

The 1<sup>st</sup> INTERNATIONAL CONFERENCE of the JOURNAL **SCUOLA DEMOCRATICA** will be hosted at the **University of Cagliari** (Italy), **June 6 through 8, 2019**, by Scuola Democratica, **Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **Il Mulino Editore**.

The Conference stands as an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education. The focal theme of the Conference is a trend currently affecting many countries invested by processes of globalization: the advent of what Colin Crouch called «post-democracy» (**check Keynote speakers list**). Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners' mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidences to educational policies.

We invite you to submit abstracts for your presentation at the **track session**:

## H.1. Accountability and Professional Autonomy in Schools: Values and Mechanisms

Convenor: Paola Mattei (University of Milan "Statale")

Keywords: **accountability; governance; professional autonomy; accountability mechanisms.**

Accountability mechanisms have had considerable impact upon individual behaviour and organizations in a range of fields (Mattei, 2016). Here, the Panel aims to develop a new framework to understand various systems of hard and soft governance in schools. It considers how intelligent accountability could operate in relation to the performance management systems that impacted upon individual behaviour in schools. It looks at policies and professional concerns involved in striking a positive balance between professional learning and autonomy and public accountability.

In democratic theory (Waldron, 2014), accountability has three main elements. First, an accountant delegates authority to act on their behalf to an accountee through a process of agency; second, this process of delegation must be public through transparent institutions and rules; thirdly, accountability bears consequences on accountees in so far as they should be responsive to the accountors. The Panel is interested in papers looking at any one or more of these theoretical components: agency, public process and/or responsiveness as applied to education institutions, both state funded schools, and private schools. Accountability is viewed not only as a constitutive element of democratic theory, but also as essential for effective public-private partnership and for market-based collaboration and new tools of government (Ranson, 2003). The Panel is interested in papers that focus on one system, country or comparative systems, units of analysis.

A new approach to public services governance in the 2000s has been based on targets and measured performance indicators linked to negative feedback and rewards (Chubb and Moe, 1990). For instance, merit pay has been adopted in most educational systems around the world as an instrument of accountability. The Panel is interested in papers that discuss the effects of assessment and management reforms on professional autonomy and professional values (teachers, administrators, head teachers, governors). Other instruments of performance management are rankings, league tables, and targets: how effective are these accountability mechanisms? Do they encourage good performers?

The Panel is interested also in papers that discuss the role of values and culture in the process of adopting and implementing accountability and assessment policies and reforms. Is it important to design assessment instruments that are sensitive to the culture of the organisation. Dan Kahan (2006) has presented four types of administrative cultures: fatalism, hierarchy, individualism and egalitarianism. All of them place values and culture at the heart of the policy design.

Accountability is now increasingly tied to morality and trust. The Panel is interested in papers on the ethics of education (cheating, unethical behaviours).

- Chubb, J.E. & Moe, T.M. (1990), *Politics, markets and America's schools*, Washington DC: The Brookings Institution.  
 Kahan, D. (2006), *Cultural Cognition and Public Policy*, *Faculty Scholarship Series*, Yale Law School, Paper 103.  
 Kogan, M. (1986), *Education accountability: an analytic overview*, London: Hutchinson. Mattei, P. (2016), *Public Accountability and Health Care Governance*, Basingstoke: Palgrave Macmillan.  
 Ranson, S. (2003), *Public accountability in the age of neo-liberal governance*, *Journal of Education Policy*, 18(5), 459-480.  
 Waldron, J. (2014), *Accountability: Fundamental to Democracy*, NYU School of Law, Public Law Research Paper, 14-13.

## ABSTRACTS SUBMISSION

### HOW TO SUBMIT

Abstracts should be submitted by **February 28, 2019** ([check Dates and Deadlines](#)).

Abstracts should be edited in the **template form** ([click to download](#)) and then submitted via the [submission platform](#).

Please do not submit your abstract by e-mailing it to the Convenor(s) of the track session you chose. Convenor(s) will receive submitted abstracts automatically from the [submission platform](#) and they are going to reject all the abstracts sent to their e-mail addresses.

Abstracts should include:

1. Title (limited to 20 words in UPPER CASE);
2. author's name and surname, institution and email address;
3. five keywords;
4. abstract's text (limited to 500 words).

- The presenting author can submit **only 1 abstract** at the Conference.
- You may be co-author of a second, third ...*n*<sup>th</sup>... submitted abstract only in case you are not the submitter of this latter.
- Submitters that are accepted for oral presentation will be permitted to give only **1 oral presentation**.
- The submitting and presenting author must be listed as the first author in the [template form](#).
- Please note the submitting author will receive all correspondence about the abstract so we advise that the submitting author details that are entered are the same details as those of the presenting author.
- Abstracts may not be edited/updated after final submission. You are welcome to bring an updated abstract onsite with you at the Conference.

Before you begin, please prepare the following information:

- Abstracts must be allocated to a specific track session and therefore you have to select and report track session's code and title in the [template form](#). For a complete listing of track session please [click here](#).
- Abstract layout in the [template form](#) has the following sections: Methods, outcomes, references. However, suggestions are not obligatory. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted abstracts. Notification regarding abstract acceptance and scheduling will be sent to the submitting author
- Please note, if your abstract is accepted for oral presentation, the presenting author will be permitted a maximum of 20 minutes oral presentation in the program.

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