

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.5. Teacher professionalism, teacher quality and school improvement in international contexts**

Convenor: Monica Mincu (University of Torino, monica.mincu@unito.it)

Keywords: **School improvement; teacher education; teacher quality; international contexts.**

School improvement is a key area in the field of education. At the same time, many countries are just entering very recently a phase of more systematic thinking and research. In a nutshell, improvement is beyond top-down (as a typical large scale reform strategy) and not only inside-out (as lateral diffusion on a micro-scale). Therefore, it is crucial for many European contexts to confront with the knowledge and experience that has been accumulated over the last decays at the international level. Drawing on school effectiveness and evidence-based research strands, the field of improvement considers how various aspects, such as the role of research knowledge, professional learning communities, school arrangements or the existence of an effective middle tier of leadership and many others, may be contextually tested, adapted or reinvented. Some countries have even tested on large scale the possibilities for the system itself to self-improve, as in the English policy case (see the teaching schools' policy). The role of teacher education, both as Initial teacher Education (ITE) and continuous, on the job education are key.

This track-session welcomes abstracts and papers dealing with issues such as (list is non-exhaustive):

- the state of art of the twin field school effectiveness and school improvement
- the role of research in improving teacher quality and learning methodologies, specifically with ITE
- case studies on how the arrangements of the education system may be linked to improvement aspects and teachers' issue
- improvements drawing on large scale studies and assessing the implications for ITE
- programmes and initiatives stimulating improvement from below and from inside

Mincu, M. (2015). *Teacher quality and school improvement: What is the role of research?* Oxford Review of Education, *Special Issue The Role of Research in Teacher Education* (editors John Furlong & Maria Teresa Tatto), 41(2), 253-269

Mincu, M. (Forthcoming 2019). *Learning to Teach in Italy: Reviewing Policy and Research Trends*. In: I. Menter & T. Tatto (Eds). *Knowledge, policy and practice in teacher education. A cross-national study*. London: Bloomsbury Academic.

## 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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