Study on Supporting School Innovation Across Europe
Case study 10 – Spain

Andalusia, Spain

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Education and
Training

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1. Introduction and context: what, where and why?

1.1. Understanding the selected region: key characteristics

The autonomous region of Andalusia has been chosen for several reasons:

- In Andalusia, the socio-economic data (the at-risk-of-poverty rate, people living below the relative poverty line, the unemployment rate, etc.) point to a greater risk of social exclusion than the rest of the autonomous regions in Spain (AR from hereon). The unemployment rate in Andalusia is 28.5%, only exceeded by the AR of Melilla, and the proportion of the population at risk of poverty is 35.7%, according to the survey on living conditions conducted in 2014.

- Andalusia is the AR with the greatest number of students in compulsory education (primary and compulsory secondary education) and post-compulsory, pre-university education (Baccalaureate and intermediate-level vocational training programmes – CFGM), except in upper-level vocational training programmes (CFGS). Approximately 1 in every 5 Spanish students, taking all the educational stages together, is at school in Andalusia (1,200,648 in Spain, of which 231,942 are Andalusian).

- In the PISA report (2012), Andalusia reached an average score of 472 points. Its position regarding the three competencies evaluated is below the national average (484.3), that of the OECD (494), and is among the lowest four Spanish regions (of which 14 participated).

- However, with respect to the previous PISA report (2009) Andalusia has reduced its differences with respect to Spain and the OECD overall by half. It has improved reading comprehension by 16 points (Spain has improved 7 points and the OECD countries by 3 points). In mathematical competencies, Andalusia has advanced by 10 points (Spain by one point, while the OECD dropped by 2). In scientific competency, the change in Andalusia is 17 points, while Spain rose 8 points and the OECD remained stable.

- At that time, the Government of Andalusia claimed that the improvement of the results occurred due to the Andalusian education model, which was based on inclusion, equality and quality, and that this had propitiated the development of initiatives such as free text books, school transport, help to families with childcare in the early morning, at lunchtime and afterschool activities, scholastic accompaniment programmes, or of grants.

- Andalusia features an early school leaving rate (24.9%) higher than the average for Spain (20%), according to the 2015 data of the Government of Andalusia.

Figure 1: The map of Spain and the autonomous region of Andalusia

1.2. Getting to know the schools selected for the field study: brief profile

1.2.1. School 1- Clara Campoamor Infant and Primary School[1]

The school is located close to Granada, one of the provinces of the AR of Andalusia. The locality has the following characteristics:

- The municipality has a high percentage of people at risk of social exclusion. It has an unemployment rate (28.2%) similar to the AR as a whole (28.5%) and greater than that of Granada (24.7%).
- All the public primary schools in the municipality are considered Compensatory Education centres (Educación Compensatoria[2]) for having children of families at risk of social exclusion.
- It has programmes, coordinated between centres, for school improvement and innovation, driven by the centres themselves, by the education advisers and the City Council. The interviewees affirm that there is an "Atarfe (city) way of working".
- The schools in the locality and the City Council have been awarded various prizes for Good Practice. The latest is the 2016 prize for "Best Municipal Practices in Dropout Prevention and Attention and Prevention of Bullying" awarded by the Spanish Federation of Municipalities and Provinces (FEMP).

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[1] Website: http://ceipclaracampoamor.esy.es/

[2] Being a center for Compensatory Education involves financial incentives from the Andalusian government. However, these are minimal. In the year 2015-16 this incentive was 1,800 euros per year.

Clara Campoamor Infant and Primary School is the most popular in the municipality, with the highest demand from families. It is considered to be an innovative school by the school inspection and the Junta de Andalucía (regional government), and it was the first school in the district to promote bilingual education (Spanish - English from age 3). Since academic year 2010-11, it has been chosen by the Education Department of the Regional Government of Andalusia as the regional representative to participate in the Consolidation of Basic Competences as a central element of the Curriculum (COMBAS) project[3], an innovative proposal promoted by the Ministry of Education, Culture and Sport of Spain.

The school received the *Premio a la AcciónMagistral* (the Award for Best Teaching Action) 2013, an initiative organized by the FAD, the Spanish National Commission for Cooperation, together with UNESCO and the BBVA bank, for the "Hargüetaproject[4] in which it participated along with four schools from other Spanish ARs. It has also received first prize from the Junta de Andalucía in 2016 for its involvement in the recovery and recycling of electrical and electronic waste. The initiative seeks to promote environmentally-friendly behaviour in the education community (under the framework of the Environmental Education project[5] launched by the Junta de Andalucía and Ecoescuelas).

Clara Campoamor Primary School is a public school created in 2006 as an extension of another larger school in the municipality. It is a school for infant and primary education (3 - 12 years), of one line (one course per level of education), with an enrolment in school year 2016-2017 of 229 boys and girls. It is a Compensatory Education centre attended by children from families in danger of social exclusion. At the school, 14 teachers work full-time and other professionals part-time (2 religion teachers, 2 speech therapists, 1 counsellor, 1 special education instructor and 1 administrative assistant). The management team consists of the head teacher, the director of studies and the school secretary.

The school has a good image and is considered an innovative school by the educational inspectorate and the Junta de Andalucía. The school's results are good and above the level of other schools in the municipality. The director explained that when external evaluations found negative or lacking results or in some area, rapid measures have been taken to improve them (teachers' meetings, drawing up of an improvement plan, in-service teacher training, etc.).

The objectives and main approaches that guide the actions of the school are:

- To achieve a comprehensive education of the children that contributes to making them critical, free and responsible citizens, provides them a global understanding of the world and of culture and enables them to participate in the knowledge society.
- To promote equity and to ensure that all boys and girls achieve the key competencies that will enable them to achieve socio-education success. In line with this approach to equity, the school embraces the expression, "different, but equal". This allows them to recognize the diversity of abilities and interests of students, but also of teachers. The school considers that the recognition and respect that this diversity deserves cannot lead to segregationist attitudes. Social

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[3] The COMBAS Project webpage of the Ministry of Education is no longer active. However, it can be accessed through an old web of the school where the schools selected for the Project were announced.:http://competenciasbasicascordoba.webnode.es/news/materiales-del-proyecto-combas/. Also on the website: https://sites.google.com/site/picbaccbbandalucia/ information about the COMBAS Project can be found, as well as about its Andalusian version called PICBA (Programa de Integración de las Competencias Básicas en Andalucía, that is, Programme for the Integration of Basic Competencies in Andalusia), which was developed during schoolyear 2011/12 and 2012/13.
[4]http://claracampoamoratarfe.blogspot.com.es/2012/03/que-es-hargueta-que-es-arce.html
[5]http://www.juntadeandalucia.es/educacion/webportal/web/educacion-ambiental/programa-aldea/ecoescuelas

inclusion and equality are the framework within which difference is treated and recognised.

For this, the school promotes a climate of respect and coexistence that facilitates the work of students and teachers. Participation in plans and programmes such as bilingualism is encouraged. In this context, the head teacher states:

> "All the bandwagons that come along, we are interested in. We will jump
> on all the bandwagons we need to [...]" (Head teacher, school 1)

The normative framework allows schools to have a certain degree of autonomy, both organisational and pedagogical. This school is strongly committed to shared leadership, encouraging evaluation of all the actions carried out in search of continuous improvement, beyond the assessment of the students' learning processes. This evaluation is carried out through commissions formed by members of the teaching staff.
At the school, the key principle is the participation of the different groups of the education community in its management and operation. The principle of shared endeavour with families is also considered indispensable. In addition, as a general principle, it seeks to extend educational activity beyond the classroom. Families are asked to collaborate closely with the school and to commit themselves to the daily work of their children and to the life of the school, and they currently do it to an important extent.

1.2.2. School 2 - Sierra Nevada Primary School[6]
The locality of the second school has the following characteristics:
- It is a municipality with a high unemployment rate (20.97%) although lower than that of the AR;
- It is a town in a rural area, 16 km from Granada, where families are of a low socio-cultural level;
- It is the only school in the town and is currently undergoing a process of change and innovation.

The school has numerous projects and is developing a process of transformation towards project work and Learning Communities. It participates in the ERASMUS+ project[7] "Learning to lead leaders: Pedagogical leadership as a driver of change", approved by the Spanish Ministry of Education and Culture.
It is the only public school in the town, offering infant education (age 3-6 years), primary (age 6-12) and the first stage of compulsory secondary education (E.S.O.) (age 12-14). It has 3 classes for the second stage of Infant Education, 7 for Primary Education (one class per course except 6th year, with 2 groups) and 2 for the first stage of E.S.O., one per course. With 190 students in the current course, it currently has 16 teachers and, as affirmed by the head teacher, also has an administration and services person and dining-room staff. For the scholastic accompaniment plan there are also 5 colleagues, the after-school clubs, the sports school programme and the breakfast club. The results of the school are within the average of those obtained by the schools in the AR, but this has not always been so. When these results were lower, the necessary measures have been taken to improve them. The school paid close attention to changes in students'

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[6] School website: http://ceipsierranevadaguejarsierra.blogspot.com.co/
[7]http://ceipsierranevadaguejarsierra.blogspot.com.es/2016/06/aprobado-nuestro-proyecto-erasmus-plus.html; http://ceipsierranevadaguejarsierra.blogspot.com.es/2016/07/estancia-en-reino-unido-proyecto.html

assessment, which is now consistent with and based on competencies, not contents. This is what the director says:

> "We are within the average for Andalusia. Last year we had very poor results and that was because we had introduced 100% work on projects. It was the first time we started doing it 100%, we were working without using any books, etc. We had some very bad results. Working with the inspectorate we saw that the problem was that the evaluation had not been modified. We were working on competencies with the students but nevertheless the evaluation remained a classic evaluation, by contents, objectives, etc. We started to work with the school inspectors and in the second term we had results above the average for Andalusia – very good" (head teacher, School 2)

Regarding the image of the school, the director herself says: "The image of the school is very bad. That's our big fight." It is a school that in the past had not maintained a relationship with the surrounding area. "It lived enclosed in its walls with its back to the town". Since 2012, the new management has changed this tendency. However, this change, as we will explain, has generated resistance in the local community –including a proportion of the families-, which is accustomed to a traditional functioning of the school. To provide access to the management, the current head teacher presented a project in 2012 with the title: "Building a school in the 21st century." The project was created with the intention of incorporating the entire education community and the whole population of the school. One of the objectives of the project is, in the words of the head teacher:

> "To improve our performance, to improve the results, but above all to open up to the surrounding area, so when they [(the local community)] meet us, they know what there is and participate. […]" (Head teacher, School 2)

In School 2, the teaching-learning processes and the projects carried out are constantly evaluated internally. There are commissions for each of the projects that exist. The commissions are directed by a teacher-coordinator and formed by fathers, mothers and volunteers.

2. Two perspectives on the school innovation process: what supports and what limits innovation?

2.1. Clara Campoamor Primary School

2.1.1. Presenting the innovative approaches practised in the school

School 1 is involved in several projects, among which the Ecoescuelas project and the inter-school projects in the city (CREECE, Escuela Espacio de Paz, Atarfe Science fair)[8].

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[8]Projects briefly described: The CREECE Project *(Comunidad para la Restauración Ecológica del Estanque del Corredor verde, that is, Community for the Ecological Restoration of the Corredor pond)*, is an education Project of Innovation addressed to all the people in the village of Atarfe. This project is an exemple of of work by projects as well as a dissemination Project within a learning community. . This Project fosters the participation of all the educational stages in the local community also involving families and the Atarfe local council, the University of Granada, the Teachers' Development Centre of Granada, and also a series of private non-profit organisations. See https://proyectocreece.wordpress.com/el-proyecto-creece/
The network calledRed Escuela Espacio de Paz (School, a space of peace), connects schools that develop peace projects in Andalusia. Nowadays, the network has 1897 schools working on bi-

However, the most important project being developed is the introduction of the Consolidation of Basic Competences as a central element of the Curriculum (COMBAS)[9]. In 2009, the school proposed a methodology which would foster the acquisition of competencies by substituting conventional subjects for integrated, thematic, whole-school projects (combining elements from different subjects) that focus on social and natural sciences issues and simultaneously develop cross-curricular contents (languages, etc.) and values (anti-sexism, equality, peace education, sustainability, human rights, etc.). In the year 2010-11 the school was selected by the Spanish Ministry of Education and the Education Department of the Junta de Andalucía to participate in the COMBAS state-wide project, coordinated by the IFIIE (the Institute of Educational Training, Research and Innovation). With the collaboration of 15 autonomous regions, a network was created consisting of 150 primary and secondary schools throughout Spain. The network aimed todevelop the experience of innovation during 2011.School 1 was selected because it had already started innovation processes

The COMBAS Project proposes that schools integrate competencies into curriculathrough a series of tasks. It was the first action carried out within the framework of the Programa de Cooperación Territorial "Consolidación de las competencias básicas como element esencial del currículum" (territorial cooperation programme known as Consolidation of the basic competencies as a key element of the curriculum).This initiative of the Ministerio de Educaciónwas set up with the aim to improve the development of the basic competencies of Spanish students in collaboration with the autonomous communities (regional governments) and in line with the current principles and recommendations in education and training from the EU. As stated in the goals of this programme, a pilot experience of collaboration with the Ministerio is developed through the Instituto de Formación, Innovación e InvestigaciónEducativa (INTEF; Institute of Education and Training, Innovation and Education Research), and the regions. The COMBAS Project is planned and organised in September 2010 and effectively carried out along 2011, with the participation of 150 state-owned (public) primary and secondary schools.[10].

Every month, the coordinator of the school goes to Madrid to receive guidance about each of the tasks to be carried out, and about supervision on the implementation process specific in every school. The school has a Base Team, composed by teachers and external professionals for guidance, which helps to support learning and to consolidate the key contents and methods for the new curriculum development. The school has a strategy for introducing and supporting the new teachers in the features and practices of the innovation plan that is being developed. In this project, there were two modes: mode A1 for centres which are starting and mode A2 for advanced centres. School 1 started in mode 1, that is, it started from zero.

2.1.2. Main enablers for innovations

The main factors which have supported the project in School 1 were:

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annual projects focusing on conviviality and equality. See: http://www.juntadeandalucia.es/educacion/webportal/web/convivencia-escolar/eep
The 5th Atarfe Fair of Science is an activity developed within the framework of a network including science and innovation fairs in the Andalusian region called RED DE FERIAS DE LA CIENCIA Y LA INNOVACIÓN DE ANDALUCÍA, that fosters initiatives about scientific dissemination and exchanges of experiences. It is mostly intended for students of all ages and about 750 students and 30 teachers from four schools usually participate (according to data from 2015). See: http://feriacienciaatarfe.blogspot.com.es/
[9]https://claracampoamoratarfe.blogspot.com.es/2011/02/nuestro-centro-es-seleccionado-para.html
[10] Information about the COMBAS project and its Andalusian version PICBA (programme for the integration of basic competencies in Andalusia) can be found here:: https://sites.google.com/site/picbaccbbandalucia/

- The existence of a project promoted by the Spanish Ministry of Education, Culture and Sport centred on the Basic Competencies, and participating in this:

  "We were invited by the education administration in Andalusia by means of its local delegation; they sent us a letter asking whether we would be interested. The Ministerio then proposed the project (COMBAS) to 15 autonomous communities […]. Then there was a training period in Madrid to which 25 schools from Andalucía attended, three of them from Granada, one of them was us because we accomplished the required characteristics […], and we went to Madrid once a month" (Head teacher, School 1).

- The training received from IFIIE (Instituto de Formación, Investigación e Innovación Educativa), its quality and characteristics, and the support process by means of a Base Team during the training process. The training focused on counselling and group organisation in each region (base team), which at the same time was carrying out training with teachers in its own school. This experience favoured the practice of what was being learnt and discussed in the general meeting that took place once a month between the promoting teams in each school in the Ministerio. Experiences were shared and materials were being elaborated on and made available on a website. This training was able to introduce profound changes in the teaching practice by giving prominence to the school and to the management team and teachers. It was a training which understood that the education decisions in a school do not come from the individual level, since they involve a responsibility which does not come down to personal efforts. It is aa joint task organised under the assumed principles in a shared education project.

  "once a month we went to Madrid and were trained and assigned a series of tasks through the COMBAS platform. We then took our assignments done to the following meeting [to the Ministerio, in Madrid] and presented them In the Ministerio we gathered with people from the other communities, and got remarks from our peers. The Base Team had a person in charge responsible to attend the meetings [...] It was a top-down and bottom-up training. Top-down in Madrid and bottom-up when we worked with our teacher fellows in the school, drawing remarks and conclusions from the activities assigned. These conclusions were written down in a document that was sent to everyone and the Base Team in each community studied it and then it was taken to Madrid. All these were good practices from people who had worked in the document and could also report how it had been resulted in its application in their schools" (Head teacher, School 1).

- Forming part of a network of schools consisting of 150 primary and secondary schools throughout Spain with the aim of developing the experience of innovation. The network benefitted from the creation of a web portal (portal COMBAS)[11] for the exchange of materials and experiences.

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[11] The webpage of the COMBAS Project is no longer active. but it can be accessed through its Andalusian education authorities website and its regional parallel Project PICBA (programme of integration of the basic competencies in Andalusia): 1) https://sites.google.com/site/picbaccbbandalucia/ carried out in schoolyears 2011/12 and 2012/13.

"This training process lasted for three years [...] there were resources, it was especially interesting being able to participate in the online platform" (Head teacher, School 1).

- The commitment by the education authorities (regional and state-wide) to the official recognition of competencies based learning. It was noted thus in the discussion group at School 1:

"When competence based learning comes in, everyone has to do something. It's when people realise that competencies can be acquired not just from a book and you start to be a bit braver and throw yourself into the projects" (focus group at School 1)

- The preliminary existence in the school of a strong, shared, distributed and truly collaborative leadership was enhanced by the training, in which responsibilities are delegated and they work as a team, and where the teachers, and the students as well can develop personally following clear lines of action drawn up collaboratively. For the head teacher:

"Leadership is sought, not only from the teaching staff, but also from the students. We all have a lot to bring to our project to make and build our school" (Head teacher, School 1).

- The approach of the management team of the school. The management team considers the teachers to be agents of change able to reinvent the school. It has the ability to inspire the rest and considers that the school has to get ahead of the demands that society makes by being innovative and decisive. For example, not only the management team, but the rest of the teaching staff were motivated to remain longer hours to develop their classroom blogs to share with parents, to initiate project with other schools and to engage in local council activities. A good working climate fosters these attitudes that revert into higher involvement in the school's innovation project.

- The existence of a clear and well-defined teaching and organisational plan, which centres on responsible and continuous progress which are keys to success at school. Examples include the required collaborative work between teachers in delivering the curriculum, the support of the management team to the methodological changes in pedagogies, the distribution of responsibilities and charges among all the teaching staff (every teacher is leading a specific aspect or activity of the innovation project), and the continuous evaluation for improvement involving all the stakeholders.

- The commitment of the teaching staff of the school. The commitment of the teaching staff of the school has been strong and the resistance some teachers might have had at the start has been overcome because of the achievements that have been made and the fact that the teachers play a prominent role in the organisation of the learning.

- The existence of key people outside the school in the school community. In this case, the education counsellor assigned to the school has played a key role. He has succeeded in bringing together different educational ideologies and establishing synergies between schools, creating a way of working which draws on the commitment, transparency and the opening of the schools to the education community, the surrounding area and the municipality. Counsellors are educational psychologists who serve a number of schools in every

municipality on behalf of the regional education authorities, and belong to the local centres for teachers' professional development.

> "There has been a central person, a key figure. Without him, this probably couldn't be explained. He is someone who has education in his head, and added to this he has vast experience […] With the LOGSE (current legislation) in his hand, he has tried to set up many programmes […] and in addition he's from Atarfe, so you create for him the motivating factor that it's his people. He knows which door to knock on, where to turn to […]. And if I finish at 2 and I have to talk with a family or the city counsellor, well I have a coffee and do whatever I have to. None of us have all these things in our favour […] And he has poured all his energies into innovation." (Focus group, School 1)

2.1.3. Main barriers for innovations

Introducing the key competencies into the design of the curriculum involves various changes to the school culture. The inclusion of the word "skill" in everyday discourse is one of the challenges and implies the promotion of profound changes in teaching methodology. In this situation, the main barrier in school 1 is the teaching staff, because as the director says, working on competencies assumed that "we had to call into question our daily work, our methodology." In order to understand in what context the project could be pushed forward, they analysed the fears and resistance to change that existed. For example, teachers were afraid they lacked the suitable training in new methodologies, but also, they expected to add extra workload for uncertain students' outcomes. Moreover, austerity policies had already produced a reduction in support resources for students and in support staff that was thought to threaten the quality of education.

Another barrier was found in fears of the congenital instability of educational legislation in Spain. This instability added uncertainty but also a certain reluctance to rely fully on the project as any legislative change due changes in government could have meant it being dropped overnight. One more barrier at School 1, facing the viability of an innovative action, has been the instability of the staff and the turnover of teachers because of transfers and temporary contracts. A high turnover makes the coherent development of any education project difficult. Concerned about this problem, School 1, together with other schools, found an institutional solution, which was a "mentoring" course for newly arrived teachers, carried out by the coordinators of the COMBAS programme (the director of School 1 among them). This initiative worked well due to the high involvement of the teaching staff.

2.1.4. Main achievements

It is considered that students have become the true protagonists of learning, are more involved and learn in a more investigative way, as a response to the demands of today's society. In short, learning is more dynamic and motivating. This is expressed in the discussion group thus:

> "With teaching units, learning is more dynamic. The children see that they are learning and we are not stuck in what has traditionally been done, always the same and the same way. I do not like Language, I do not like Maths, then take more Language and more Maths. (Now) the results, the learning is more motivating, more enjoyable, children feel better and are accomplishing small achievements "(Group discussion, School 1)

Teachers explain that textbooks are used as just another resource and that there is more

research / action in the daily tasks of the classroom. The work is done in groups, in a cooperative way, with tasks allocated to each member. In this way, they attend to all levels of the class, and a more satisfactory response is given to the attention to diversity.

For the head teacher, the achievements of School 1 are related to the goals that are set: that the child is happy and that the teachers go to school to work happily. This has been achieved in the school. This is due to empathy; concern for others; assertiveness; active listening and; a balance between what is done and said are made the primary purpose. Among other effects, it he clear increase in networking and collaboration among teachers, who feel more supported and secure in their tasks, is also worth mentioning. This encourages them to get involved in community projects with parents, organisations and local authorities.

Among those interviewed various achievements are highlighted. In the staff meetings there is more focus on discussing pedagogy, and in groups they work collaboratively, dealing with pedagogical themes (authors, books, articles, etc.) that were previously forgotten.

There have been profound changes in the documentation and in the daily jobs of teachers, spreading a new way of programming more in accordance with the current regulations

> "Changes in the methodologies were undertaken, such as the creation of integrated learning units around basic competences and social tasks. [..]. We organised our curriculum around competencies mostly based on assessment criteria and not on contents, the way it had been done in the school until then. We then introduced the competencies in our curriculum; to do so, we stopped using textbooks and elaborated our own integrated learning units –this has meant a lot of work. It was difficult in the first year because we did need to find attractive and child-friendly contents for students, but since 2010 up until now there has been an enormous evolution. We started with 8 learning units, then 7, and then the 6 we work with right now. We distributed 2 units per term, and all the grade-levels in the school (ages 3 to 12). At the end of each unit we elaborate a series of tasks through which the child has to prove he or she has achieved the competencies." (Head teacher, School 1).

There is also a set of materials and thematic modules accompanied by the development of the activities proposed in each education level grade.

In addition, the students' assessment methods are now more objective and qualitative, using various assessment tools and cognitive processes worked on in activities and tasks, based on competencies and using indicators in rubrics. For example, very young students engage in going shopping to the market, which implies planning, writing, maths, orientation, oral skills, etc. This is an example of more integrated assessment, as part of the global assessment of the students' learning. The head teacher expressed it this way:

> "Our goal was to make the child competent enough to manage in society and whether he or she is capable of doing what children of his/her age do; life outside the school has to penetrate it, for example, a child should be able to buy his/her afterschool snack on his/her own, to put the child in everyday situations so that tomorrow he/she can develop normally in society. For us, that is being competent" (Head teacher, school 1).

For school 1, internal evaluation is very important. The Andalusian education authorities require a yearly self-assessment plan from the school and the school itself has implemented a strategy to identify difficulties, assess the pedagogic outcomes of every stage with all the teaching staff, from which an improvement plan including educational units and any other pedagogic dimensions is set up.

2.1.5. Sustainability of innovative practices

The project is considered sustainable because it is mostly based on the effort, patience and goodwill of the teaching staff, since the support of educational administration (both the Ministry and the Andalusian administration) in economic terms is scarce and the professional recognition is not really clear. In sum, the major risk of the project's sustainability is that the leading team and the teaching staff cease to believe in it. The administration, in the initial training stage, promoted interaction, communication and production of material among the members of the same group of teachers and between representatives of different groups, providing the support of different networks. However, it is considered that the administration has not offered the support necessary to guarantee the sustainability of the project. The head teacher relates it like this:

> "The administration first embarks us on this project but then it does not nurture us as it should. For them we are a few more and another number on their list: lack of teaching staff, material resources, the final budget is lower and lower ... and we must count on the goodwill of the teaching staff and the good work of the management team" (Head teacher, School 1)

Sustainability will occur if teachers can learn about diverse experiences, work in a network and learn from the exchange of different points of view and perspectives on the pedagogical tasks.

2.1.6. Monitoring, evaluation, learning loops and planning of innovative approaches

The evaluation and monitoring of innovations is done through internal and external evaluations. At the internal level, a SWOT and a School Improvement Plan were developed. Two content units (integrated learning around a topic, explained above) are being developed in each term and student achievement is assessed through the indicators and rubrics created for this purpose during the evaluation sessions of the teaching teams. Qualitative and quantitative evaluation reports are also made available to the Educational Inspectorate. Each student receives a mark.

Regarding the external evaluations, the school conducts the Evaluation Scale Tests where it is compared with the rest of the schools in Andalusia. In addition, the Andalusian Agency for Educational Evaluation also has data on the degree of attainment of quality in the approved indicators in education.

At the school there is a great awareness of the processes of evaluation and transparency. In this respect, the director says:

> "We are integrated into an organisation that should foster the creation and maintenance of coordination, information and control procedures in the interests of a more transparent and democratic management. Transparency must govern both the administrative and academic management as well as the different phases of the educational process. The implementation of this management model requires a broad concept of evaluation, not strictly aimed at students, but as an essential tool for the improvement of teaching and learning processes and, in general, of the organisation and operation of the school." (Head teacher, School 1)

The management states that in school "you learn from each and every one of your colleagues and from their experiences, which are many". For the planning of the innovation there are management documents and annual planning is designed and available for every teacher.

2.1.7. Stakeholders' engagement

The innovations in the school have been driven by the management team and by teaching staff. The support of the INTEF and the Ministry of Education was crucial from the beginning, especially in training and monitoring during three years, as it was the first action of the collaboration between the Ministry and the INTEF with the autonomous regions, in this case, Andalusia. The participation of families, civil society or other sectors was irrelevant at the beginning of the process of innovation. It is the teaching staff that undertakes the commitment to the management team, once it has been presented with the proposal "in an attractive way," as the director puts it. In this respect the director states:

> "Whenever a practice is proposed is because it is going to be successful, if not ... it is not worth so much effort to then leave it unfinished. If you choose it is because it is going to be successful."
> (Head teacher, School 1)

As for the families, the beginning of innovation processes was not enthusiastically fostered. The parents had a more traditional perspective and failed to recognize the students' work on many occasions if they did not bring home traditional homework or did not have explicit written directions from their teachers in their notebooks.

2.1.8. Mainstreaming and transferring innovations

School 1 has benefited from the work contrasted and shared through the creation of the COMBAS portal and the accompaniment processes and monthly meetings during the implementation process of the project, from the state educational administration. It has to be mentioned that although COMBAS is not being mainstreamed as such nation-wide, the education authorities of the different autonomous regions are also promoting strategies based on the learning by competencies model, although there is not a compulsory teacher training plan. However, some staff members of School 1 are regularly collaborating as trainers for teachers in other schools in their area under the umbrella of the autonomous region education department and through the teachers' professional development centres.[12]

Any project can be transferable from School 1 to another school and district, but they have to be given a number of conditions for this. It is considered that the schools have to feel the need for change and for this it is necessary to make the teachers see this need, but each school should have its own personal approach. The director says "we can share experiences and then each school should develop their own approach". In fact, in the locality of Atarfe there are several projects that allow for the exchange of experiences between schools and the transfer of innovations. One example of this can be identified through the participation of School 1 in the Atarfe Science Fair.

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[12] On the same website leading to COMBAS Project included earlier https://sites.google.com/site/picbaccbbandalucia/ there is an explanation of the two training modalities available during the first schoolyear of its development: MODALIDAD A.1: Addressed to schools just starting their transformation to integrate Basic Competencies in Andalusia. MODALIDAD A.2: Addressed to schools that had already developed experiences around the integration of Basic Competencies in the curriculum and designed tasks to implement them.

Sometimes the chances of a successful transfer will not be free of doubts and initial insecurity on the part of the teachers. This insecurity is expressed in some interviews, when reference is made to the first few months that new teachers spend in school. It is said that "little by little they are coming in", as happens with the existence of successful experiences in nearby schools, which create an imitation effect, in which "no one wants to stay behind".

> "Working on this creates a lot of insecurity. But some say ... I'm going to try and I'll do it ... not a project, one task. Each at their own level, but they all add up, and they realize that it opens up another approach and that it is positive and that they have results [...] They do not want the school to break away from the Atarfe way of working." (Discussion group, School 1)

2.2. Sierra Nevada Primary School

2.2.1. Presenting the innovative approaches practised in the school

School 2 has launched numerous projects since the project "Building a school in the 21st century" was introduced by the school's new head teacher in the year 2012-2013.This was the compulsory project presented by the head teacher when she applied for the position. The project benefits from two facts. Firstly, because the former head teacher, who had been in charge of the school for more than 20 years, left the school, and secondly, because of the turnover of 90% of the school's teachers. The head teacher comments:

> "The head teacher left. He had been in charge for over 20 years. And the school was a lifeless school and the students were very sad, they did not come happy to the school. We had a lot of teacher turnover, it was a dead school, it was a grey school, the walls were painted grey" (Head teacher, School 2)

It was in September 2012 when the new head teacher –highly trained in innovative pedagogies and herself a member of a university research team on didactics and school organisation- presented a project that was structured around 7 intervention strategies. Each one of these is broken down into a series of objectives and each objective, in turn, is realised through a series of activities. The project aims to intervene in 7 aspects of school organisation (school climate, school image, academic results, methodological change, development of emotional intelligence, introduction of Art in school, and participation and openness to the community), giving priority to 3 aspects: improving the school climate, improving the image of the school and improving academic results. These improvements are intended to be achieved through two main actions: methodological change, with the introduction of work by projects, and the encouragement of participation of families and the opening of the school to the community and the people. In the words of the head teacher, it was a question of "changing the methodology to improve the results" and of overcoming the separation that existed between the school, "enclosed in its walls" and the people.

Up until today, the school has developed a process of transformation towards work by projects and competencies and currently all the teachers at the school work with this methodology, with class and school projects. The Junta de Andalucía has been requested to turn the school into a Learning Community[13]. Along with these changes various projects are currently being developed, which are not targeted for specific funding but

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[13]The Learning Communities framework (see, for examples, Slavin, 1987; Levin, 1988; Flecha, 2009; Ferrer, 2005,, among others) is based on a close involvement with famílies and local communities in all the education processes and activities inside the school, especially through students' heterogeneous, interactive groups within every classroom, collective dialogic readings, and any other activities carried out.

are just other ways of organising the available resources or can count on the support of ordinary funding calls from the Andalusian authorities:

- Recapacicla. Recycling project
- School vegetable garden. Aimed at arousing interest in organic farming
- Coeducation Plan. To promote equality between men and women
- Escuela espacio de Paz. Oriented to peaceful coexistence and conflict resolution.
- ICT. Use of new technologies
- Library project

For example, in the latter project, the school has gone from having no library to one that lends between 3000 and 4000 books every term. The head teacher tells us:

> "Before, we didn't have a library. We now have a library that lends between 3000-4000 books every term. The library is one of our strong points. We have writing contests, we have video conferences with other schools, we bring in authors ... This year we started having literary gatherings, with the families." (Head teacher, School 2)

The process of change has been planned, since the 2012-13 academic year. The head teacher explains it this way:

> "There was no school project before. I said, it will be pretty difficult but here we have to go all for one[...] What I did the first year, well, was to talk to the CEP (Centre of Teachers) and say to them, 'Look, we want this. I want to improve the methodology, I want to improve the school climate, I want to get the families into the school, etc.' So, the first year was that, of understanding between everyone, of seeing where we were heading [...] and of asking the CEP for help. We wanted to do this, to orient ourselves. Then in the second year we started with training, in Roma projects, in Learning Communities, we trained in 4 types of methodologies. That was the second. We also started with the library that was one of the fundamental things, the second year we started the vegetable garden and we received the training and the third year we made a choice. We said we want projects and Learning Communities. And we started doing little things in the 3rd year. And last year was when we jumped right in and we all worked on projects, and we applied to be a Learning Community"(Head teacher, School 2)

Project-based learning[14] is organized by educational stages. Each project is developed on for 1½ or 2 months and the projects are modified for each school year. At the time of our fieldwork, the first stage or cycle (1st and 2nd year) was focused on work on "Bugs", the second stage (3rd and 4th) worked on "the Travel Agency" and the third (5th and 6th), "the Information Point"[15]. In theory, the project would have to come out of the interests

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[14]*Project*-based learning (PBL) is a student-centred *pedagogy* that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students, teachers and, eventually, the entire community, are involved in this methodology.

[15]These are specific projects designed by the teachers with the collaboration of famílies and the local community, and include all the work of competencies in all the areas in an integrated way around a topic. For exemple: Bugs is based on nature and sustainability, The Travel Agency is based on global knowledge of the social and natural environament around the world, the Information Point is about the local area (the village and the natural park of Sierra Nevada where it is located) and all it is features, services and available activities for visitors. See: http://ceipsierranevadaguejarsierra.blogspot.com.es/2016/06/gran-circo-vereda-estelar_19.html http://ceipsierranevadaguejarsierra.blogspot.com.es/2016/06/resumen-de-nuestro-gran-circovereda.html http://ceipsierranevadaguejarsierra.blogspot.com.es/2016/06/gran-circo-vereda-estelar.html

of the students, but being at an initial stage of putting it into operation, the subject of the project is proposed by the teachers themselves. These projects are developed during the first 3 weeks of the month. In the 4th, work focuses on the whole-school project (at the time of our field work the school project was "Autumn, Horrifying Halloween"). At the end of the projects, they are exhibited and families can enter the school during school hours (from 11.30 to 12 noon). Among the projects carried out, all those interviewed placed special emphasis on the "Circus" project, which draws on the collaboration of some students' families' who are circus professionals.

Work by projects means that the students are, as the head teacher tells us, "continuously moving". She tells us what it means to work cooperatively in projects and how the methodology used, supported by digital tools but also incorporating a holistic view of training and making a commitment to the participation of families, working together so that "life invaded the school."

> "The groups are interactive, and the children organise themselves as required by the activity. There are many oral presentations, art exhibitions; there is a product of your project. They do not have a book; we have an interactive whiteboard in every classroom. […] There is a small lounge where children can go to relax. During the breaks they do juggling, library, yoga – it's voluntary. In the classrooms parents or specialists come in. There are always children moving. The school is lively. I know the names of all the children, their parents and their grandparents. It's a primary school, it's lovely. Coming to work now is really lovely. There is music at break-time. Every Monday we have an assembly, "to Monday with Joy". We celebrate the birthdays, the motto of coexistence for this week is ... in the little lounge we have a mental challenge, like a riddle" (Head teacher, School 2)

Besides these innovative approaches, the school is organised through several commissions composed by families and teaches with weekly meetings to prepare the activities related to some projects, such as School Vegetable Garden, Library project or interactive groups within the classroom.

2.2.2. Main enablers for innovations

For the process of change, the following aspects have had special relevance:

▪ The leadership of the head teacher. In the school development strategy, she proposed the 7 areas to be acted on (school climate, school image, academic results, methodological change, development of emotional intelligence, introduction of art in school and participation and openness to the community). When she was elected, she also had the support of the education authorities, including the inspector assigned to the school.

▪ The characteristics of this leadership, which consisted of a distributive character that has offered the necessary conditions for the involvement of the teachers in a shared school project.

▪ The academic training of the head teacher and her knowledge of the results of research in education. The head teacher had participated in education research projects as a member of a university research group, as was explained earlier. Referring to innovations in education she states:

> "We're not going to do something that has no scientific evidence. We will not do anything that is not corroborated practices, studied and known to work." (Head teacher, School 2)

- The arrival at school of 90% of new teachers[16], with experience, good training, with a good predisposition for change and innovation and able to become enthusiastic about a new project

  "We were lucky to have a group which coincided in ideas and we started to look at types of methodologies. We were convinced that there had to be something more. [...] We got down a little from the pedestal where teachers are. And it is that the children were not comfortable (with traditional methods). When you generate a dynamic of play, when you treat them as children, you listen, you also become a child. You notice, from this point, as a professional you start to try different methodologies and you realize that the children are having fun and not just the children, you too." (teacher, school 2)

- The support and advice received by the educational inspectorate. For the school, the figure of the inspector is valued as key in the process of transformation and especially during critical moments of the process and facing the opposition of a large sector of families.

- The training and support received by the Centre of Teachers (CEP), a body that depends on the Junta de Andalucía and is essential for the advice and continuous training of teachers working in public schools and for the development of initiatives of schools aiming to improve. The work of the CEP has allowed the school plans to be revitalized by focusing on the new methodologies, introducing innovation experiences carried out in other schools and finally, organizing visits to them.

- Learning about experiences and visits of schools that were working on innovative projects.

- The support received by the Department of Education of the Junta de Andalucía through the official encouragement to apply for support when developing the Learning Community project. These annual calls for entries have made it possible to offer support to schools, in the form of training and counselling, and also by becoming part of the Andalusian Network of Learning Communities[17]. The Andalusian government defines the Learning Communities project in these terms:

  "A Learning Community is a project of social and cultural transformation of a school and its surroundings, aimed at improving school results and coexistence, and to achieve the educational success of all its students. Its distinctive feature is the openness of the centre to all members of the community in which the consensual and active participation of families, associations and volunteers is contemplated and integrated within the school day, both in the management processes of the centre as well as in the development of student learning." (Junta de Andalucía)

2.2.3. Main barriers for innovations

In School 2 the main barrier to innovation has been found in the families. An important part of the students' families understood education in a more traditional way and rejected the transformation into a Learning Community, following the belief that their children's learning would decline and they would be less prepared for high school, but

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[16]There was a high mobility of teacher in the school and there were many available positions that were assigned ordinarily according to the public hiring lists.

[17] It is clearly a regional initiative followed by some autonomous communities. Link to Boletin Oficial de la Junta de Andalucía 126-28/06/2012: http://www.juntadeandalucia.es/boja/2012/126/21

they were also afraid that parents who shared more innovative ideas would participate in their children's education in the school. All the interviewees emphasised the importance that this barrier has had in affecting relations between families and, in a personal way, the teachers at the school. "The resistance of the families has been very hard," says the head teacher. However, in the discussion group, the participating mothers said that this barrier is being overcome:

> "It was the lack of knowledge of what a school was, a Learning Community, but once all doubts have been clear up, in fact there are more parents who are now engaged in working with teachers and with their own children. In fact, the children, you talk to children who have started to touch on some characteristic of this system and the children are much more involved, excited and eager "(Group discussion, School 2)

Teachers, on the other hand, also mention barriers from the past, such as the initial training received at university:

> "Let's get real, you are taking people from the last century [...] you look back and there was a lot of theory but they do not teach you how to run a classroom, they do not teach you how to work with projects, they do not give you tools, you say, what I do with all this in my classroom?" (Teacher, School 2)

Also noted as barriers are both the rigidity of the educational administration as well as the lack of financial and material resources for innovating. The rigidity is reflected in the centralised way of hiring new teachers, the lack of school autonomy in many aspects, as well as the excessive normative control[18]:

> "If you ask for resources to innovate – not economic or material – such as asking for training beyond what they (the administration) have established, zero. That is to say, the rules are what they are and there is no getting away from that." Head teacher, School 2)

2.2.4. Main achievements

Among the main changes driven by the innovation processes in the school, the head teacher points to the general improvement of academic results, the increase of the motivation of the students and the improvement of the school climate amongst the teachers and between them and the students. She also points to other achievements, such as the increase in students' enjoyment of reading and increased awareness of respect for sustainability and the environment:

> "Improved results, improved motivation. The students come to school happy, eager. Before they didn't read, now books are swapped all the time. Competencies didn't use to be worked on, now they are. Before, we didn't speak to our colleagues, now we are a family." (Head teacher, School 2)

The teachers, the management of the school and the participants in the discussion group consider that the school works better in meeting the diverse needs of the students. The teachers consider that a better response is given to those students who have concrete and specific needs. The project-based methodology and competencies-based work allow students to work cooperatively and provide a support that is non-existent when traditional and individualistic methodologies are used. The methodological approach

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[18]For example, the Andalusian education authorities provide financial support for famílies in the form of "Cheque-libro", a targeted amount per student to buy textbooks, which cannot be not easily transformed into innovative use or creation of teaching materials. Besides this, the decisions about the kind of books or other materials has to be decided one year in advance, which renders it virtually impossible to base decisions upon the final schoolyear evaluation.

based on cooperative work has allowed students diagnosed with "special educational needs" to participate in interactive groups and not have to leave the classroom. The greater attention to diversity is also favoured by the incorporation into the classroom, whenever possible, of a second teacher or a volunteer or specialist in the subject which is being working on.

The indirect effects are expected to be consolidated in the long term, but some changes are beginning to appear, among them, the image of the school has been improved; there has been an increase in the involvement of the school with its surroundings; in the participation of the families and in the visibility to the community of the activities that take place in the school. Among the indirect effects, the processes of change at the school have been transferred to the whole community, to the whole town:

> "And for me (the head teacher of school 2) the most beautiful thing I've been told recently, a colleague told me, he told me: 'There you have the town that you have transformed!' And he is a teacher who was born here. I told him, in four years it can't be transformed and I haven't transformed it, we've all done it. But yes, it's clear that something has been done. And for that you need to have training, if not, it's impossible" (Head teacher, School 2)

There are also other indirect effects to which the interviewees allude, which are marked in their change and personal and professional improvement:

> "We are not the same people we were 4 years ago, we have all transformed. That personal transformation that we have had to be better, a better person, a better professional. I have a much more global idea of the school. "(Head teacher, School 2)

2.2.5. Sustainability of innovative practices

The sustainability of innovations is considered to depend on the energy of the teachers. As long as the current teaching team remains in school 2, the project can be sustainable. For the teachers and the management team of School 2, in the processes of change and innovation, "teachers are the key. Our encouragement will be fundamental," they affirm. Sustainability is also considered to be a function of the effective participation of the families, which hopefully will be greater than at present, mainly of women/mothers. Finally, the official and continuous support of the regional education authorities ensures its sustainability, specially through the key involvement of the inspector assigned to the school.

The management of the school claims that it has opted for innovations based on scientific evidence and therefore, their experience is easily exportable:

> "Everything is based on scientific evidence. We have not invented anything and therefore there is nothing that cannot be exported." (Head teacher, School 2)

Moreover, it can be very illustrative for schools that want to carry out similar processes of change. Understanding the experience of the school can help overcome future obstacles that may exist to implementing a similar project in other schools:

> "What would be very interesting is to write down what we are doing [...] It would be very interesting if schools with an unpleasant school climate knew our life story, because these have been four very intense years which have led to this innovation." Head teacher, School 2)

All the teachers have been intensively involved in the innovative transformation of the school, and unfortunately there is no time allocated to write down and reflect on the whole experience in the teachers' schedule. However, the head teacher and some other teachers are planning to do it.

2.2.6. Monitoring, evaluation, learning loops and planning of innovative approaches

In School 2, the teaching-learning processes and the projects that are carried out are constantly and periodically evaluated. These evaluations are internal and are carried out by each teacher using the rubrics and indicators for each activity that are agreed in the teacher meetings for each stage or cycle and, sometimes, depending on the activity, for the whole school.

> "Through the rubrics, the indicators. We have them made for musical gatherings, literary gatherings, interactive groups, absolutely everything is evaluated. The teachers keep their records and evaluate everything [...] It's a school that is continually asking itself if it is doing things well." (Head teacher, School 2)

The educational inspection has offered support and training in order to make the students' assessment consistent with the innovative teaching methods since the teachers lacked the knowledge about the assessment. This lack of knowledge caused initial mismatches between the activities that the students were conducting and the forms of assessment, which have been appropriately corrected. As part of the Learning Communities process and any other innovation processes undertaken within the Andalusian authorities, the school is expected to engage in the evaluation of the its innovation process.[19]

The school considers that the current procedures of external evaluations are not really useful or interesting for them because they are seen as superficial and do not focus on processes:

> "We did the ESCALA[20] test in 2nd year of primary and the EGD in 4th and we do not think that the way to be accountable is external tests [...] come to my school, stay a week and do a diagnosis. We are here to be accountable, whatever it takes, but not that ... we are very much for the public-school system and everything that implies privatization and the system of accountability does not square with us [...] They do not take into account the process, they give you a number, you are ranked and we pay no notice." (Head teacher, School 2)

2.2.7. Stakeholders' engagement

The planning of innovative pedagogies was carried out by the management and the teaching staff. Once the methodological change was decided by the school, the management explained the project to the families, requesting their involvement in the stages of development and integration into the daily life of the school. Since then some families have participated in the commissions mentioned earlier in which the weekly work of each project is organized and in the development of the activities. Other areas in which families can participate are assemblies of all kinds where decisions about the life in the school are taken, dialogic readings and debates, dynamics of interactive groups within the classrooms and also contributing and leading projects within the local community and its organisations.

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[19] The System of Indicators of Evaluation designed by the Andalusian Evaluation Agency makes it possible to check the achievements of schools identified as Learning Communities through indicators of outcomes and indicators of processes. See: http://www.juntadeandalucia.es/educacion/agaeve/docs/Informe_CdA_18_05_2015.pdf

[20] The ESCALA test is the official evaluation system of the Andalusian Evaluation Agency to monitor the students' competencies in primary education year 2 and the situation of the schools and the education system as a whole.

2.2.8. Mainstreaming and transferring innovations

In School 2, it was pointed out that the innovative approaches (competencies-based focus and Learning Communities) were adopted from other innovative schools in the region that develop project-based learning and focus on competencies through training and visits as well as monitoring support received by the Centre of Teachers (CEP) had been especially important. This is how a teacher from the school expresses it:

> "And the CEP encouraged us to see schools that were working as Learning Communities. That was fundamental, to see them, to experience it. And we stayed and saw it and we said this works and it turned my whole way of thinking around. I started to put it into practice in the classroom" (Teacher, School 2)

School 2 is still implementing its innovation project and has not shared its recent experience with other schools yet as part of a training. They are still trying to overcome the resistance encountered from some families and are also still testing the new assessment tools of students' learning based on competencies that are to be consistent with the project.

These innovative good practices can be transferable to other contexts, both in the same region and outside where the barriers that may exist for the replication of these experiences may be the same as those encountered in School 2. The transferability of Learning Communities has been officially encouraged by the Departments of Education of Andalusia and the Basque Country. In other regions, such as Catalonia, Madrid, Extremadura, Aragón and Castilla-La Mancha, the Communities are also being introduced but only as options among other innovation initiatives.[21]

3. Innovation in schools: lessons learned and policy pointers

This section draws on findings and reflections from three different sources: field visits to the schools, interviews and focus group discussions with stakeholders involved in innovations at all levels related to each school (teaching staff, management teams in schools, inspectors, policy makers and administrators, parents' associations). The joint workshop on education change was held as a closing stage of the research in order to discuss and triangulate previous findings. It is important to highlight that a great level of consensus was identified about the different issues raised by the participants.

3.1. Understanding the barriers: what hinders the school innovation process?

The main barriers identified that negatively influence the processes of innovation in the school have been diverse. In one of the schools, one of the barriers is the congenital instability of the educational legislation in Spain. The constant changes in educational legislation create instability in the system, mistrust among teachers and may call into question the sustainability of some projects. There is also sometimes instability of the staff and the turnover of teachers by transfers and substitutions. The high turnover makes it difficult to develop coherent educational projects, affecting both the processes of teacher involvement and the establishment of proactive synergies in the application and follow-up of innovation projects. However, as we have seen, this staff instability can become, as happened in school 2, an opportunity for innovation as the arrival of new teachers at the school coincided with the start of a new management project:

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[21]The total number of schools currently implementing Learning Communities is not clear. According to García-Yeste, Leena & Petreñas (2012) there were 97 cases in Spain.

"90% of the faculty changed, young people came, with experience, about 40 years old, with very good training. They understood the project straight away [...]" (Head teacher, School 2)

In both schools, resistance from teachers has been considered important for the processes of change. To try to change the teaching practices and pedagogical inertia of teachers is a difficult task. There may be reluctance on the part of teachers who come motivated both by the insecurity of abandoning their "pedagogical comfort zone" and by their unfamiliarity with the new methodological proposals. This was how we picked it up:

"Making a teacher change paths is very difficult" (resident of the Confederation of Students' Families of Andalusia)

The head teachers among the workshop participants stated that trying to change teachers' practices and the current pedagogical inertia in schools, especially in secondary schools, is a rather difficult task. For them, barriers to change from the teachers' side are caused by three factors: insecurity when challenged to abandon their "pedagogical comfort zone", lack of knowledge of new methods and the teaching role they believe they hold (in Spain, they believe they are subject or area experts rather than teachers).
In the interviews conducted in one of the schools, the quality and characteristics of the initial teacher training were also mentioned. For the administration, the teachers' lack of knowledge about the results of research in education is a significant barrier to innovation:

"In the training we didn't see anything, in the University they don't teach you anything. You don't go out, they gave me a classroom of 3-year-olds when I arrived, with nothing and I didn't know what to do, I was crying." (Teacher, School 2)

The workshop participants also agreed that recently graduate teachers are still ill-equipped to suitably respond to present-day challenges. They especially complained about the lack of basic training and updated pedagogic knowledge among the teacher-students in practice in their schools. Moreover, they were very critical about the apparent unawareness of the latest research in education of teacher training university staff. This issue had also been brought about in one of the interviews:

"I understand that the role of the University should be to elaborate the theoretical foundations of these programmes and projects and to transfer them to the teachers, starting with the University faculty in charge of training them. But in fact, this is not being done. I believe that the University has to undergo a deep change in teacher education, as well as in the development of the different learning areas […] The education system is not going to change as a result of passing a new law or by passing a national education agreement, but we rather have to commit to undertake this agreement" (President of the Association of Education Inspectors of Andalusia (ADIDE). Lecturer at the Faculty of Education Sciences, University of Granada)

This assessment in terms of the limited training offered by the initial teacher training in classroom management and the processes of change and innovation in school is extended, with even greater emphasis if possible, on the inadequate preparation of school managers in the subject of school leadership. This aspect is considered a barrier to the promotion of the processes of change and innovation:

"No school is changed if there is no leader. [...] As long as leadership is not understood in a different way and the training of people in leadership is not improved, there is nothing to be done. I don't want a teacher who has been in a classroom for 20 years to be a head-teacher because he might be an excellent teacher, because being a teacher is not the same as being the head of a school. Nowadays, the responsibility that a head-teacher assumes is to transform a school. In the meantime, the admission to management does not change because we cannot select the personnel, at least the people getting into management should be serious and they should be people with training in what a head of a school is supposed to be, which has nothing to do with being a teacher" (Head teacher, School 2)

The workshop participants from schools sustained that "the only way to learn is watching how it is actually done (in relation to real work in the classroom)". One teacher from an innovative school said in relation to her fellow teacher, who had leaded innovation in their school: "thanks to her living example hands-on I could learn how to work by competences". However, workshop participants from secondary schools in the area argued that in secondary schools it is often difficult to get the teachers engaged as many "simply come to teach their class and then go", as a high school head teacher put it.

The educational administration also places special emphasis on the need to rethink the teaching career, and thereby, entry into school management. The greatest barriers are those that derive from the curricular rigidity and organizational rigidity of the schools. Some interviewees considered educational autonomy to be a facilitating factor of change, but in the administration, it is considered that the structures of the schools are too rigid and do not allow for flexibility. It is therefore essential to consider how to break up these curricular structures:

"The very organization and operation of the schools. We have quite rigid structures for running the schools. These departmental structures that do not allow flexibility are another impediment to innovation [...] And we have a compartmentalized curriculum that corresponds to these fixed structures. We have compartmentalized teaching in very fixed structures. Curricular structures revolve around knowledge disciplines, when in fact current knowledge is not compartmentalized. It is a very flexible knowledge, a knowledge that has connections between some disciplines and others [...]" [General Director of Evaluation, Ministry of Education]

"What really constitutes an obstacle is the management system, that is, the rigidity, the normative abuse, the lack of enough autonomy in the schools. If the initiatives of this type (change) really emerge from them, then they adhere to any available call, although when some schools want to carry on in a deeper way it has not been possible due to the rigidity of the education system we have here (President of the Association of Education Inspectors of Andalusia (ADIDE). Lecturer at the Faculty of Education Sciences, University of Granada.)

An example of this rigidity emerged in the workshop. One head teacher explained how the "cheque libro" (i.e. funds to acquire textbooks) was not used at all in innovative schools, because they could not know what relevant materials would be needed in advance as required by the administration before they had undertaken their end of year assessments. As a consequence, this money was lost while it would be much needed to purchase other materials later and not from a closed list. The workshop participant from

the inspection body advised of some ways to strategically navigate this limitation while acknowledging that this was not the optimal solution.

In this sense, all the workshop participants from schools agree that funding is a key element for sustainable innovation and they complain that the administration has not always provided the necessary economic support. They add that they have to be extremely creative and invest a considerable time searching for funds -taking part in a series of contests and having to cope with outdated technological equipment, etc. – as a means to set up their projects. They believe that cutbacks in resources and, especially, reductions in teaching and support staff in schools during the last years have restrained innovation.

However, a barrier that has emerged with special intensity in some of the schools has been the opposition of families to the processes of innovation and change. Substituting the textbook, cooperative project work, the development of research projects, or the entry of parents and volunteers into school have disrupted expectations and the ways in which some families construe education from their own experience. This is how it was expressed by a teacher in School 1:

> "At first, there was a lot of enthusiasm, but behind you heard that because there was no textbook they did not know what they were going to prepare for the children. What happens? You will find that out later. That we were doing a lot of activities but you are left with nothing to show for it. But then we thought we had to give them form. (The parents) have realized that through research the child greatly improves, and oral expression. All parents have access to the blog. And the parents log into the blog" (Teacher, School 1)

3.2. Spotting the supporters: what facilitates the school innovation process?

For the schools, one of the main facilitators of educational innovation processes is the support and impetus they have received from the various educational administrations (the Ministry of Education, Culture and Sport of Spain, the Junta de Andalucía, the municipality). While in one of the schools the innovation has developed from its inclusion in a program of high-quality continuous training and a process of accompaniment in the initial phase of development of the project, in another it has been the figure of the school inspector who, representing the administration, has helped to boost the project:

> "We have been developing a line of innovation since school year 2013-14, focused on the design of education programmes as tools to help the Andalusian teachers incorporate innovative methodologies in the classroom. These new programmes, applied to a range of areas -such as Environmental Education, promotion of good health habits, entrepreneurship culture, patrimony o improvement of the linguistic communication- promote the development of innovation strategies such as participatory research, project based learning, or the development of experimental prototypes. The reference of good practice comes from the same region or area and this allows for easier replication in other schools. In the current schoolyear more than 3000 schools have voluntarily develop some of these innovation projects, as a result of the official call open in September. We are speaking of more than 66.000 teachers and more than 800.000 students involved" (Director General of Educational Innovation and Teacher Training of the Department of Education, Culture and Sport of the Junta de Andalucía)

Furthermore, belonging to a wide network of schools which allowed sharing experiences of innovation and change has been a facilitator in one of the cases. In the development of this network, the creation of a web portal for the exchange of materials and good

practices is positively valued. However, some teachers interviewed also value the meetings with and visits of the schools where these good practices were implemented. For them, the process of transformation necessarily passes through this form of knowledge:

> "Living the experience, this is the way people are transformed" (Teacher, School 2)

Teacher training thus becomes a facilitating factor of the innovation processes, since:

> "You innovate when you feel secure and have an understanding about what you are trying to do. Innovation is not having ideas, it is an idea if someone does it in isolation, so another element that favours innovation is teamwork, fostering models of teamwork favours innovation" (General Director of Innovation, Ministry of Education)

> "the Andalusian government key strategy is to strengthen the teachers' training while the there was an opposite tendency in the rest of regions" (Director General of Educational Innovation and Teacher Training of the Department of Education, Culture and Sport of the Junta de Andalucía)

In this sense, a teacher in the workshop highlighted the need to promote systematic training activities that gather primary and secondary teachers based on project based learning or other similar experiences of peer-training.
In the case of Andalusia, some interviewees make a positive assessment of the commitment to training that has been made by the Andalusian Government, while others consider the training to be too rigid.

> "In the case of the AR of Andalusia, one has to highlight the Andalusian Government's commitment to strengthening teacher training at a time when the trend was in the other direction in other regions. The close relationships on the training network to detect the training needs of teachers, especially the innovators, has been a relevant aspect" (President of Federation of Students' Families of Andalusia)

Nevertheless, in both schools and also in the educational administration, the processes of innovation are considered to be favourable when they are voluntary processes, when they emerge from the schools themselves and when the schools perceive the necessity for change:

> "The processes of innovation should be voluntary processes as far as possible, which emerge from the schools that appreciate the need for innovation. For example, the introduction of new technologies *en bloc* into a school does not favour innovation. However, introducing it gradually, by example, allows it to permeate through the schools ... Innovation does not emerge from models that are implemented from above" (General Director of Innovation, Ministry of Education)

In this sense, the workshop participants agreed that innovations have to focus on students as the central elements of learning by promoting their wellbeing and being responsive to their real needs. Rather than seeking the improvement of their performance as the primary goal, innovations should try to promote pedagogical actions oriented to learning processes that take into account the students emotions. If this is attained, the improvement in achievement and school climate will come naturally as a result.

The innovation processes are seen to benefit from the existence of a strong and distributive leadership in the school that promotes real collaboration between the members of the faculty and interdisciplinary teamwork involving the whole of the teaching staff. Also, when responsibilities are delegated by the management to the teaching teams this promotes their sense of belonging to the school and their leading role in the organization of the learning. As the head teacher of School 1 said, "When everyone feels part of the educational process, this is the key." In this sense, the involvement of the teaching staff will be a facilitating factor or otherwise a barrier, as will the existence of a clear and well-defined school plan agreed by all, which focuses on responsible and continuous improvement and key to the impetus for change and the success at school of all the students:

> "the incorporation of innovation in schools is easier when the whole school, all the staff, feels the innovation Project as their own as part of the school's education project. This is the reason why innovation runs the risk of failing, due to a lack of planning for an adequate teachers' training, etc. In sum, when teachers do not identify with it" (Director General of Educational Innovation and Teacher Training of the Department of Education, Culture and Sport of the Junta de Andalucía)

3.3. Reflecting on the transferability of school innovations into the local contexts and their sustainability

The innovations presented could be transferred to other contexts and be sustainable, provided that appropriate conditions are met. However, the administration also reflects that the goal is not to make sustainable innovations. It is about creating a culture of innovation:

> "An innovation by itself is not sustainable; the very concept of innovation is not sustainable. We have to create a culture of innovation and that is what has to be sustainable. Specific innovations do not have to be sustainable" (General Director of Innovation, Ministry of Education)

For the national administration, however, in order for the replication and sustainability of projects to be possible, teachers need to be offered training, materials and a clear assessment model:

> "With the training of teachers, providing materials to teachers and with the return of results by means of evaluation. Every innovation process that is implemented from the Ministry is always supported by this structure. In any program that is launched from the Ministry, first always, comes the training, then the materials and the provision of an evaluation model. This guarantees sustainability" (General Director of Innovation, Ministry of Education)

As part of this training, a workshop participant from the university and the inspection body argued that it is necessary to promote the access to schools' experiences described and validated by academic research as evidences to be taken into account both in the normative frameworks for education change and in new teachers training. Workshop participants agreed that this kind of essential two-way feedback for transferability is currently lacking.

Furthermore, from the schools' point of view, the administration has not offered the necessary support to guarantee the sustainability of the project. Both national and regional level policy-makers that were interviewed highlighted the need to work together to promote and guarantee the sustainability of the innovation processes, but also the existing barriers to do it in the current distribution of political responsibilities, especially during the ongoing economic recession of the country. In fact, one of the state-level

administrators participating in the workshop argued that it is necessary to reform the legal framework so that it is more flexible to foster innovations in schools.

For the autonomous administration of Junta de Andalucía, a methodology of cooperative work, a flexible model of organization and functioning of schools, the exchange between peers, and the creation of professional teachers' networks are the basis for successfully replicable models. On the contrary, the impossibility of finding teaching teams involved in innovative strategies, scarce material resources, poor support from the education community or the instability of teaching staff make it difficult to replicate:

> "Both the innovation and research projects and the education programmes developed in Andalusia are set up on sustainability. Perhaps experience shows us clearly that models of innovation that make counselling and support available, and provide the necessary professional resources by the education administration are more sustainable than those only based on financial support." (Director General of Educational Innovation and Teacher Training of the Department of Education, Culture and Sport of the Junta de Andalucía)

For the schools, the sustainability of the experience will depend on their teachers' energy, patience and goodwill. They prove to be exportable experiences and can be very illustrative for schools that want to make similar change processes. In this sense, they consider that an awareness of experiences, working in a network and learning from the exchange of teaching ideas will be essential. For the education administration,

> "Initiatives mostly come bottom-up (from schools and classrooms), otherwise they are seen as an imposition" (President of the Association of Education Inspectors of Andalusia (ADIDE). Lecturer at the Faculty of Education Sciences, University of Granada)
> "the strong commitment of Andalusian teachers has to be acknowledged for innovation initiatives, even without enough resources they have contributed to a large extent to the incorporation of new methodologies for the benefit of the Andalusian students." (Director General of Educational Innovation and Teacher Training of the Department of Education, Culture and Sport of the Junta de Andalucía)

Another very important point was made by the workshop participants: the need for the administration to rethink assessment and accountability processes, both in the dimensions which often lead to competition between schools (rankings, for example, in other autonomous communities in Spain), and regarding the superficial results they currently provide (mostly indicators of output rather than indicators of outcome). They argued that the administration should work for the adjustment between school processes and academic results, instead of on the increasing trend of standardized tests that are based on the cumulative encyclopaedic knowledge rather than on the assessment of key competencies. This contradiction between different educational interventions is mostly found in lower and upper secondary education and can clearly jeopardize innovations.

Finally, it is worth mentioning that for the representative of parents' associations in the workshop, the final workshop itself was regarded as a net contribution of "fresh air" and could improve the teachers' motivation as well as the awareness and understanding of families of the projects that are being developed in their area. This knowledge is essential to reduce resistance and promote involvement of families in the processes of change and innovation, closing the circle of the culture of innovation pursued.

3.4. Policy pointers

- *Policy pointer 1:* Internal consistency of education policies: It is essential that are education policies are strongly committed to the promotion of innovation

processes but also that these policies are internally consistent with goals of the systemic changes they pursue. This is especially important in the learning processes taking place in schools and the evaluation processes of students and schools themselves (learning assessment by competencies) but also, as will be seen, in relation to other indicators.

- *Policy pointer 2:* Stability of legislative frameworks and normative flexibility. Legislative stability and normative flexibility are essential. Normative orientations should aspire to support innovation instead of constraining its development. Educational administrators should allow schools to work beyond current rigid curricular structures that fragmented into knowledge areas. Legislation and administration should also provide schools with the necessary tools to exercise their autonomy –a key factor facilitating change and innovation.

- *Policy pointer 3:* Stable and sustainable funding. Stability and funding are key elements for innovation and sustainability. Public schools should have enough economic resources and staff to implement innovations effectively. Financial insecurity jeopardizes the schools' capacity to promote sustainable innovation processes. Stability is also essential in relation to the school personnel and excessive turnover of teachers and managing teams should be avoided. Education administration should promote the stability of the teaching staff in order to enable their involvement in the planning, implementation, monitoring and evaluation of the innovative education projects of the school.

- *Policy pointer 4:* Research and knowledge transfer: universities - administration - schools. Innovation and change in schools have to be driven by scientific evidence. Education research offers relevant results about the processes of innovation, change and school improvement. In this framework, the joint work of schools, universities and the administration has to be facilitated, ensuring suitable economic conditions as well as opportunities for knowledge transfer and pedagogical exchange in order to connect theory and practice in education. Furthermore, stakeholders responsible for policy design should take into account and include continuous and sustainable assessment procedures, with the participation of the education stakeholders involved so that the extent and the effectiveness of the expected changes and improvements in schools are adequately and sufficiently known.

- *Policy pointer 5:* Culture of innovation vs education innovation. Education policies need to fuel the development of sustainable innovations and guarantee the conditions for them to be transferred to diverse education contexts. Above all, they also have to create a culture of innovation within the education system. This culture has to be driven by state level, regional and local administrations, as well as by education research specialists in the processes of teachers' initial training and professional development.

- *Policy pointer 6:* Cooperation between administrations and networks of professional learning. Collaboration between the administration at different levels and education institutions in the education system is essential. Working together is important to promote and guarantee the sustainability of innovation processes. It is necessary that the regional and local administrations promote common local projects and facilitate networking initiatives between schools and social and education stakeholders in the area (third sector organisations, NGOs and firms). Furthermore, schools need to count on common spaces for joint reflection, mutual knowledge and dialogue between schools, thus being able to overcome competition between them in education markets. Schools need to know existing experiences and be part of broader networks, and training must be organised on the basis of exchange of new pedagogical ideas and practices (creating networks of schools and networks across schools, networks of teachers, websites for exchange of materials and good practice). The role of the administration is crucial in making this possible. Professional development has to be rooted in the idea

that all stakeholders can produce and share knowledge and learn from the knowledge of the others.

- *Policy pointer 7*: Teachers' training, professional development and capacity building. The schools' management teams need to receive suitable training about education leadership to promote innovation processes in their schools. Teachers also need to be adequately trained through a variety of strategies (networking, visits to other schools, coaching of another teacher in the classroom, among others). Systematic activities of pedagogic leadership and joint training among teachers from different education stages should be promoted (peer-training). In-service training and development has to be delivered around a school project agreed by all the stakeholders, avoiding the organisation of professional development activities based on the individual interest of teachers. The individualized in-service training model has been found to have very limited impact in the development of quality improvement and innovation projects. In this sense, universities have a key responsibility in updating and improving the current characteristics of initial teachers' training.

- *Policy pointer 8:* Reconsidering the teachers' careers. Education administrators and universities need to reconsider teachers' careers. It is highly convenient to rethink the entry systems to teaching that privilege seniority and years of service and to organise monitoring and assessment of new teachers. Acknowledging teachers' efforts and improving their professional incentives in relation to their daily work through detailed assessments is very important. Motivation and commitment to innovation can be clearly benefited from this change of approach.

- *Policy pointer 9:* The role of support in innovation processes. Innovations in schools have to be closely supported and accompanied by the education administration and its representatives in direct relation with schools such as inspectors. Support is essential for overcoming teachers' fear and resistance before innovation but also families' reluctance towards it. As stated in policy pointer 1, support has to emerge naturally from policies consistent with the goals theoretically pursued and explicitly expressed by them.

Annex I: A short review of the field work

<table>
<tr><td colspan="2">1st Interview programme (with national/regional/local stakeholders)</td></tr>
<tr><td colspan="2">Interview 1</td></tr>
<tr><td>Name and surname of interviewer:</td><td>Jordi Pàmies Rovira and Silvia Carrasco Pons</td></tr>
<tr><td>Position and represented organisation of interviewee:</td><td>1) Head teacher General of Evaluation and Territorial Cooperation. Ministry of Education, Culture and Sport, Government of Spain.
2) Head teacher, National Institute of Educational Technologies and Teacher Training. Ministry of Education, Culture and Sport, Government of Spain.</td></tr>
<tr><td>Type of interview:</td><td>Face-to-face</td></tr>
<tr><td>Date of interview:</td><td>10 – 6 – 2016</td></tr>
<tr><td>Place of interview:</td><td>Ministry of Education, Culture and Sport. C. Los Madrazos 15 – 17. 2a planta. Madrid</td></tr>
<tr><td>Duration of interview:</td><td>1:23:19</td></tr>
<tr><td>Interview recorded:</td><td>Yes</td></tr>
<tr><td colspan="2">Interview 2</td></tr>
<tr><td>Name and surname of interviewer:</td><td>Jordi Pàmies Rovira and Silvia Carrasco Pons</td></tr>
<tr><td>Position and represented organisation of interviewee:</td><td>President of the Confederation of Fathers and Mothers of Andalusia (CODAPA)</td></tr>
<tr><td>Type of interview:</td><td>Face-to-face</td></tr>
<tr><td>Date of interview:</td><td>10 – 6 – 2016</td></tr>
<tr><td>Place of interview:</td><td>Luisa Revuelta Teacher Training Centre. CODAPA offices. C. Doña Berenguela 2. Córdoba.</td></tr>
<tr><td>Duration of interview:</td><td>1:06:48</td></tr>
<tr><td>Interview recorded:</td><td>Yes</td></tr>
<tr><td colspan="2">Interview 3</td></tr>
<tr><td>Name and surname of interviewer:</td><td>Jordi Pàmies Rovira and Silvia Carrasco Pons</td></tr>
<tr><td>Position and represented organisation of interviewee:</td><td>President of the Association of Education Inspectors of Andalusia (ADIDE). Lecturer at the Faculty of Education Sciences, University of Granada.</td></tr>
<tr><td>Type of interview:</td><td>Face-to-face</td></tr>
<tr><td>Date of interview:</td><td>10 – 7 – 2016</td></tr>
</table>

Place of interview:	Faculty of Education Sciences, University of Granada. Office no. 251.
Duration of interview:	1:35:26
Interview recorded:	Yes
Additional notes:	The interviewee was for 6 years the Head teacher General of Educational Innovation and Teacher Training of the Department of Education, Culture and Sport of the Junta de Andalucía.

Interview 4	
Name and surname of interviewer:	Jordi Pàmies Rovira and Silvia Carrasco Pons
Position and represented organisation of interviewee:	Head teacher General of Educational Innovation and Teacher Training of the Department of Education, Culture and Sport of the Junta de Andalucía.
Type of interview:	Face-to-face
Date of interview:	10 – 14 – 2016
Place of interview:	Zaidín-Vergeles Secondary School. C. Primavera, 26-28, 18008. Granada.
Duration of interview:	1:18:56
Interview recorded:	Yes

2nd Interview programme (with school leaders)	
Interview 1	
Name and surname of interviewer:	Jordi Pàmies Rovira and Silvia Carrasco Pons
Position of interviewee:	Headteacher Clara Campoamor Primary School
Type of interview:	Face-to-face
Date of interview:	10 – 7 – 2016
Place of interview:	Head teacher's office, Clara CampoamorPrimary School
Duration of interview:	1:53:21
Interview recorded:	Yes

Interview 2	
Name and surname of interviewer:	Jordi Pàmies Rovira and Silvia Carrasco Pons
Position of interviewee:	Head teacher of studies and English language teacher, Clara CampoamorPrimary School
Type of interview:	Face-to-face

Date of interview:	10 – 7 – 2016
Place of interview:	Head teacher's office, Clara Campoamor Primary School
Duration of interview:	51:27
Interview recorded:	Yes
Interview 3	
Name and surname of interviewer:	Jordi Pàmies Rovira and Silvia Carrasco Pons
Position of interviewee:	2nd year Teacher and Tutor
Type of interview:	Face-to-face
Date of interview:	10 – 7 – 2016
Place of interview:	Head teacher's office, Clara Campoamor Primary School
Duration of interview:	28:20
Interview recorded:	Yes
Interview 4	
Name and surname of interviewer:	Jordi Pàmies Rovira and Silvia Carrasco Pons
Position of interviewee:	Headteacher Sierra Nevada Primary School
Type of interview:	Face-to-face
Date of interview:	10 – 8 – 2016
Place of interview:	Headteacher's office Sierra Nevada Primary School
Duration of interview:	1:17:50
Interview recorded:	Yes
Interview 5	
Name and surname of interviewer:	Jordi Pàmies Rovira and Silvia Carrasco Pons
Position of interviewee:	1) Tutor 1st stage of Primary Education 2) Tutor 4th year of Primary Education
Type of interview:	Face-to-face
Date of interview:	10 – 8 – 2016
Place of interview:	Headteacher's office, Sierra Nevada Primary School
Duration of interview:	1:08:46
Interview recorded:	Yes
Additional notes:	Both teachers are present throughout the interview.

Interview 6	
Name and surname of interviewer:	Jordi Pàmies Rovira and Silvia Carrasco Pons
Position of interviewee:	1) 2nd year teacher and tutor 2) 6th year teacher and tutor
Type of interview:	Face-to-face
Date of interview:	10 – 8 – 2016
Place of interview:	Headteacher's office Sierra Nevada Primary School
Duration of interview:	52:31
Interview recorded:	Yes
Additional notes:	Both teachers are present throughout the interview.
Focus group discussion with school community in Clara Campoamor	
Name and surname of facilitator(s):	Jordi Pàmies Rovira and Silvia Carrasco Pons
Participants:	Participant 1: Secretary of Clara Campoamor Primary School Participant 2: Coordinator of the Infant Education Team at Clara Campoamor Primary School Participant 3: Teacher of Therapeutic Pedagogy, Clara Campoamor Primary School Participant 4: President of the Association of Fathers and Mothers, Clara Campoamor Primary School Participant 5: Educational Guidance Team, Atarfe
Date of focus group:	10 – 7 – 2016
Place of focus group:	Library Sierra Nevada Primary School
Duration of focus group:	1: 09:04
Recorded:	Yes
Key topics discussed:	All the topics included in the Guide.
Focus group discussion with school community in Sierra Nevada	
Name and surname of facilitator(s):	Jordi Pàmies Rovira and Silvia Carrasco Pons
Participants:	Participant 1: in charge of school dining room, Sierra Nevada Primary School Participant 2: school monitor, Sierra Nevada Primary School Participant 3: Councillor for Education, Culture and Sport, Güejar Sierra Council (Granada) Participant 4: President of the Parents' Association,

	Sierra Nevada Primary School Participant 5: Mother of a student and School Council Representative, Sierra Nevada Primary School
Date of focus group:	10 – 8 – 2016
Place of focus group:	Library Sierra Nevada Primary School
Duration of focus group:	52:31
Recorded:	Yes
Key topics discussed:	All the topics included in the Guide.

School visit to observe a whole school project-based teaching/learning in Clara CampoamorPrimary School, Atarfe (Granada)	
Name and surname of visitor(s):	Silvia Carrasco Pons
Other participants:	Head teacher Pre-school main teacher: coordinates pre-school level 3rd grade main teacher: coordinates experimental activities 6th grade main teacher: coordinates literary activities One of the two teachers of English in the school: coordinates introduction of English in 30%-50% of the curriculum
Date of a visit:	10 – 7 – 2016
Place of a visit:	Clara Campoamor Primary School
Duration of a visit:	One day
Objects/activities/practices observed:	All the school walls are covered with students' productions. There are small vertical gardens with plants and flowers in pots between all the classroom doors in every corridor. The walls are also covered with significant progressive messages (i.e. against gender violence, celebrating diversity, the menu of the day, healthy food habits, etc.). The atmosphere is bright and full of visual stimuli. There are objects of certain value exhibited that teachers have brought or have been donated (i.e. collection of reproductions of amphorae on a wall, all the trophies won in all kinds of student competitions such as sports, but also awards received by the school in quality or initiative contests, etc.). The library has a collection of hand-made puppets of the main characters of the several books used every year as the theme around which all the curricular and extracurricular activities are organized. The head teacher takes us on a tour around the school and we visit and briefly participate or watch several activities in each classroom, also exchanging some remarks with the teachers. During the tour, the head teacher tells me about different difficult situations experienced by the families, how they affect the children and how they try to compensate emotionally. Every now and then she stops to greet, caress and talk by while we walk. She is also approached briefly several times by several children of all ages. We start with pre-school 5 years, where they are working in teams

	identifying numbers (1-4) in sheets. They tell me about the next reading they will start (all the school will use 20.000 leagues under the sea, by Verne) but inventing/transforming its title into 27 leagues, 20 leagues, etc. A girl takes the opportunity to show us the book her mother has already bought for her. The teacher has been operated on recently but has decided not to take more than one-day sickness leave because there are no available teachers to take care of her class in the school and does not like an external substitute to take over meanwhile. Then we visit the 6th grade class, where they are working in silence while writing secret descriptions of characters in order to play Who's Who later. The digital boards are on in case they need to check something. The third class we visit is 3rd grade, where a very enthusiastic teacher is also working descriptions with the students, this time of a real-size skeleton wearing a funny wig. She asks who would like to show me and suggests they are going to rehearse a recorded explanation to share with the parents. A couple of boys volunteer and engage in a very detailed description of the different bones and their functions, while another teacher is using her phone to record them and all the other students actively pay attention and want to help. Afterwards all of them will want to check the results and, together with the teacher, they all want to contribute about what can be improved in their explanation, voice tone, body position, etc., in the next recording. Oral language is essential in their teaching/learning methodology, a rather neglected aspect in traditional Spanish education. I will later go there again (second visit to 3rd grade), invited by the teacher of English, who will be singing songs describing parts of the body, again using the digital board and engaging in a conversation in English with me. Spontaneously, the children will ask me to speak in Catalan and in all the other languages they presume I know. Later, while in the library for the FGD, groups of students come in and walk around doing tasks autonomously. The interaction between students and teachers is exquisite, in the Southern European tradition of engaging in a lot of physical contact. Some teachers wear a kind of funny, colourful apron. The dominant teachers' attitude is of continuous encouragement of the children's accomplishments and the children behave in a very confident way. They seem to know exactly what they are doing, why and what for all the time. The teachers appear to be proud of their project although will later complain about the limited resources, lack of support to innovation and the extra amount of time and energy it takes, as well as about what they consider to be an inadequate space for the number of pupils they have.
Photos/other visuals attached:	Yes. Pictures taken during the visit of the different spaces.
Other relevant material attached:	Yes. A sample of this year personalized school agenda used for communication between teachers and families. Not digital, only hard copy.

	The school's webpage: http://ceipclaracampoamor.esy.es/ Every class-level blog (both open and private areas, with parents' access to personalized information about their child): http://campoamor1.blogspot.com.es/ Prezi presentation of the school's project (in Spanish): https://prezi.com/5xe0h4dodpkb/ceip-clara-campoamor-de-atarfe-granada/
Additional notes:	Clara Campoamor Primary School is located in Atarfe (Granada), a small town of 17.141 inhabitants that has grown in the last years with the arrival of families in search of jobs and affordable housing. The school has 234 students, 24, 64 % of them considered to be at risk due to socioeconomic and other disadvantages (impoverished families, immigrant and minority families, pupils with special education needs). The school is currently engaged in 13 specific projects (in educational, social, cultural and technological areas, as described in detail earlier). The school follows a task-based learning methodology inspired by project-based learning, but also by a learning communities' approach, cooperative and collaborative work, community service apprenticeship practices and, above all, a strong pedagogical coordination. The teaching staff highlights the importance of a methodology based on the combination of four principles: communication, cooperation, constructivism and ICT. It is applied through a radical change in the classroom general programming by introducing integrated didactic units (Unidades Didácticas Integradas, UDIs) with contents cross-cutting all the grade levels, working with flexible groupings and individualized monitoring. They also develop complementary activities, school of families, debates and social gatherings, and all kinds of extra-curricular initiatives.
School visit to observe a whole school learning community project in Sierra Nevada Primary School, Güéjar Sierra (Granada)	
Name and surname of visitor(s):	Silvia Carrasco Pons
Other participants:	Head teacher 5 grade-level teachers in different activities Special Education teacher (All the teachers are involved in the activities of a learning community project)
Date of a visit:	10 – 8 – 2016
Place of a visit:	Sierra Nevada Primary School
Duration of a visit:	One day
Objects/activities/practices observed:	The first outstanding feature of the school is how it welcomes the visitors through an explicit decoration that evokes their belonging to the learning communities' project in every corner: from relevant sentences with inclusive and encouraging thoughts written on every step of the three different flights of stairs between the first and the second

floor, or on the doors of the classrooms, to the reminders of the kind of pleasant places that other areas are expected to be, such as the kitchen-dining-room or the free-living-room where groups of children gather to develop projects independently. The communication style is not made up of assertions telling the students what to do or how to behave, but rather positively describe how "we all" like to feel there as members of the school community, without any teacher/student distinction. This welcoming atmosphere includes the teachers' room, dominated both by a photocopier and a *serrano* ham covered by a kitchen cloth, where a home-style coffee machine and personalized Granada-style traditional china cups for every teacher are also found on a shelf over the sink. The structure, the logic and the contents of the school's webpage also replicate these ideas (see below).

The head teacher and all the teachers interviewed insist that they are still in the initial stages of becoming a true learning community school and all the projects they develop are linked to the central theme selected for every school year, following a classical reading and specific initiatives in the area of the performing arts. The head teacher takes us on a tour around the school and we visit and briefly participate or watch several activities in each classroom, also exchanging some remarks with the teachers. During the tour, the head teacher tells me about the need to engage all the teachers in a new curriculum organisation and new teaching methods but also about permanent guided and independent training inspired by reflection upon practice to constantly improve their project. She gives the example of how they initially failed to apply new ways to assess the students' learning in line with all the previous changes and how they solved this problem.

All the classes are spacious, well illuminated and full of different ongoing projects. We start in pre-school 3 years, where a male teacher explains to us that all the children get to communicate to each other although some have home languages different from Spanish (Polish, French). They have not started to correct the children's speech at this stage yet. The children are making puzzles in groups, one child on one of the tables, other children sitting on chairs and others on the floor. They go on playing without much interest in the visitors, and this will be one of the common features of the students' behaviours at all ages and classes visited. Then we visit a 3rd grade science class where a male teacher and four volunteer mothers are listening to the students' explanations on their ongoing "live bugs project" in a circle, with the help

of a digital board. Only at the head teacher's request, two students interrupt their story and show us the bugs in the hand-made conservatory which is linked to the eco-garden they keep in the school yard. After that we go to what the head teacher calls the "small Finnish living-room" (with colourful carpets and cushions of different adaptable sizes) mentioned above and watch four pairs of shoes outside; two boys and two girls are working on their own on the preparation of a fake trip to New York city as part of their 4th year project involving five traditional subjects and they tell me about it as if it were real and all the searching and organisation they are carrying out. When we leave, we see that the room next door still has the chairs in a circle position because there has been a session of *dialogic reading* there gathering more than 30 students and parents from another age group. In a 6th grade class we also watch the students working in groups in different positions and corners, preparing designs for posters related to the same travel project. They are really engaged in their work and pay little attention to us, but when asked to explain what they are doing, they seriously brief us on it. Neither the head teacher nor the classroom teachers ask any students to stop working and show us what they are learning or how well they do. The observation finishes with a visit to the 4th year class. The students are working in pairs but in round tables of six, sharing a computer per couple and following altogether what is being explained through the digital board with an eliciting style displayed by the teacher. There are strings from wall to wall absolutely filled of hanging pieces of work made by the students, specifically related to the planets in the solar system.

Finally, we visit the library. The library project is central in this learning community project. The indoors space offers several options to sit or lay over cushions to read, individually or in groups. Many teachers proudly refer in different moments of the visit to the funnily tuned supermarket shopping cart they use as mobile library for recess periods outside in the yard.

Before the tour is over, we briefly spot a class with the only new teacher arrived this year to occupy a vacant position. The students sit in individual tables facing the digital board (coincidentally switched off) and line up to check their exercises with the teacher, who sits at her own table. No decorations with students' works are on the walls, but shelves with books and posters related to the contents they are studying. The head teacher explains that this new teacher is still reluctant to join the learning communities'

	project, which is new for her. During the visit, there are students up and down the corridors, spontaneously greeting and explaining what they are doing or where they are going, not reporting. The older ones are going to start the theatre project with a teacher who was also responsible for the circus project the year before. As in school Clara Campoamor, teachers and students in school Sierra Nevada engage in physical contact through kisses and caresses, although in the latter, the atmosphere is much more relaxed and unhurried. An example of this is the part of our tour in the facilities outside the building, when the head teacher briefly greets every child by his/her name or is greeted by them as we go by. The school yard is divided into two different spaces for the use of younger and older children. It is oriented towards the Sierra Nevada mountain chain of which it has an impressive view from every corner.
Photos/other visuals attached:	Yes. Pictures taken during the visits in the different spaces.
Other relevant material attached:	The school's webpage: http://ceipsierranevadaguejarsierra.blogspot.com.es/Classroom blogs are also found through the school's webpage.
Additional notes:	Sierra Nevada Primary School is the only educational provision in the beautiful village Güéjar Sierra, of about 3.000 inhabitants and located in the lower part (1.100 meters high) of the road to the mountain chain Sierra Nevada and the beginning of its natural park. It belongs to the metropolitan area of Granada. Apart from the long-established families devoted to economic activities related to rural life as well as to tourism, the village has experienced an important socio-demographic transformation due to the more recent settlement of families with artistic backgrounds and/or more socially involved who were looking for better quality of life and a safer environment to raise their children. These changes in the social composition of the population have had various impacts on the school's initiatives in innovation as a result of a divided parents' reaction to them, between those who claimed for more traditional pedagogical ways and those who are welcoming and taking active part in more innovative pedagogies. The school currently offers pre-school education (3-5 years), primary education (6-12 years) and the first two years of lower secondary education (ESO), although this latter stage will soon disappear and the students will then attend high school in Granada.
The Workshop with schools and other stakeholders	
Name and surname of the	Jordi Pàmies Rovira, Silvia Carrasco Pons

workshop facilitator(s):	
Number of participants and their represented organisations:	Total number of participants: 18 Represented organisations: 10 Organisation 1: National Institute of education technologies and Teachers' Training Organisation 2: National Centre of Education Innovation and Research of the Spanish Ministry of Education, Culture and Sports Organisation 3: University of Granada and President of the Association of the Inspection body in Andalusia Organisation 4: Andalusian Confederation of Parents' Associations for Public Education Organisation 5: Clara Campoamor primary school of Atarfe Organisation 6: Sierra Nevada primary school of Güejar Sierra Organisation 7: Secondary school Alba Longa Armilla in Granada Organisation 8: Secondary school Alfaguara in Loja Organisation 9: EU DG EAC Organisation 10: UAB
Date of the workshop:	March 30th, 2017
Place of the workshop:	Granada Centro de Profesores (Teachers' Development Centre), Granada, Spain
Duration of the workshop:	3 hours 45 minutes
Recorded:	Yes
Key topics discussed:	Two parallel focus group discussions. Participants divided in two heterogenous groups of 8 participants each. Themes emergedupon discussions included: leadership and school autonomy, training, cooperation and sustainability, investment and sustainability

Annex II: Photos from the two schools

Clara Campoamor Primary School

I WISH A MILLION OF DROPS Hall of the school. In each little drop the students wrote their most important wish and hang it on the wall.	
A wall with a school name, Picasso's peace dove, a sentence from Imagine by Lennon and the peace symbol. Signed by the Parents' association (AMPA LA ERMITA)	

All the corridors of the school have their vertical gardens, however small the plants may have to be. All the community take care of watering and keeping them in conditions.	

Sierra Nevada Primary School

View of the school atmosphere: door open to teachers' room, decorated flight of stairs with sentences, peace symbol work hanging from the ceiling, students' works from projects on the walls.	
Inside the library many different corners may be found with different options for seating and reading calmly	

| One of the corridors with wagons of a train filled with the adapted version of children's rights articles of the Convention (CRC, 1989). | |

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