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EXECUTIVE SUMMARY

This report summarizes the activity conducted by the International Research Association (IRN) "Overcoming Inequalities in Schools and Learning Communities: Innovative and Audacious Education for a New Century" during its second year (2016-2017).

The main objective of this IRN is to advance knowledge and research through worldwide collaboration that address educational social exclusion as a challenge impacting poor, disadvantaged, and otherwise underserved populations. The research activity of this network focuses on the exploration of successful actions with children, youth and communities of learners historically excluded and systematically underserved to overcome educational and social exclusion.

Building on the work develop during the first year, IRN members have been involved in several research, activities, exchanges, and dissemination activities. For this period, the IRN has devoted more attention at the role of teachers as agents of change to overcome inequalities.

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List of Participants
1. Aitor Gomez Gonzalez
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3. Bruce Burnett
RESEARCH ACTIVITIES

Research visits have been a fantastic opportunity to interact and engage with IRN members in providing a theoretical and research exchange on the role of teachers and communities to overcome inequalities, specially those affected to underserved groups and minorities.

Aiming at identifying paradigms, principles and practices of the teacher’s education programmes that are successful in preparing teachers to work effectively with the systematically excluded students, three workshops were organised in different countries.

a. Excellent teacher training programme: exceptional teachers in high poverty areas
b. Family training and Learning Communities
c. Generative teachers

The role of teachers and communities in the overcoming of social inequalities and educational success. “The role of teachers and communities in the overcoming of social inequalities and educational success”

VISITS AND EXCHANGES

This second year has been characterised for the exchanges and research visits conducted by researchers from all countries, which enabled to share respective works and to discuss about their contributions, boosting the overcoming of educational inequalities.

Several researchers from Rovira I Virgili University and University of Barcelona have been part of a secondment during this period of time. In this direction, Aitor Gómez and Carlos Herrero spent two months in University of Auckland (New Zealand) sharing experiences about Roma population with the Maori community and Maria Padrós and Carme Garcia worked with Jo Lampert and Bruce Burnett in Australia (Queensland University of Technology). Moreover, four researchers from Spain were hosted by Arnetha Ball in Stanford University where could share and discuss about their respective works.

Spain has also participated in hosting researchers from USA, Australia and Brazil and Arnetha Ball, Jo Lampert and Roseli Rodrigues de Mello spent some weeks in Barcelona, participating in seminars, courses, conferences and other dissemination activities which provided wide perspectives about overcoming educational inequalities and enriched further debates and discussions.

DISSEMINATION

WORKSHOPS AND SEMINARS
During this second year, dissemination activities have had a key role in IRN activities, sharing the gained knowledge through Seminars and workshops carried out in the different countries involved.

**IRN-related seminars conducted in New Zealand**

- Seminar held in University of Auckland about “How to reduce absenteeism and improve student behaviours through family training in two learning communities in Spain”. Aitor Gómez. 2 August 2016.

- Two seminars with PhD related to vulnerable groups, dialogic teacher training, social impact and educational research and SALEACOM Aitor Gómez and Carlos Herrero. 2-9 August 2016

- Two conferences presenting the notion of radical love and new alternative masculinities to overcome gender violence and how to reduce absenteeism and improve students’ behaviours through family training, two case studies from Schools as Learning Communities projects in Spain. Conferences took place in Auckland and Hamilton on 22-26 July 2016 and counted on Aitor Gómez and Carlos Herrero as speakers
IRN: Overcoming Inequalities in Schools and Learning Communities: Innovative and Audacious Education for a New Century

IRN-related seminars conducted in Australia

- **SPARK seminar:** *Large international consortiums: Aims, benefits, impact* was organized by Queensland University of Technology and took place on 9 August 2016. Maria Padrós, Carme Garcia, Jo Lampert, Bruce Burnett and Lutz Hoff.
IRN-related seminars conducted in Spain

- University of Deusto hosted a seminar addressed to University students and researchers about *Excellent teacher training programme: exceptional teachers in high poverty areas*. Jo Lampert and a teacher who was part of the programme presented main contributions and impact. Rocío García Carrión organized this seminar at the University of Deusto, Spain. 11 July 2016.
• Seminar *Teachers that change the world. Experiences from three continents*. This seminar took place on 19 July 2016 in Barcelona (Spain) and brought together Jo Lampert, Arnetha Ball and Roseli Rodrigues de Mello who provided their expertise and knowledge.

• Roseli Rodrigues de Mello participate in three seminar about Brazilian Affirmative Action Law on 24th, 27th and 29th March in Barcelona, Tarragona and Córdoba in which she approached the actions developed with the Center for Indigenous Cultures of UFSCar, supporting the development of actions for their insertion, learning and Knowledge production at university.
- Roseli Rodrigues de Mello took part in the training course on *Preventive Socialization of Gender Violence and Bullying in Schools* carried out together with teachers and volunteers from *Mediterrani School*, one of the Learning Community SALEACOM project has based its case studies.

- **IRN-related seminars conducted in USA**
  - Seminar *Presentation of the communicative methodology and successful actions approach*. Oriol Ríos, Javier Díez, Ana Vidu and Mar Joanpere organized this seminar during their secondment at Stanford University
  - RILE Brown Bag Seminar organized by Professor Dr. Arnetha Ball counted on Oriol Ríos, Javier Díez, Ana Vidu and Mar Joanpere focusing their presentation on: *Interactive Groups on Mathematics, bullying and preventive mechanisms, preventative socialization of gender-based violence and the social impact evaluation of research*. It took place on 9 November 2016.

**CONFERENCES**

- **IRN WERA: Sharing Global Knowledge to Improve Learning for the Most Disadvantaged Youth.** Presented at the AERA Annual Meeting, 1 May, 2017, United States) and chaired by Luis C. Moll
  - Papers:
    - *Preparing Teachers for Diversity in Culturally and Linguistically Complex Classrooms in Transnational Contexts*. Arnetha Ball.
    - *Culturally Responsive Leadership in New Zealand Primary Schools: Above and Beyond the National Curriculum*. Lorri Michelle Santamaria
    - *Initial Teacher Education for High-Poverty Schools: A National Australian Teacher Education Program*. Brus Burnett and Jo Lampert.
- **Learning Communities: Successful Educational Actions Improving Afro-Brazilian Children’s Identities.** Fabiana Marini Braga, Roseli Rodrigue de Mello and Francisca de Lima Cosntantino.
- **Turning Difficulties In to Opportunities: Learning Communities and Successful Educational Actions With Roma Children.** Rocio Garcia Carrion, Oriol Rios and Carme Garcia Yeste.

Discussant: Courtney B. Cazden

- **Transferability of Successful Educational Actions** presented at the European Sociology Association (ESA) Conference, on 10-14\(^{th}\) of July 2016 in Vienna (Austria)
• Education for all. Presented by Prof. Arnetha Ball and Dr. Jo Lampert at the Social Impact of Science Conference (University of Barcelona). 25-29 July 2016.

• Learning with you. Learning Communities, an International Approach presented by Dr. Rocío García Carrión at the V Meeting of Learning Communities of Catalonia, Valencia. 3rd December 2016.

PUBLICATIONS

With the knowledge and experience gained during this year, we are preparing a second Special Issue proposal under the topic “Preparing teachers for leading change with historically underserved communities”. This proposal will be submitted to Teaching and Teacher Education Journal.

1) PAPER 1: White student teachers and the need of Cultural Studies

Topic: Develop an analysis based on the profile of Primary Education students in order to show the existence of a different reality when it comes to schools were black, minority or disadvantages groups attend classes. To be able to provide evidence on this matter, the consortium will carry out a comparative study between universities that have Cultural Studies (such as QUT and Stanford) and those who don’t (such as universities in Spain). To fulfil this objective, different teachers will be interviewed targeting the benefits that Cultural Studies provide in order to become a better teacher.

Contribution: Need of Cultural Studies at universities to evidence how to train teachers to be the best not only for disadvantages students, but also for all. Success will spread to everybody.
2) **PAPER 2: Minority students in teacher education. A hard and long way.**

   Topic: From a comparative approach, describe experiences of teachers that belong to minorities (Maori, Roma, Aboriginal, Black, migrant) regarding the training process they had, their motivation and results they generate in schools.

   Contribution: open discussions on Cultural Studies and their relevancy in Teacher training; the importance of role models and how to improve teachers training at universities. Contributions of the consortium will underline common aspects of the career path of teachers in different parts of the world.

3) **PAPER 3: From Volunteering in Family Education to leading family engagement**

   Topic: Creation of teachers who lead the implication of the families from a real knowledge of the situation of these, expectations, etc. The training of family becomes a unique place to accomplish this.

   Contribution: Demonstration that Family training not only as a tool for the improvement of their training, but also as an instrument that provides tools for future teachers in order to guide them on the approach to families, finding similarities, breaking stereotypes etc.

4) **PAPER 4: What do your family think about? Perceptions of students’ relatives of their motivation for serving in poverty and minorities schools**

   Topic: Working on the perceptions that families of students participating on one hand in the NETDS program and on the other, volunteering in the Learning Communities. Observing if it has been motivating or has raised a barrier and if this was the case, how those barriers have been overcome.

   Contribution: Analysing the difficulties in the family environment, friends of the student teachers when they choose working in schools with vulnerability and poverty, and analyse the transformative stages.