be that expatriates will more openly express “concerns” than will locals from a more hierarchical culture. Does reduced concern indicate growing confidence, declining novelty, or loss of faith in the process?

When the issue of causality is approached the author reasonably observes that the link between interventions and outcomes has been adopted from “a growing body of research”. However, the conclusion that priorities of concern were shifted “*through* (my italics) the process of staff empowerment”, or that “this transformation *resulted from* (my italics) real changes made in the school’s approach to leadership”, is so important that the possibility of ambiguity needs to be eliminated. Even in a domestic setting, in which there could be fewer variables, sophisticated means such as multi-level modelling (Aikin and Longford 1986) have been employed to identify the level of input variables responsible for observed outcomes. In an international school setting a further dimension of cultural variety occurs, which could perhaps be initially checked against Hofstedian dimensions (Hofstede 1980).

The student results, too, prompt some questions. Did the increased rigour of the IB Diploma Programme lead to added seriousness or divert some uncommitted students to the national programme? Would not increased rigour by itself be expected to improve pass rates? Were there any other factors of the school demographics at work? The smoothing effect of the five-year average of results is

paralleled by the smoothing effect of “numerous initiatives”, and as this brief account stands one cannot feel convinced that the causes cited were unambiguously responsible for the exciting effects.

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### Réaction au commentaire

**John Hardman**

The critique offered by the commentator is very relevant in that it flags up issues of validity and reliability that were also of concern to the author. However, it is important to understand that this article narrowly focuses on only one aspect of a larger improvement plan and that the main purpose of the initiative was innovation from a practitioner perspective, with all the accompanying messiness associated with change, rather than to inform research. That said, it is the author’s belief that the analysis presented in this brief sketch offers those in positions of leadership a manner of addressing innovation to good effect.

The rationale for the improvement plan at this school was devised in part precisely as a response to the homogenous demographic constitution and widespread hierarchical culture prevalent in both staff and student body. The student population was over 90% Ecuadorian, though over 28 nationalities were represented all told, the majority of these of Latin American origin, with a small number of Asians, Europeans and North Americans. All teachers were local hires as the school did not subscribe, for financial reasons, to the practice of hiring overseas teachers. This limitation was offset to some extent by the recruitment of local teachers of foreign extraction and experience, or Ecuadorians who had been educated abroad. The search committees, which included parents, established recruitment criteria that gave preference to teachers who, aside from general qualifications and experience, were bilingual, who professed a progressive philosophy of education and who could bring a more international perspective to the school. For example, one social science teacher was Serbian, another was from Myanmar, and several had attended school in the United States. With regard to seniority, at the beginning of the innovation, over 70% of the teachers had been working at the school for eight years or more and only a few were bilingual.

The more recent hires, given their more liberal profile, did indeed give rise to friction with those espousing the dominant culture, as this was decidedly hierarchical and, in “Hofstedian” terms, was uniformly tinged by collectivism and high power distance, and a marked degree of conflict avoidance (Carson 2005; Hofstede 1980; Hofstede and McCrae 2004). Because this was reflected in the classroom in a highly directive teaching style that did little to stimulate critical thinking or experiential learning, it was agreed that this was counter to IB philosophy and pedagogy, and constituted an approach inconsistent with the needs of students in the 21st century. In response to this understanding and to the findings of the climate survey, the staff development budget was increased from US\$2,000 to US\$30,000 per annum. This included training in group dynamics, generative learning (led by trainers from the Harvard Graduate School

of Education), IB subject areas and extended essay writing, service-learning, and even meditation for stress management.

With regard to the climate survey, it should be emphasized that it was administered at a single session each time in order to preserve objectivity and sustain interest, and that the response rate, as recorded, was greater than 96% on every occasion. Prior to completion, the purpose of the survey was reviewed, as was the value of the teachers' voice in the identification and resolution of concerns. Furthermore, the results were discussed at length with each group, by level, very shortly after the survey was completed, which provided a participative forum fostering ownership, empowerment, and agreement on common priorities. The value of the exercise may be assessed to some degree by the comment of one highly regarded senior member of the secondary school staff, who stated at one of these meetings, "this is the first time in twelve years that someone in authority has come and told us the truth." The shift towards material concerns, such as limited space and inadequate resources, may therefore be seen as an indicator of the genuine reduction of vertical and horizontal distrust and lack of collegiality, the social concerns referred to by the commentator. However, the fact that there were no international teachers should not diminish the validity of the comment made regarding the possibility of a loss of interest in the improvement process or the survey by members of staff. This is a highly subjective process where personal feelings and concerns are difficult to ascertain. It should therefore be considered that the responses to the survey very probably do reflect subjective bias of one form or another. However, the consistency of the progression of results between the four applications—only two of which were shown in the article—appear to support the overall validity and reliability of the findings.

It is most probably true that the improvement in the IB examination results cannot be attributed solely to the change in the school's climate and working conditions, either through staff empowerment or a shift towards a more participative style of leadership by the section heads. Other factors, such as the impact of new hires, increased rigour and expectations, better student advising, increased investment in staff training, better systems management, sporting results, among other factors, must all have played a part in affecting outcomes. However, it is the assumption here that the increased care and support demonstrated for the staff, and their own enhanced professionalism, influenced the climate and working conditions for the better, and should therefore be seen as variables that were reflected in the survey each time it was administered, and that by extension this had an impact on student learning. It is by no means the intention here to establish linear causality between two such complex variables, an impression that may easily be read into the account due to the constraints of space awarded through this medium. On the contrary, it is the author's understanding that the success of any innovation is directly proportional to the number and complexity of the internal connections within the system, and that schools are particularly good examples of organizations governed by the complex laws of non-linear dynamics (Capra 2002). That said, Phillip Hallinger has found again and again, after more than 70 studies in this area, that indirect leadership effects are as important as direct effects on student learning. More recently, Bauer and Bogotch (in press), demonstrate the value of multi-level decision making, which was one of the intentions underpinning the change towards organizational learning and empowerment of staff. The fact that student results in the IB Diploma Programme improved systematically during the period of the implementation of this change provides some further evidence of a link between the two factors and, hopefully, may contribute to the ongoing debate on school improvement.

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## Actualités d'IBRU

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En janvier 2006, une fusion s'est opérée entre IBRU et la section du perfectionnement professionnel dirigée par Jonathon Marsh pour former la toute nouvelle section perfectionnement professionnel et recherche. Nous envisageons d'apporter un certain nombre de changements aux services et aux systèmes de soutien offerts aux chercheurs de par le monde du BI.

La conférence annuelle de l'*European Council of International Schools* (ECIS, conseil européen des écoles internationales) se déroulera à Nice en novembre 2006. IBRU y donnera un certain nombre de présentations et sera sur le stand de l'IBO. N'hésitez pas à assister à cette conférence et à venir nous rencontrer sur le stand ou après les présentations.

En 2006, des membres d'IBRU ont participé aux conférences suivantes :

- ◆ la conférence Nordic Network of International Schools à Helsinki, en Finlande ;
- ◆ la conférence régionale d'IBLA à Lima, au Pérou ;
- ◆ la conférence régionale d'IBNA aux Bahamas ;
- ◆ la 13<sup>e</sup> conférence internationale sur l'apprentissage, en Jamaïque (présentation en ligne).

Nous donnerons également des présentations aux conférences ci-dessous et espérons vous y rencontrer :

- ◆ la conférence régionale d'IBAP à Hanoi, au Vietnam, en octobre 2006 ;
- ◆ la conférence régionale d'IBAEM à Athènes, en Grèce, en octobre 2006 ;
- ◆ la conférence *The Alliance for International Education* à Shanghai, en Chine, en octobre 2006 ;
- ◆ la conférence de l'ECIS à Nice, en France, en novembre 2006.

L'un des articles mis en avant dans la littérature d'investigation traite des sujets relatifs à la recherche entreprise sur un terrain d'étude réduit, et des problèmes et défis que cela peut engendrer. Cet article présente un réel intérêt pour les chercheurs de l'IBO qui mènent souvent des recherches dans des milieux isolés ou sensibles. Il met également en valeur le défi représenté par la recherche excessive qui peut être menée dans les écoles du monde du BI (Morrison, 2006 : 255). Le second article étudie un projet pilote de l'Union européenne visant à développer et promouvoir l'ouverture interculturelle chez les futurs enseignants (Dooly et Villanueva, 2006).

## Point info-recherche

### Practitioner research project

Les données de recherche sont en cours d'analyse et nous espérons pouvoir communiquer les résultats au cours du deuxième semestre de l'année. Un certain nombre de présentations du projet sont au programme de plusieurs conférences internationales et nous prévoyons d'écrire sur les chercheurs praticiens (*practitioner research*) à l'IBO dans plusieurs publications et revues de l'organisation.

### Apprentissage intergénérationnel

La recherche sur l'apprentissage intergénérationnel interactif a déjà été présentée dans des numéros précédents des *Cahiers de recherche du BI*. Les résultats de cette recherche sont aujourd'hui communiqués au reste des communautés scolaires et enseignantes. En avril dernier, un article de Jim Cambridge et d'Anna Simandiraki examinant une typologie pour décrire et analyser l'apprentissage intergénérationnel figurait parmi les études de cas de pratiques intergénérationnelles publiées par la *Beth Johnson Foundation*. Les auteurs ont été invités à écrire pour l'*Intergenerational Justice Review* publié par la Fondation pour les Droits des Futures Générations (SRzG), établie en Allemagne. Ils attendent également avec impatience qu'un autre article sur ce sujet soit publié dans le *Journal of Research in International Education*.

CAMBRIDGE, JC et SIMANDIRAKI, A. 2006. « Typology for the description and analysis of Interactive Intergenerational Learning ». HATTON-YEO, A (éd). *Intergenerational Programmes: An Introduction and Examples of Practice*. Stoke-on-Trent : Beth Johnson Foundation/Centre for Intergenerational Practice. p. 137-144. Disponible sur Internet : <http://www.centreforip.org.uk>.

### Littérature d'investigation

MORRISON, Keith. 2006. « Sensitive educational research in small states and territories: the case of Macau ». *Compare*, 32 (2), p. 249-264.

*Cet article traite du caractère délicat des recherches en éducation menées dans des États ou des territoires de taille réduite, où le simple fait de mener une recherche, outre son but ou son approche, est en soi un sujet sensible. Il prend l'exemple d'une « étude de cas critique » de Macao et examine les problèmes culturels, éducatifs, politiques, micropolitiques, interpersonnels et pratiques, sur lesquels viennent s'ajouter certaines caractéristiques de la culture chinoise, qui doivent être pris en compte pour planifier et mener des recherches sur ce territoire. Il suggère de faire des compromis dans la recherche en éducation dans des États et des*

*territoires de taille réduite, et insiste sur le fait que les chercheurs doivent anticiper un ensemble de problèmes et les surmonter en faisant appel à leur ingéniosité, leur sensibilité et la constitution de réseaux. L'exacerbation des sensibilités dans les États et les territoires de taille réduite influe sur le milieu éducatif spécifique de ces derniers ; c'est pourquoi étudier ces sensibilités est souvent une question interpersonnelle et de recherche.*

DOOLY, Melinda et VILLANUEVA, Maria. 2006. « Internationalisation as a key dimension to teacher education ». *European Journal of Teacher Education*, 29 (2), p. 223–240.

*L'Union européenne a reconnu la nécessité de promouvoir les changements sociaux et politiques par le biais de l'éducation. L'accent a tout particulièrement été mis sur le rôle des établissements scolaires dans le développement personnel et de l'être humain, ainsi que sur la nécessité de mieux comprendre la diversité au sein de l'Union européenne et dans le monde. Cela signifie que les enseignants doivent désormais faire participer les apprenants au processus d'acquisition de connaissances relatives à leur(s) culture(s) et à d'autres. Cet article traite d'un projet pilote mené dans six pays européens et destiné à promouvoir l'ouverture interculturelle chez les futurs enseignants. Le programme de formation faisait notamment le lien entre les connaissances empiriques tirées des expériences internationales des enseignants stagiaires et la théorie de la communication interculturelle. Cet article porte également sur la façon dont le projet pilote a été établi, sur certaines conclusions et certains résultats de la recherche qualitative et quantitative effectuée sur ce projet.*