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Study of school's educational networks: keys aspects for their analysis and improvement from the assessment of Teachers Advisors Centers

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Contribution

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Educational networking of schools has, as priority, the creation of a stable coordination of centers in order to constitute a communication network as well as a network aimed to share experiences between centers. The goal is to build an exchange, cooperative and relational network, understanding these networks as those that promote the generation of innovative and participatory processes of people who share the educational process. This is a "professional dimension, social and training of the network" (Muñoz, 2005), as it exists a system of relationships between people for collaboration in order to make possible that the changes become collective to all the members involved, considering that this change may be progressive and, above all, training for all the participants. This participatory process has a number of characteristics a priori: it is a practical work, creates knowledge and leads inexorably to the participation of all members. In every an inter-center education network there is a number of premises, and the most important premise is that the centers must respond to the utility for that they have been created, that is, commitment, cooperation, participation and collaboration between all those involved in the improvement. Similarly, in its implementation, a number of assumptions underlie for its functioning: delineation of the network, distribution of tasks between participating members, acting pursuant to the network consensus, coordination among members of the centers and final evaluation of innovations and improvements. It is important to mention that within the "network" created, each school is a special case for the implementation of changes and improvements, as each responds to a social and cultural context with its own particularities and needs. These local educational networks make sense in an organizational form of

work based on the need for change, providing resources and promoting partnerships, as well as promoting educational projects for participation and improving the quality of education

Regarding this approach, the main goal in this paper is to provide with the key tools for the assessment, analysis and evaluation of these networks, taking into account that participation involves a number of improvements, some of them proved in recent research works (Rué, 2005, Ainscow and West, 2006, Dufour, Eaker and Many, 2006, Hadfield and Chapman, 2009; Doménech, 2009) in the following areas:

- they become organizations that increase the capacity for action, exceeding individual and sporadic actions
- they improve the effectiveness of processes, overcoming obstacles to the improvement
- participation is horizontal, surpassing the vertical decision-making
- they increase the sense of community membership, exceeding the non-working group membership and isolation
- members become aware of the ability to participate and to modify and improve it a concrete reality, overcoming the barriers of exclusion and inequality

Method

The evaluation of networking and prospective needs assessment for development and improvement. We use an interview in this study and conclusions for the assessment and the recessive path, using three Teachers' Centers consultants in the province of Sevilla (Spain), who work with these networks and know the history of some already established.

The analysis of the interviews has been conducted from a descriptive-narrative methodology, based on a qualitative research approach, through individual interviews with the advisers to the teachers' centers. This analysis of the interviews has been developed in the following categories:

1. Start of work and training of the network
2. Design and development of networks
3. Organization of networking
4. Impact on community centers and educational
5. Impact of network participation in schools
6. Results

These categories have developed an appreciation of the history of the networks, impact on participating schools, which are to be taken as a reference for the evaluation and final evaluation of the networks in the wider investigation of "Study of Education networks of schools".

Expected Outcomes

In this study the expected results focus on the usefulness of the information given by the advisors Teachers' Centers to provide assessment data center networks in an ongoing project entitled "Study of the Educational Networks of Schools for the promotion and development of education for equity and participation" already implemented in the province of Seville through the implementation and with the help of the advisors from these Teachers' Centers.

Results conclude data in a number of categories that help us to the evaluation and assessment of these networks. These categories focus on the following: initiation and training of the network design and network development, network organization, impact to schools, results of improvement.

Review of the results are: schools working together increase their capacity for improvement, they are able to carry out a needs assessment, they get together in order to participate and cooperate in innovation, the participation is established in each department and there is always an agreement. The networking is starting in schools called "cycle of change" for the design, development and involvement of all the innovations and improvements.

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