



UNIVERSIDADE CATÓLICA PORTUGUESA

A WORLDWIDE MAPPING AND CHARACTERIZATION OF  
INNOVATIVE SCHOOLS

Thesis submitted to the Portuguese Catholic University  
for the Doctoral Degree in Educational Sciences

by

*Eduardo do Amaral Macuas da Lomba*

FACULDADE DE EDUCAÇÃO E PSICOLOGIA

February 2022



UNIVERSIDADE CATÓLICA PORTUGUESA

A WORLDWIDE MAPPING AND CHARACTERIZATION OF  
INNOVATIVE SCHOOLS

Thesis submitted to the Portuguese Catholic University  
for the Doctoral Degree in Educational Sciences

by Eduardo do Amaral Macuas da Lomba

Supervised by José Matias Alves & Ilídia Cabral

FACULDADE DE EDUCAÇÃO E PSICOLOGIA

February 2022



## **Abstract**

The traditional school model is subject to growing social pressure. The collective awareness of the need to find new pedagogical and organizational approaches has fuelled the dynamics of school innovation. Over the last two decades, several schools have emerged worldwide bearing innovative models. The present study pursued two objectives: 1st - map the innovative schools worldwide, with students between 10/11 and 17/18 years old, referenced by academic publications; 2nd - identify the dimensions of school innovation that those same academic publications indicate in the referenced schools. A systematic literature review was carried out in English, Portuguese, and Spanish, between 2000 and 2021, in the search engines SCOPUS, Web of Science (WoS), EBSCO, Google Scholar, and RCAAP (Open Access Scientific Repositories of Portugal). There may be an increasingly broad consensus on the need for a change in the current school model, but are those so-called innovative schools more effective in promoting learning? The results obtained may raise further research to answer this question.

**Keywords:** School innovation - Innovative schools - Systematic Literature Review - Promoting learning

## **Resumo**

O modelo escolar tradicional está sujeito a uma crescente pressão social. A consciência coletiva acerca da necessidade de se encontrarem novas abordagens pedagógicas e organizacionais tem alimentado a dinâmica da inovação escolar. Nas últimas duas décadas surgiram várias escolas com modelos inovadores um pouco por todo o mundo. O presente estudo foi desenvolvido com dois objetivos: 1º - mapear a nível mundial as escolas inovadoras referenciadas por publicações académicas com alunos entre os 10/11 e os 17/18 anos de idade; 2º - identificar as dimensões de inovação escolar que essas mesmas publicações assinalam nas escolas que referenciam. Para este efeito fez-se uma revisão sistemática da literatura em inglês, português e espanhol, entre 2000 e 2021, nos motores de busca SCOPUS, Web of Science (WoS), EBSCO, Google Scholar e RCAAP (Repositórios Científicos de Acesso Aberto de Portugal). Pode haver um consenso cada vez mais amplo sobre a necessidade de mudança do modelo escolar atual, mas as escolas ditas inovadoras são mais eficazes na promoção da aprendizagem? Os resultados obtidos pretendem suscitar outras pesquisas que procurem responder a esta questão.

**Palavras-chave:** Inovação escolar – Escolas inovadoras – Revisão Sistemática da Literatura – Promoção da aprendizagem

## General Index

1. Introduction .....	1
2. Theoretical framework .....	5
The origins, characterization, and inadequacies of the traditional school model .....	5
The origins .....	5
Characterization and inadequacies .....	6
The social pressure on the school and the emergence of a change movement .....	12
Definition of school innovation and dimensions of school innovation .....	15
School innovation .....	15
Dimensions of school innovation.....	17
Systematic Literature Review.....	19
Narrative Review .....	20
3. Description of the methodological work development.....	21
Search for possible previous systematic review .....	21
1st - Search in search engines (see Figure 1) .....	23
2nd - Reading the title or title and abstract to select publications eligible for full reading (see Figure 1) .....	30
3rd - Full reading of publications to select publications eligible for information extraction (see Figure 1) .....	30
4th - Extraction of information from selected publications to answer research questions (see Figure 1).....	31

Additional methodological procedures. ....	31
1 <sup>st</sup> - Analysis of a sample of the schools obtained with the Systematic Literature Review .....	31
2 <sup>nd</sup> - Development of a complementary Narrative Review .....	32
4. Results .....	33
Identification of publications for extracting information obtained from the systematic literature review .....	34
Schools found with the Systematic Literature Review .....	45
Schools found with the Narrative Review .....	62
Identification of networks and organizations related to school innovation .....	69
Identification of dimensions of school innovation referenced by selected publications .....	77
Identification of the sample of the schools obtained with the Systematic Literature Review .....	80
Innovation dimensions results with the sample of the schools obtained with the Systematic Literature Review .....	85
5. Discussion .....	87
Regarding the first research question .....	87
Regarding the second research question .....	89
Cross-referencing the first analytical approach with the second obtained with the sample of schools .....	101
6. Conclusions .....	104
Concerning the worldwide mapping of innovative schools .....	104

Concerning the dimensions of school innovation present in innovative schools .....	105
Final considerations .....	106
Appendices .....	110
References .....	152



## **Figure Index**

Figure 1 - Methodological framework .....	22
---	----

## **Table Index**

Table 1 - Typology of analysis of the dimensions of school innovation...	18
Table 2 - Search criteria .....	23
Table 3 - Search keywords .....	27
Table 4 - Selected publications for information extraction .....	35
Table 5 - List of schools named in selected publications.....	46
Table 6 - List of schools found with the Narrative Review .....	64
Table 7 – Networks and organizations related to school innovation found with both reviews.....	70
Table 8 - The frequency of school innovation dimensions identified in the 118 schools referenced in the 56 selected publications.....	78
Table 9 - Sample of the schools obtained with the Systematic Literature Review .....	82
Table 10 – The frequency of the dimensions of school innovation identified in the websites and documents of the 15 selected schools .....	86
Table 11 – Comparative analysis of the frequency of the identified dimensions of school innovation.....	103



## **1. Introduction**

For nearly two hundred years, the school has been trying to guarantee the learning of a curriculum; a systematic and organized set of learning considered socially necessary and changeable over time according to the demands of each historical moment (Roldão, 2001; Gaspar & Roldão, 2007).

School legitimizes itself as a curricular learning institution (Roldão, 2010). Despite its various educational purposes, the core of all school activity is that specialized action of learning that traditionally occurs within the classroom (Elmore, 2000). Therefore, it is natural that regardless of the perspective, the issue of promoting learning has been the object of numerous research over time.

However, despite all that research effort, Nóvoa's warning (2014, p.5) remains: "the main criticism that is addressed to the school today concerns its inability to promote learning". It perpetuates teaching practices that are ineffective for many students (Canário, 2005) and coexists with disinterest (Fullan & Langworthy, 2013) and the "hidden school dropout" (Oliveira, 2019). Although it is no longer sustainable (Fullan, 2016, p.149), the current model resolutely maintains the factory characteristics of the mass school (Tyack & Cuban, 2003).

Some may disagree and believe it has incorporated enough changes over time, enough innovation, and an increased degree of effectiveness that legitimizes its continuous evolution. An increasing number of disbelievers defend that evolution is insufficient, nonsubstantial, merely superficial (Pedró, 2019, p.9).

The undeniable fact is that education systems increasingly feel intense social pressure (Jesus & Azevedo, 2021, p.49). There is a growing collective awareness that "another school is possible, much more effective in its mission to make learning" occur (Cabral & Alves, 2018, p.4). Other ways of "organizing and developing the curriculum are needed, other ways of

organizing the pedagogical work of teachers and students, another way of managing spaces and times, outside the old industrial order” (Alves & Cabral, 2017, p.6).

This increasingly widespread dissatisfaction with the traditional school model and the relative worldwide spread of continued failing government efforts to improve education (Hopkins, 2000; Hargreaves & Fink, 2006), that in many cases do not go beyond the classroom door (Hargreaves, 2007, p.22) out of which no significant change takes place (Murillo & Krichesky, 2015, p.87), has fuelled the various attempts of school innovation over time.

The word “innovation” has never been so present in the prevailing discourses of the educational world (Pedró, 2019; Jesus & Azevedo, 2021). The chorus of discontent in favor of change is audible with increasing intensity, for some, disruptive, for others, incremental (Greany, 2018). Nevertheless, as Pedró (2018, p.94) reminds us, the mental image of a new model that will replace the old industrial paradigm of school organization is still far from clear:

Today, the evocation of the term school generates the same mental image all over the world: that of a building where there are classes, inside which students wait for the dictation of a teacher. And even though the imperative of innovation seems to be well supported by the social conviction that this traditional model no longer serves the interests and needs of the 21st century, the truth is that we still do not have the mental image that will replace the one that, yet it prevails in all of us.

It may not be necessary to define all the details of a new model, but what is becoming crystal clear is that a different school is needed. However, there is still a long way to go despite all the efforts and knowledge added in recent decades about educational change and school innovation.

If they effectively mobilize students, guaranteeing more and better learning, case study schools with new pedagogical and organizational approaches may bring some clarity about the future. Empirical investigations at those schools will be fundamental, but it is necessary to identify and start characterizing them before that.

That was the starting point for the present investigation, which is presented here with two objectives:

- map the innovative schools worldwide, with students between 10/11 and 17/18 years old, referenced by academic publications;
- identify the dimensions of school innovation that these same academic publications indicate in the referenced schools (an essay characterizing possible trends).

For this purposes, a systematic literature review was carried out, seeking to answer the following two research questions:

- Which schools with students between 10/11 and 17/18 years of age are referenced as innovative by academic publications worldwide?
- What dimensions of school innovation<sup>1</sup> do these same academic publications identify in those referenced schools?

The Systematic Literature Review developed allowed the identification of publications that refer to dozens of innovative schools. Several of those publications identify the dimensions of pedagogical and organizational innovation present in them to a greater or lesser extent. This set of characterizations obtained from the publications collected through the

---

<sup>1</sup> According to the typology of innovation that will be presented.

systematic review resulted in a body of evidence that made it possible to draw a global portrait of innovative schools.

In order to verify the consistency of the results obtained regarding the characterization of the referenced schools concerning the dimensions of innovation present in them, it was decided to use a second analytical instrument. A sample of the schools most referenced and most characterized by the academic publications was selected, and an analysis of their websites (and other documents available on them) was carried out in order to verify if the general picture obtained from them regarding the dimensions of innovation was consistent with the general picture obtained earlier.

A student's age group restriction - between 10/11 to 17/18 - has been made. To reduce the information to be obtained, making the treatment of it feasible, and because it is from 10 years of age onwards, there is more considerable social pressure for a change in the school model.

Nevertheless, even though it is possible to map and characterize the schools identified as innovative, the most critical question remains: despite being innovative, are these schools more effective in promoting student learning? The information collected in this study intends to lead to further investigations that aim to understand whether today's schools present themselves as innovative are more effective in mobilizing students' interest and providing them with more and better learning.

## **2. Theoretical framework**

### **The origins, characterization, and inadequacies of the traditional school model**

#### **The origins**

The school was born from a world that no longer exists (Alves, J. M. & Baptista, C., 2018). The mandate that society gave it to guarantee the transmission to future generations of a curriculum that was considered socially necessary has a given historical context. Despite the addition of purposes granted to the school over time, perhaps excessively (Nóvoa, 2009), access to knowledge through curricular learning continues to be the central work of all school activity. The massification of this access to knowledge brought by the school (Hofstetter & Schneuwly, 2013), which was previously the privilege of a few, represented a tremendous civilizational advance (Alves, J. M. & Baptista, C., 2018). However, even today, there is still a long way to go for the educational system itself to stop being a sign of inequality (Azevedo, J., 2010).

The need to educate hordes of peasants and other citizens who moved their workforce from the primary sector to the secondary during the industrial revolution required the creation of a mechanized model with factory characteristics. The addressees have always been distinct, complex, and heterogeneous, but the model created and quickly followed by several nations in modernization has always been uniform and homogenizing.

In order to educate millions of individuals in a short time, it might not have been possible to adopt another method. However, the present time is no longer compatible with a “ready-to-wear”, “one size fits all” model (Formosinho, J., 1988). Instead of focusing on the specificities of each of the students, that model focused on streamlining mechanical processes that have not been able to avoid unacceptable levels of disinterest, failure, and school dropout.

## **Characterization and inadequacies**

Schools must fulfill their primary mission: to mobilize all students for learning. Continued efforts over time tried to improve school improvement, but often “school improvement efforts do not drive down to the ‘learning level’” (Hopkins, 2000, p.136). “Unless school improvement strategies impact directly on learning and achievement, then we are surely wasting our time” (Hopkins, 2000, p.136).

Many examples can chronologically verify research on learning; among many others: the appearance of the "Effective Schools Movement" in the 70s of the last century; Lesne's studies (1984) about the pedagogical work modes; the introduction of the concept of "value-added" by Sammons, Hillman & Mortimore (1995); the works of MacBeath (1999) on the aspects that influence the construction of learning; Marzano's (2005) bibliographic reviews to identify the factors that promote learning; the "powerful learning" definition proposed by Hopkins (2000, 2007); Hattie's (2009) concept of "visible learning" and his production of meta-analyses on measuring the impacts of various pedagogical practices, and, more recently, the works of Scheerens (2012) on the effect of leadership on learning or the concept of "deep learning" developed by Fullan & Langworthy (2014).

However, despite all these efforts, a school paradigm that makes everyone learn is far from being fulfilled. As pointed out by Roldão (2001, p.11), "[...] there are, in our view, preferential areas to analyze concerning the inadequacy of the "dominant paradigm" in the school [...]: a first one related to the organization of the school, the other related to the ways of teaching work".

It is easy to perceive the rigidity of the adopted processes on the organizational axis. The way of organizing times and spaces is similar to that established in the 19th century and maintains practically the same inflexibility today (Alves, J. M., & Baptista, C., 2018). Students' timetables



and the distribution of their time among the various subjects, without the possibility of articulating them, are defined at the beginning of each year and become practically immovable. The location and configuration of learning spaces are also defined by that moment and rarely changes. The creation of other learning spaces or the reconfiguration of the existing ones is an uncommon practice. In addition to the class unit, grouping students also tends not to undergo changes throughout the school year, and the same happens with the way of allocating students to teachers and vice versa.

In the pedagogical axis, the model's inflexibility is also notorious. To a large extent, fundamental pedagogical features, such as organizational ones, have not changed much.

"The current processes of school education are the very antithesis of the knowledge we have today about how humans learn" (Alves, J. M. & Baptista, C., 2018, p. 136). Although today's classes are not the same as classes from the beginning of the 20th century, the prevalence of the transmissive method is notorious.

[...] the student is expected to be seated, quiet and shut up, not interacting with peers, paying attention to the teacher's lesson and what is registered on the board, guided by the teacher, and followed his instructions.

(Formosinho, J., & Machado, J., 2008, p.9).

The idea that the oral transmission of curricular contents, and the consequent passive listening on the part of students, is the way to make people learn continues to be a widespread belief. The prevalence of the transmissive model essentially constrains the implementation of differentiated, varied, and flexible pedagogical practices.

Despite being questionable to believe that the listening times and passivity of students characteristic of the current model guarantee the best results in terms of learning, active and experiential practices are often secondary. Likewise, pedagogical practices linked to the surrounding natural and cultural environment are often undervalued.

In a traditional class - if we look at it in its purest format - the method is not centered on collaboration but transmission and memorization. A school culture was installed that transformed grades into a purpose and not a means of learning. Students and teachers focus and internalize that summative assessment and rankings are the goals (Hargreaves, 2003). They are used to thinking the process culminates in the test and the grade obtained and not in a commitment to learning and knowledge as a means of personal development. Elmore (2000, p.8) caustically says that “schools teach to the test, because they have no better ideas about how to improve content and pedagogy”.

Concerning the curriculum, it is evident that it is one of the most inflexible and axiomatic aspects of the traditional model. Any redefinition, flexibility, or reduction to put in perspective more and better learning raises questions regarding the foundational aspects of the school institution, runs up against corporate influences, and sparks social discussions around core values. As we have seen, being a central and legitimizing aspect of the school institution and, in itself, a mechanism of political action of the nations themselves, altering the curriculum is a sensitive issue for its equivalent to changing the very mandate that society imposes on the school.

To some extent, the word "innovation" opposes the core definition of the word "curriculum" (Fino, 2016). However, as will become clear later, "curricular heterodoxy", managing the curriculum in a more flexible and contextualized way (Hargreaves et al, 2001; Azevedo, 2011; Alves, 2021a), is, in many innovative schools, considered unavoidable and, therefore, standard practice. It is the only way to have the time to adopt other

practices and meet students' interests and specific contexts. As Perrenoud (2002, p.10) said:

School is meaningless if [...] only teaches the tenth of what seems necessary in contemporary society. However, a more balanced compromise could be sought, in order to create flexible curricula, starting from the essential and aiming at explicit and reasonable educational objectives.

As for the solitary role of the transmitting teacher as the center of the teaching/learning process (Elmore, 2000) – an old and fundamental feature of the traditional model - it can be said that that role could not prevent teachers from treading a path of cooperative and collaborative learning with students that was stimulating for both. However, history shows that the traditional model distanced them and sanctified the position of teachers. It placed them in an isolated and solitary status of transmitters and students in a status of listeners.

The traditional class privileges the one-sided position of the teacher, who speaks to an average, abstract student, giving direct instructions to the whole class as if there were a uniform path that would serve everyone. Students are expected to pay attention and sit for many hours in an almost always receptive and passive attitude. They have to listen carefully, be silent most of the time, and memorize segmented knowledge. Trying to meet the student's specificities, interests, personal context, and way of perceiving the world and relating to knowledge seems to be an impossible task in this model that does not place them at the nerve center of its practices.

The approximation of both teachers and students, with more listener teachers and more talkative students, who also have a say in the learning processes, has been challenging to achieve. Making students participants and not just recipients (Fullan, 2016), placing them at the center of their learning, at the center of the process, requires a profound rethinking of

the position and role of teachers. A change is needed, but removing the transmissive teacher from the center may not be enough. Creating a permanent collaborative culture around students' learning is necessary:

[...] student learning is a collaborative enterprise. It relies on students, teachers, and school leaders working together. [...] Lifting student learning does not happen serendipitously. It cannot happen if we keep doing what we are already doing and wait for change to occur.

(Hopkins, Craig & Knight 2015, p.1).

Learning that does not neglect curricular integration of an interdisciplinary nature, through the constitution of teams of multidisciplinary teachers (Stoll et al, 2006; Alves, 2021) - far beyond collaboration by disciplinary groups, which, according to Hargreaves (2001), does not promote true collaboration. For this purpose, it would also become natural and essential to make the way of grouping and to allocate teachers to students more flexible (Alves, 2021a).

Given all this, one must consider if Mehta et al (2012, Introduction) are correct when they say that "If we keep doing what we're doing, we are never going to get there". Thus, the question is if it will not be necessary to question the traditional school model's old pedagogical and organizational axioms.

The main inadequacies of that model that have been highlighted for so long by several authors (Formosinho, 1988; Elmore, 2000; Canário, 2005; Nóvoa, 2014, Fullan, 2016; Alves & Cabral, 2017) could be listed as follows:

- the inflexibility in the way of grouping students, beyond the class unit;
- the inflexibility in the use of learning spaces, beyond the traditional classroom;

- the inflexibility in time management, in addition to fixed hours;
- the rigidity of extensive curricula that have to be fully transmitted, at all costs, at an equal rate and in the same way to all students;
- the inflexibility in managing that curricula that do not meet the interests of students and do not place learning within the school territory;
- the non-collaborative teachers' roles in the preparation of students' learning experiences;
- the solitary role of the transmitting teacher as the center of the teaching-learning process;
- the excessive use of the transmissive method;
- the absence of differentiated, varied, and flexible teaching practices;
- the little use of active, practical, and experiential learning practices.

It seems unquestionable that the fundamental pedagogical and organizational approaches, heirs of the old industrial order from which they originated, continue to be centered on homogenizing instead of paying attention to the heterogeneity of students and contexts. It is necessary to break several axioms of organizational and pedagogical scope at the same time articulately to aspire to a school that accompanies and effectively collaborates with students during learning (Hudson, 2009). As Alves (2021a, p.25) said: "[...] to build another school, it is necessary to generate a new generative and transformational grammar that changes the organizational structures and the agency of action of the authors who work there."

## **The social pressure on the school and the emergence of a change movement**

History does not crystallize. The socio-cultural context transfigures, so society's social mandate to the school will always be changeable. Therefore, one cannot expect that the school is by nature nothing other than a changeable institution, permanently confronted with the change that society imposes on it. "Hence the interesting observation that the discourse on the "crisis" and the "inadequacy" of the school is as old as the school itself [...]" (Roldão, 2001, p.3).

Perhaps for this very reason, the theme of change - today replaced by the term "innovation", more loaded with idiosyncrasies about other school formats that are considered better - should take on a less obsessive tone in educational discourses. However, given that society has changed a lot, the school has structurally changed very little, and the social mandate is being heard with increasing intensity, the inflamed tone of the defenders of the school innovation movement is understandable. Furthermore, it is not just the social mandate that has been heard with increasing intensity. It is the very nature of the requested change that is very different today:

Thus, when educational historians chastise contemporary change advocates for ignoring the existence of educational change in the past and for exaggerating current crises and change demands [...], they are only partially right. While educational change has always been with us in some sense or other (as also, of course, has educational continuity), many of the changes are very different now, in both their substance and their form.

(Hargreaves, 2005, p.vii)

The resistance of "school grammar" (Tyack & Tobin, 1994) to the traditional model is notorious. It became increasingly clear that pedagogical and organizational language flows in such an internalized and

natural way in the thinking of teachers and students that it compromises all efforts for change (Nóvoa, 1995, Nóvoa, 2022).

The school system developed, as Roldão (2001, p.4) points out:

[...] a process that sociology designates as the naturalization of a reality that, having stabilized in a certain organizational format, [...] settles in the social representation of the various actors as the only possible one – transforming an eminently socio-cultural and cultural construction structure and dated in a powerful referent taken for granted, with all the symbolic load corresponding to the idea of immutability and stability.

In addition, it has also become increasingly clear that educational reform processes are more complex than previously thought (Fullan, 2016, p.12) and that one of the most severe problems that schools face is not resistance to innovation "but the fragmentation, overload, and incoherence resulting from the uncritical and uncoordinated acceptance of too many different innovations" (Fullan & Stiegelbauer, 1991, p. 197).

From these natural resistances, it results that the change and improvement of schools requires a decisive agency of leaders and teachers and a predisposition for learning that "does not happen by chance, it requires a sustained and structured work, a long maturation [...]" (Azevedo, 2011, p.287). This change movement, no longer new, is calling for an improvement in the quality of teaching, for the construction of authentic and "powerful knowledge" (Young, 2007), to create more interest in students that reduces school failure and dropout.

"[...] School is increasingly boring for students and alienating for teachers" (Fullan, 2013, p.23). In this regard, Fullan, M., & Langworthy, M. (2013, p.1) do not outline a pleasant scenario:

[...] students find schooling increasingly boring as they proceed across the grades. Studies from many countries show that among high school students less than 40% of upper secondary students

are intellectually engaged [...] Education under these terms needs to be radically rethought — partly to stop the boredom, but mostly to blow the lid off learning, whereby students and teachers as partners become captivated by education day in and day out.

We cannot be indifferent to the fact that the school discourages many students. Dramatically, Fullan (2013, p.1) almost a decade ago warned of the fact that "Teachers and students are psychologically if not literally being pushed out of school". It is necessary to refocus on learning (Nóvoa, 2014) and be a place where the taste for the intellectual act of learning is stimulated (Canário, 2005) that manifests itself throughout life and does not compromise the possibilities of human development.

Unlike other social institutions that adapt, schools are surprisingly pedagogically and organizationally similar in totally different situations (Roldão, 2001). In contrast to homogeneity, the alteration of the physiognomy of schools may precisely involve incorporating a profile of diversity of pedagogical and organizational solutions. Improving school effectiveness requires that educational agents put themselves in the position of learners, accept other organizational and pedagogical formats, and always maintain a reflective attitude about their practices.

It is also increasingly evident that "[...] the supply and circulation of information available today, if it came to remove the monopoly of the dissemination of knowledge from the school, also came to increase the social pressure on it [...]" (Roldão, 2001, p.11). This dissatisfaction and consequent social pressure for a paradigm shift has been intensifying and arises from outside and within the school itself, where teachers are increasingly frustrated, exhausted, and unable to deal with external pressures.

According to Fullan (2016, p.10), dissatisfaction with the school model and interest in change is a worldwide phenomenon whose nature of the



underlying problems and the principles of success or failure are common. For this author, the change in the school structure is inevitable and necessary. Due to its growing irrelevance, compounded by rapid technological development, it may no longer be sustainable and maybe on the verge of reaching a breaking point.

For Nóvoa (2020a), we may be facing the "disintegration of the school", of which the growing consumerist and individualist dynamics of learning in "domestic spaces" may well be an evident sign.

Now, there are more and more cases of schools in the world that have implemented and institutionalized change (Fullan, 2016). Identifying, characterizing them, analyzing their impact on the mobilization of students and the acquisition of better learning, and making them known, can, if they are perceived to be successful, have a mobilizing and accelerating effect on the process of change that seems to be increasingly inevitable.

### **Definition of school innovation and dimensions of school innovation**

Since this study aims to map innovative schools worldwide and identify the dimensions of school innovation present in them, it is necessary to specify what is meant here by "school innovation" and "dimensions of school innovation".

### **School innovation**

The definition of school innovation is not consensual and complexifies with the distinction between incremental innovation and disruptive innovation. Several studies have been carried out on both types of innovation (Roldão, 2001). On the first intending to try to understand whether it is not possible to make changes within the traditional model that prove to be effective and

ensure a sustained transition. On the second, more inclined to evaluate the effects of a more radical cut. Innovations of a disruptive nature are rare, but those school cases that decide to cut more abruptly with the current model are the ones usually identified as innovative schools. Thus, school innovation is usually considered disruptive school innovation.

Jesus & Azevedo (2021, pp.30 and 31) reviewed the literature on the concept of educational innovation and concluded by adopting the definition of Santos Guerra (2018). This definition focuses precisely on changing educational practices/processes related to learning. Namely (p.23): “[...] a set of ideas, processes, and strategies, more or less systematized, through which changes are introduced and brought about in current educational practices”. Jesus (2018, p.196) adds from an OECD definition that confirms the focus on learning that innovation is:

"a dynamic change that adds value to the processes that take place at school, both in the pedagogical and organizational fields, which translates into the improvement of student's learning outcomes, in satisfaction of educational actors or both."

The definitions of innovation proposed above were considered when identifying innovative schools through the systematic review of the literature presented here. We chose, however, to use the term "school innovation" instead of "educational innovation". As highlighted in the same article (Jesus & Azevedo, 2021, p.36), the concept of

"[...] educational innovation is also a multilevel concept. [...] from the macro-level (world plan and national plan) to the nano level (the classroom), passing through the meso level (the middle of the system) and the micro-level (the school) [...]".

Thus, the use of the concept "school innovation" becomes more precise, as this leads us to the level where the innovation we intend to investigate is: the micro and meso level (the school, as an organization).

The OECD definition presented above by Jesus (2018, p.196) makes a useful disentanglement in identifying these innovative practices/processes by dividing them into the two fields discussed: the pedagogical and the functional/organizational. This conceptual division was adopted to determine the dimensions of school innovation highlighted by publications concerning the schools they refer to.

### **Dimensions of school innovation**

As we said before, this study aims to map the innovative schools referenced by academic publications and enunciate the dimensions of innovation found in them. For this purpose, the typology of the analysis presented in Table 1 was used and had as reference the typology developed by Alves and Cabral (Alves, 2017; Alves & Cabral, 2017; Cabral & Alves, 2018; Alves, 2021a).

The dimensions of innovation that these authors identify in this typology, and that we briefly presented earlier, represent changes in the organizational and pedagogical scope that have been considered fundamental, by them and by other authors, for an improvement of the school model.

Table 1 - Typology of analysis of the dimensions of school innovation

Organizational
Flexibility in the organization of teaching/learning times
Flexibility in the creation and use of teaching/learning spaces
Flexibility in the way of grouping students
Flexibility in how to allocate students to teachers and teachers to students
Pedagogical
Use of differentiated, varied, and flexible pedagogical approaches
Use of active, practical, and experiential learning
Use of learning practices linked to the natural environment
Use of learning practices linked to the surrounding community
Use of learning practices linked to students' interests
Collaborative preparation of student learning by teachers
Students, among themselves and with teachers, work collaboratively during the teaching/learning process
Reduction of transmission teaching times
Flexibility of curriculum organization
Curricular integration of an interdisciplinary nature
Use of digital resources in the teaching/learning process

## **Systematic Literature Review**

Scientific research fundamentally seeks to produce knowledge that can answer previously formulated questions. Some research questions are answered by analyzing a body of evidence produced by a set of studies that have already been carried out and that would be impossible to obtain through the analysis of a few isolated studies. This study sought to find a body of evidence to answer the two research questions presented above.

One of the research processes that allow this approach and has gained acceptance for its rigorous and accountable character is the Systematic Literature Review – “a form of secondary level analysis (secondary research) that brings together the findings of primary research to answer a research question” (Zawacki-Richter et al, 2020, p.4). A systematic literature review method was used to answer the aforementioned research questions.

The algorithmic, transparent, reproducible, and updateable character of this process of secondary analysis allows any other researcher to scrutinize it and, if desired, to assess whether, using the same premises, it would respond equally to the research questions previously formulated (Zawacki-Richter et al, 2020, p.vi). The various steps followed were based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) (Moher et al., 2009) and are shown in Figure 1.

The first research question was thus directly answered using this method, which collected all the publications in Portuguese, English, and Spanish, published between 2000 and 2021, in the *SCOPUS*, *Web of Science (WoS)*, *EBSCO*, *Google Scholar*, and *RCAAP (Open Access Scientific Repositories of Portugal)* search engines. Only publications that refer to concrete cases of so-called innovative schools with students between 10/11 and 17/18 years old were collected.

## **Narrative Review**

There is a fundamental difference between the systematic and narrative review methods. While the systematic reviews are algorithmic, transparent, reproducible, and updateable, which other researchers can scrutinize to assess its correct use and validity, and reliability of the results, narrative reviews cannot guarantee this requirement with the same precision. In contrast to systematic reviews, narrative reviews are criticized for being arbitrary and can hardly guarantee that the researcher is not influenced by methodological or idiosyncratic bias.

With this in mind, it was still decided to carry out a narrative review in search of more innovative schools, but as a complement and with a clear separation of the results obtained with the systematic review. This total separation made it possible to guarantee that the systematic review did not suffer any contamination, either in the methodological phase or during the discussion of the results.

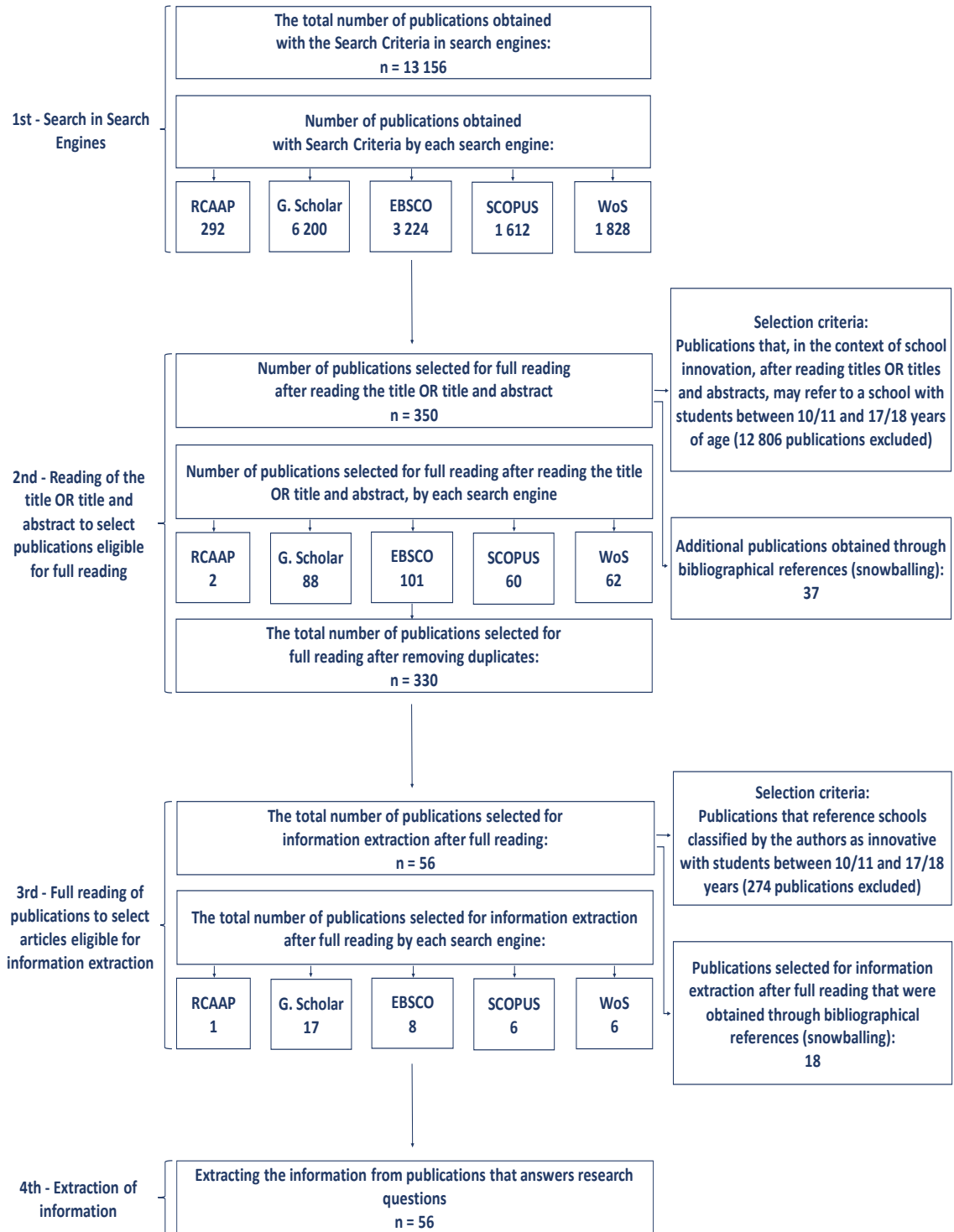
The narrative review was carried out following an identical process to the systematic review (which we will present later) to give it the most algorithmic, transparent, and reproducible character possible. Even so, the reader may choose to ignore the results of the narrative review and only attend to those obtained with the systematic review.

### **3. Description of the methodological work development**

#### **Search for possible previous systematic reviews**

Before starting the systematic review work described in Figure 1, the search engines already mentioned have been utilized to check the existence of previous systematic reviews developed with the same objective. Nothing was found, as can be seen by reading Appendices 1A to 1E, where the search strings and the respective keywords used in each search engine are presented. In Web of Science (WoS), publications in foreign languages are translated into English and cannot be found in searches in the original language. For this reason, the search was restricted to the English language. The RCAAP only has entries in the Portuguese language, and so the research was carried out only in Portuguese.

Figure 1 - Methodological framework





## 1st - Search in search engines (see Figure 1)<sup>2</sup>

The search criteria described in Table 2 have been adopted, using the keywords presented in Table 3, to proceed to the first methodological step of the systematic literature review (search in search engines).

A limitation of the present study is the use of only three languages (English, Portuguese, and Spanish). Although these languages ensure extensive coverage, there may be publications with references to cases of school innovation in other languages that have not been found by this means.

Table 2 - Search criteria

Search engine	Search criteria
WoS	<ol style="list-style-type: none"><li>1. Keywords in English quotes</li><li>2. Since the year 2000</li><li>3. Limited to Social Sciences</li><li>4. In the abstract (AB) for all searches</li><li>5. Excluding all Categories, Source Titles, and Document Types that reveal no connection with the object of study</li></ol>

---

<sup>2</sup> Searches in the referenced search engines were carried out in March and April 2021

Table 2 - Search criteria (cont.)

Search engine	Search criteria
SCOPUS	<ol style="list-style-type: none"> <li>1. Keywords in quotes in English, Portuguese, and Spanish</li> <li>2. Since the year 2010</li> <li>3. Limited to Social Sciences</li> <li>4. In the abstract (ABS) for research in English. Throughout the document (ALL) for searches in Portuguese and Spanish</li> <li>5. Excluding Keyword's and Source title's that reveal to have no connection with the object of study</li> </ol>
EBSCO	<ol style="list-style-type: none"> <li>1. Keywords in quotes in English, Portuguese, and Spanish</li> <li>2. Since the year 2000</li> <li>3. Excluding subjects that reveal no connection to the study object</li> <li>4. In the abstract for research in English and Portuguese</li> <li>5. In the abstract for the string [{"escuela" AND "case studio"} OR {"escuelas" AND "case studies"}] and for the string {"nueva escuela" OR "nuevas escuelas"}</li> <li>6. In the full text for all other strings</li> </ol>
Google Scholar	<ol style="list-style-type: none"> <li>1. Keywords in quotes, in English, Portuguese and Spanish</li> <li>2. Since the year 2000</li> <li>3. With "sort by relevance"</li> <li>4. The first 200 results of each search string in English and the first 100 of each of the strings in Portuguese and Spanish</li> </ol>

Table 2 - Search criteria (cont.)

Search engine	Search criteria
RCAAP	<ol style="list-style-type: none"> <li>1. Keywords in quotes in Portuguese</li> <li>2. In the full text</li> <li>3. Since the year 2000</li> <li>4. Only "Master's Dissertation´s" and "Doctoral Theses"</li> </ol>

It can be seen from the criteria described in Table 2 that it was necessary to create some more limitations in the research to process the information collected. The limitations were created only when the return in the number of publications was unaffordable, and even so, an extension of the analysis sufficient to not leave out publications with possible references to cases of school innovations seemed to be guaranteed. Otherwise, without adopting these limitations, the amount of information would be such that its treatment would become impractical.

As already said, it must be noted that in WoS, the titles of publications in foreign languages are translated into English and cannot be found in searches in the original language. For this reason, the search was restricted to English. RCAAP only has entries in the Portuguese language.

One of the difficulties of systematic literature reviews in the educational sciences is the relative imprecision of the words used and the different way in which the same concept is sometimes named (Zawacki-Richter et al, 2020, p.xii). It is, therefore, necessary to name the concepts in every possible way without the boundaries of this scope being so excessive that they become irrelevant.

It can be seen from Table 3 that, knowing that the way of naming a case of school innovation can be done in very different ways ("alternative

school", "21st-century school", "different school", etc), the keywords used in the research through the three chosen languages sought to exhaust all possible hypotheses.

The chosen keywords were intended to identify all publications that are the object of this search. However, there is another limitation of the study that is unavoidable: the possibility of some publications referring to innovative schools without the title or abstract having any word indicative of it.

Regarding using keywords in Google Scholar, the search using the "OR" disjunction results in a less extensive analysis of documents. For example, searching "innovative school" and then, separately, "innovative schools", returns broader results than searching ["innovative school" OR "innovative schools"]. For this reason, we chose not to use the "OR" disjunction in the English language, in which it is more likely to find documents with references to cases of school innovation in the international panorama.

Table 3 - Search keywords<sup>3</sup>

Search engine	Search keywords
WoS	<p>"innovative school" OR "innovative schools"</p> <p>"effective school" OR "effective schools"</p> <p>"improved school" OR "improved schools"</p> <p>"best school" OR "best schools"</p> <p>"better school" OR "better schools"</p> <p>"21<sup>st</sup>-century school" OR "21<sup>st</sup>-century schools"</p> <p>"different school" OR "different schools"</p> <p>"alternative school" OR "alternative schools"</p> <p>"school" AND "case studies" OR "schools" AND "case studies"</p> <p>"case study school" OR "case study schools"</p> <p>"new school" OR "new schools"</p>
RCAAP	<p>"escola inovadora" OU "escolas inovadoras"</p> <p>"escola eficaz" OU "escolas eficazes"</p> <p>"escola melhorada" OU "escolas melhoradas"</p> <p>"escola melhor" OU "escolas melhores"</p> <p>"escola do século XXI" OU "escolas do século XXI"</p> <p>"escola diferente" OU "escolas diferentes"</p> <p>"escola alternativa" OU "escolas alternativas"</p> <p>"escola estudo de caso" OU "escolas estudo de caso"</p> <p>"escola nova" OU "escolas novas"</p>

<sup>3</sup> WoS and SCOPUS search engines allow the definition of an extensive set of parameterizations that result in very long strings presented in appendices 2A and 2B.

Table 3 - Search keywords (cont.)

Search engine	Search keywords
SCOPUS and EBSCO	<p>"innovative school" OR "innovative schools"</p> <p>"effective school" OR "effective schools"</p> <p>"improved school" OR "improved schools"</p> <p>"best school" OR "best schools"</p> <p>"better school" OR "better schools"</p> <p>"21<sup>st</sup>-century school" OR "21<sup>st</sup>-century schools"</p> <p>"different school" OR "different schools"</p> <p>"alternative school" OR "alternative schools"</p> <p>"school" AND "case studies" OR "schools" AND "case studies"</p> <p>"case study school" OR "case study schools"</p> <p>"new school" OR "new schools"</p> <p>"escuela innovadora" OR "escuelas innovadoras"</p> <p>"escuela efectiva" OR "escuelas efectivas"</p> <p>"escuela mejorada" OR "escuelas mejoradas"</p> <p>"escuela mejor" OR "escuelas mejores"</p> <p>"escuela del siglo XXI" OR "escuelas del siglo XXI"</p> <p>"escuela diferente" OR "escuelas diferentes"</p> <p>"escuela alternativa" OR "escuelas alternativas"</p> <p>("escuela" AND "estudio de caso") OR ("escuelas" AND "estudios de caso")</p> <p>"nueva escuela" OR "nuevas escuelas"</p> <p>"escola inovadora" OR "escolas inovadoras"</p> <p>"escola eficaz" OR "escolas eficazes"</p> <p>"escola melhorada" OR "escolas melhoradas"</p> <p>"escola melhor" OR "escolas melhores"</p> <p>"escola do século XXI" OR "escolas do século XXI"</p> <p>"escola diferente" OR "escolas diferentes"</p> <p>"escola alternativa" OR "escolas alternativas"</p> <p>"escola estudo de caso" OR "escolas estudo de caso"</p> <p>"escola nova" OR "escolas novas"</p>

Table 3 - Search keywords (cont.)

Search engine	Search keywords
Google Scholar	<p>"innovative school"  "effective school"  "improved school"  "best school"  "better school"  "21<sup>st</sup>-century school"  "different school"  "alternative school"  "school" AND "case studies"  "case study school"  "new school"  "innovative schools"  "effective schools"  "improved schools"  "best schools"  "better schools"  "21<sup>st</sup>-century schools"  "different schools"  "alternative schools"  "schools" AND "case studies"  "case study schools"  "new schools"</p>
	<p>"escuela innovadora" OR "escuelas innovadoras"  "escuela efectiva" OR "escuelas efectivas"  "escuela mejorada" OR "escuelas mejoradas"  "escuela mejor" OR "escuelas mejores"  "escuela del siglo XXI" OR "escuelas del siglo XXI"  "escuela diferente" OR "escuelas diferentes"  "escuela alternativa" OR "escuelas alternativas"  ("escuela" AND "estudio de caso") OR ("escuelas" AND "estudios de caso")  "nueva escuela" OR "nuevas escuelas"</p> <p>"escola inovadora" OR "escolas inovadoras"  "escola eficaz" OR "escolas eficazes"  "escola melhorada" OR "escolas melhoradas"  "escola melhor" OR "escolas melhores"  "escola do século XXI" OR "escolas do século XXI"  "escola diferente" OR "escolas diferentes"  "escola alternativa" OR "escolas alternativas"  "escola estudo de caso" OR "escolas estudo de caso"  "escola nova" OR "escolas novas"</p>

## **2nd - Reading the title or title and abstract to select publications eligible for full reading (see Figure 1)**

In this 2nd methodological step, publications were selected for a full reading that, in the context of school innovation, after reading the title or title and abstract, could refer to a school with students between 11/10 and 17/18 years old. All publications (the vast majority) that manifestly did not meet this criterion were definitively excluded. After this selection for full reading, a comparison was made between the results obtained in each database and the consequent removal of duplicate publications.

## **3rd - Full reading of publications to select publications eligible for information extraction (see Figure 1)**

Once the previous methodological step was completed, the documents obtained were read in full to select all those referencing schools classified by the authors as innovative, with students between 10/11 and 17/18 years old. As this reading was carried out, bibliographical references that could also identify innovative schools were found and collected in these same documents (snowballing). The set of publications thus obtained was added to the group eligible for a full reading.

It should be noted that this is a way to minimize the loss caused by the limitation of the study mentioned above: the possibility of some publications referring to innovative schools without the title or abstract having any word indicative of this. In fact, the 37 publications obtained in this way were not detected with the methodological steps followed so far because their titles or abstracts do not contain any of the keywords used in the research carried out. When the reading of all publications eligible for full reading was finished (the initials and the 37 that were obtained from them), it was concluded that of these 37, 18 had references to innovative schools with students between 10/11 and 17/18 years of age, thus becoming publications eligible for information extraction.



#### **4th - Extraction of information from selected publications to answer research questions (see Figure 1)**

The last methodological step consisted of extracting all the information in the publications that refer to innovative schools that could answer the two research questions. That is, the identification of innovative schools with students between 10/11 and 17/18 years of age and, if there is, their characterization of the dimensions of school innovation, pedagogical and organizational, that can be found in them.

#### **Additional methodological procedures.**

Additionally, two more methodological procedures were adopted.

#### **1<sup>st</sup> - Analysis of a sample of the schools obtained with the Systematic Literature Review**

In order to be able to collect more data, to cross-reference with the data obtained through the methodological above described, a sample of schools was selected from the schools identified and characterized through the systematic literature review. The objective was to identify the dimensions of innovation present in this sample of schools, using the typology of analysis adopted, but now through reading their websites and all possible documents made available therein.

The method followed was the same - the extraction of all the text blocks that explicitly present a particular dimension of school innovation - and had two objectives:

1st - Complement the portrait of innovation that the authors of the publications made of these fifteen schools with what the schools say about themselves;

2nd - To draw the global portrait of innovation of this set of fifteen schools and compare it with the global portrait of innovation drawn with the extracts of text from the schools that underwent some characterization by the authors of the fifty-six selected publications.

As it will be seen, crossing the results of the first analytical approach with this second solidified the answer to the second research question.

### **2<sup>nd</sup> - Development of a complementary Narrative Review**

As previously mentioned, it was decided to carry out a narrative review because, regarding the identification of innovative schools, it seemed to be helpful to complement the results obtained with the systematic review. However, the results were separated to ensure that the systematic review suffered from contamination, neither in the methodological phase nor during the discussion. The narrative review was developed in the most algorithmic, transparent, and reproducible way possible, following a process similar to that used with the systematic review.

#### **4. Results**

As shown in Figure 1, the search in search engines using the criteria previously presented resulted in 13,156 publications (6,200 in Google Scholar, 3,224 in EBSCO, 1,828 in WoS, 1,612 in SCOPUS, and 292 in RCAAP).

Of these 13,156 publications, 12,806 were excluded, and 313 were selected. After reading the title or the title and the abstract, these 313 could refer to a school with students between 10/11 and 17/18 years old (101 at EBSCO, 88 at Google Scholar, 62 at WoS, 60 at SCOPUS, and 2 at RCAAP). These 313 were added by a further 37 through the snowballing process described above. After snowballing, a set of 350 publications were eligible for full reading in search of references to innovative schools, which after the process of removing duplicates explained above, have been reduced to 330.

After reading these 330 publications, 38 became eligible for information extraction as they referred to schools classified by the authors as innovative, with students between 10/11 and 17/18 years old. These 38 publications were joined by another 18 resulting from snowballing, making 56 publications eligible to answer the two research questions. All the other 274 publications were discarded. Appendices 3A to 3E are presented with the breakdown, by search engines, of all these results obtained.

It should be noted that the documents with the explicit identification of innovative schools obtained from the scientific search engines WoS, SCOPUS, EBSCO, and RCAAP were all chosen for information extraction. However, those obtained from Google Scholar were only chosen when dealing with publications related to universities or whose authors had a clear affiliation with university research centers in the field of educational sciences.

### **Identification of publications for extracting information obtained from the systematic literature review**

Table 4 presents all the information related to these 56 identified publications. As can be seen, only seven were published before 2010, fifteen between 2010 and 2014, and thirty-four from 2015 onwards. Five were published in Spanish, fifteen in Portuguese, and thirty-six in English.

Table 4 - Selected publications for information extraction

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Darling-Hammond, L., Ancess, J., & Ort, S. W. (2002). Reinventing high school: Outcomes of the coalition campus schools project. <i>American educational research journal</i> , 39(3), 639-673.	2002	Educational evaluation, school organization, school reform, school restructuring, small schools	Stanford University; Columbia University	WoS	"new school" OR "new schools"
Pearlman, B. (2002). Reinventing the High School Experience. <i>Educational Leadership</i> , 59(7), 72-75.	2002	-	-	Snowballing	-
Neumann, R (2003). <i>Sixties Legacy: A History of the Public Alternative Schools Movement, 1967-2001</i> . New York: Peter Lang Publishing.	2003	-	-	EBSCO	"alternative school"
Maheirie, K., Gomes M., Rovaris L., Brittes T. & Lemes B. (2006). "Uma escola diferente": estudo psicossocial de jovens e seu contexto escolar. <i>Revista Brasileira de Crescimento e Desenvolvimento Humano</i> , 16(3), 16-27.	2006	Psicologia Social, Escola alternativa, Jovens	Universidade Federal de Santa Catarina	EBSCO	"escola alternativa" OR "escolas alternativas"
Nagata, Y. (2007). <i>Alternative education: Global perspectives relevant to the Asia-Pacific region</i> (Vol. 10). Springer Science & Business Media.	2007	-	National Institute for Educational Policy Research, Tokyo, Japan	Snowballing	-
Neumann, R. (2008). Charter schools and innovation: The High Tech High model. <i>American Secondary Education</i> , 51-69.	2008	-	Division of Education at San Diego State, University, Imperial Valley in Calexico, California	Snowballing	-

Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Trilling, B., & Fadel, C. (2009). <i>21st Century Skills, Learning for Life in Our Times</i> . San Francisco: Jossey-Bass.	2009	21st Century Skills, Learning for Life in Our Times	Stanford University	Snowballing	-
Chen, D. (2010). Schooling as a knowledge system: lessons from Cramim experimental school. <i>Mind, Brain, and Education</i> , 4(1), 8-19.	2010	-	School of Education, Academic Learning Center, Yehuda, Israel	SCOPUS	"new school" OR "new schools"
Chew, J. O. A., & Andrews, D. (2010). Enabling teachers to become pedagogical leaders: Case studies of two IDEAS schools in Singapore and Australia. <i>Educational Research for Policy and Practice</i> , 9(1), 59-74.	2010	Teacher leadership, Professional development of teachers, Parallel leadership	National Institute of Education, Nanyang Technological University, Singapore; University of Southern Queensland, Toowoomba, QLD, Australia	EBSCO	"case study school" OR "case study schools"
Gorospe, J. M. & Asunción, M. A. (2010). ¿Qué hacen las escuelas innovadoras con la tecnología?: Las TIC al servicio de la escuela y la comunidad en el Colegio Amara Berri. <i>Teoría de la Educación. Educación y Cultura en la Sociedad de la Información</i> , 11(1), 230-261.	2010	Educación Primaria, tecnologías digitales, innovación, buenas prácticas, medios de comunicación	Universidad de Salamanca	G. SCHOLAR	"escuela innovadora" OR "escuelas innovadoras"
Salen, K., Torres, R., Wolozin, L., Rufo-Tepper, R. & Shapiro, A. (2010). <i>Quest to learn: Developing the school for digital kids</i> . Cambridge, Massachusetts: The MIT Press.	2010	-	Parsons the New School for Design	EBSCO	"innovative school"
Wolk, R. (2010). Education: The Case for Making It Personal. <i>Educational Leadership</i> , 67(6), 16-21.	2010	-	(Chairman) Big Picture Learning Board, Providence, Rhode Island	EBSCO	"innovative schools"

Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Leiringer, R., & Cardellino, P. (2011). Schools for the twenty-first century: School design and educational transformation. <i>British Educational Research Journal</i> , 37(6), 915-934.	2011	-	University of Reading, Reino Unido; Faculty of Architecture, Universidad ORT, Uruguay	SCOPUS	"better school" OR "better schools"
Luterbach, K. J., & Brown, C. (2011). Education for the 21st century. <i>International Journal of Applied Educational Studies</i> , 11(1).	2011	-	East Carolina University	G. SCHOLAR	"21st Century Schools"
Roberts, K., & Owens, S. (2012). Innovative education: A review of the literature. <i>American Journal of Industrial Medicine</i> , 8(3), 207-217.	2012	-	University of Melbourne; University of South Australia	Snowballing	-
Kampylis, P. et al (2013). <i>ICT-enabled innovation for learning in Europe and Asia. Exploring conditions for sustainability, scalability and impact at system level.</i> Spain: Joint Research Centre of the European Commission.	2013	-	-	Snowballing	-
OECD (2013). <i>Innovative Learning Environments, Educational Research and Innovation.</i> OECD Publishing.	2013	-	-	Snowballing	-
OECD (2013). <i>Leadership for 21st Century Learning, Educational Research and Innovation.</i> OECD Publishing.	2013	-	-	Snowballing	-

Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Sahlberg, P. (2013). Teachers as Leaders in Finland. <i>Educational Leadership</i> , October, 36-40.	2013	-	Centre for International Mobility and Cooperation, Helsinki	Snowballing	-
Behrend, T. S., Ford, M. R., Ross, K. M., Han, E. M., Peters Burton, E., & Spillane, N. K. (2014). <i>Gary and Jerri-Ann Jacobs High Tech High: A case study of an inclusive STEM-focused high school in San Diego, California</i> . George Washington University, OSPri Report.	2014	-	The George Washington University; George Mason University	Snowballing	-
Owen, S. (2014). Teacher Professional Learning Communities: Going beyond Contrived Collegiality toward Challenging Debate and Collegial Learning and Professional Growth. <i>Australian journal of Adult Learning</i> , 54(2), 54-77.	2014	Professional Learning Community, PLC, teacher professional learning	University of South Australia	WoS	"innovative school" OR "innovative schools"
Vander Ark, T., & Schneider, C. (2014). <i>Deeper learning for every student every day</i> . Getting Smart.	2014	-	-	G. SCHOLAR	"different schools"
Horn, M. B. (2016). The Rise of AltSchools and Other Micro-Schools. <i>The Education Digest</i> , 81(6), 28. Hoover Institution, Stanford University.	2015	-	Clayton Christensen Institute	EBSCO	"alternative school"
Page, S. F. (2015). <i>Innovative Schools in Michigan. Connect: Making Learning Personal</i> . Philadelphia: Center on Innovations in Learning, Temple University.	2015	-	Temple University	G. SCHOLAR	"innovative school"



Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Soulé, H., & Warrick, T. (2015). Defining 21st century readiness for all students: What we know and how to get there. <i>Psychology of Aesthetics, Creativity, and the Arts</i> , 9(2), 178.	2015	21st century learning, workforce readiness, creativity, skills gaps	-	Snowballing	-
Barrera, T. (2016). <i>O movimento brasileiro de renovação educacional no início do século XXI</i> . Doctoral dissertation, Universidade de São Paulo.	2016	Movimento de renovação educacional, Inovação escolar, Organização escolar, Século XXI	Universidade de São Paulo	Snowballing	-
Calvo, A. H. (2016). <i>Viaje a la escuela del siglo XXI: así trabajan los colegios más innovadores del mundo</i> . Fundación Telefónica.	2016	-	-	G. SCHOLAR	"escuela del siglo XXI" OR "escuelas del siglo XXI"
Cupeiro, S. V., & Penedo, S. L. (2016). Escuela, TIC e innovación educativa. <i>Digital Education Review</i> , (30), 248-261.	2016	Episteme, escuela, metodologías educativas, innovación, nuevas tecnologías	Universidad Complutense de Madrid; Manchester Progressive Education Children's Community	EBSCO	"escuela alternativa" OR "escuelas alternativas"
Griswold, J., & Riordan, R. (2016). Another innovation from High Tech High—embedded teacher training. <i>Phi Delta Kappan</i> , 97(7), 25-29.	2016	-	High Tech High Graduate School of Education	Snowballing	-
de Koster, S., Volman, M., & Kuiper, E. (2017). Concept-guided development of technology in 'traditional' and 'innovative' schools: quantitative and qualitative differences in technology integration. <i>Educational Technology Research and Development</i> , 65(5), 1325-1344.	2017	Primary education, Technology integration, Concept-guided	University of Amsterdam	WoS	"school and case studies" OR "schools and case studies"

Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Alves, J., & Cabral, I. (2017). <i>Uma outra escola é possível: Mudar as regras da gramática escolar e os modos de trabalho pedagógico</i> . II Simposio Barcelona Educación Cambio. Universidade Católica Portuguesa, Faculdade Educ. e Psicologia.	2017	-	Universidade Católica Portuguesa	Snowballing	-
Stuart, T., Stuart, M., Kimball, C. (2017). Wild and thoughtful innovation. <i>Independent School</i> , 76(3), 78–86	2017	-	-	EBSCO	"innovative school"
Brown, S. (2018). <i>Best practices in 21st century learning environments: A study of two P21 exemplar schools</i> . California: Brandman University.	2018	-	Brandman University, California	G. SCHOLAR	"21st Century Schools"
Gómez, F. J. P., & Andrés-Candelas, M. (2018). Actualidad de la renovación pedagógica en la Comunidad de Madrid: un estudio a través de centros escolares representativos. <i>Educação e Pesquisa</i> , 44.	2018	Educación primaria, Escuela alternativa, Innovación pedagógica, Renovación pedagógica, Madrid	Universidad Antonio de Nebrija, España; Universidad Complutense de Madrid	SCOPUS	"escuela and estudio de caso" OR "escuelas and estudios de caso"
Hadar, L., Hotam, Y. & Kizel, A. (2018). No school is an island: negotiation between alternative education ideals and mainstream education- the case of Violin school. <i>Pedagogy, Culture &amp; Society</i> , 26(1), 69-85.	2018	Alternative education, non-mainstream schools, alternative schools	Faculty of Education, Beit Berl College, Israel; University of Haifa, Israel	WoS	"alternative school" OR "alternative schools"
Harres, J. et al. (2018). Constituição e prática de professores inovadores: um estudo de caso. <i>Ensaio Pesquisa em Educação em Ciências</i> . Belo Horizonte, 20.	2018	Inovação educativa; Escolas alternativas; Formação continuada	Pontifícia Universidade Católica do Rio Grande do Sul; Universidade de Sevilha; Universidade Pedagógica Nacional (Bogotá)	EBSCO	"escuela alternativa" OR "escuelas alternativas"

Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Lutz, A. (2019). A ousadia pedagógica das escolas inovadoras. <i>Revista do Seminário de Educação de Cruz Alta-RS</i> , 6(1), 46-47.	2018	Escolas Inovadoras. Aprendizagem por projetos. Coparticipação	Universidade Estadual do Rio de Grande do Sul	G. SCHOLAR	"escola inovadora" OR "escolas inovadoras"
Pintassilgo, J. & Andrade, A. (2018). O papel do jornal e das memórias dos alunos na construção da identidade de uma escola diferente: A Torre. <i>Foro de Educación</i> , 16(25), 9-26.	2018	Educação alternativa; pedagogia diferencial; cooperação; democracia; perspectiva histórica	Instituto de Educação da Universidade de Lisboa	G. SCHOLAR	"escola diferente" OR "escolas diferentes"
da Silva, C. M., & Ribeiro, C. P. (2018). Appropriation of the school space by the pedagogical project: Escola da Ponte (Portugal). <i>Educação e Pesquisa</i> , 44.	2018	Escola da Ponte (Portugal), School space, Open-plan schools, Pedagogical innovation, Pedagogical project	Universidade de Lisboa; Universidade do Porto	SCOPUS	"escola and estudo de caso" OR "escolas and estudos de caso"
European Commission (2018). <i>Supporting School Innovation Across Europe, Final Report to DG Education and Culture of the European Commission</i> . Luxembourg: Publications Office of the European Union.	2018	-	-	Snowballing	-
Teixeira, N. S. (2018). <i>(Re) design educacional escolar: transformações em curso no Brasil</i> . Vila Real. Universidade de Trás-os-Montes e Alto Douro.	2018	Redesign educacional; inovação; tecnologias digitais de aprendizagem; educação integral	Universidade de Trás-os-Montes e Alto Douro	RCAAP	"escola inovadora" OR "escolas inovadoras"
Williamson, B. (2018). Silicon start-up schools: technocracy, algorithmic imaginaries and venture philanthropy in corporate education reform. <i>Critical Studies in Education</i> , 59(2), 218-236.	2018	Corporatization; educational technology; Silicon Valley; sociotechnical imaginaries; technocracy; venture philanthropy	University of Stirling, UK	WOS	"alternative school" OR "alternative schools"

Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Ancess, J., Rogers, B., Duncan Grand, D., & Darling-Hammond, L. (2019). <i>Teaching the Way Students Learn Best: Lessons from Bronxdale High School</i> . Palo Alto, California: Learning Policy Institute.	2019	-	-	G. SCHOLAR	"best school"
Jesus, P., & Alves, J. M. (2019). <i>As Escolas como Centros de Vida e Aprendizagem</i> . III Simposio Barcelona Educación Cambio. Universidade Católica Portuguesa, Faculdade de Educação e Psicologia.	2019	-	Universidade Católica Portuguesa	Snowballing	-
Pintassilgo, J. & Andrade, A. (2019). «Um olhar histórico sobre escolas diferentes: perspetivas teóricas e metodológicas (o exemplo do projeto "INOVAR")». <i>Historia y Memoria de la Educación</i> , 10, 175-212.	2019	Inovação; Escolas diferentes; Modelo pedagógico	Instituto de Educação da Universidade de Lisboa	G. SCHOLAR	escola diferente OR "escolas diferentes"
Jesus, P., & Alves, J. M. (2020). <i>As metamorfoses da avaliação: a avaliação de e para a mudança</i> . IV Simposio Barcelona Educación Cambio. Universidade Católica Portuguesa, Faculdade de Educação e Psicologia.	2020	-	Universidade Católica Portuguesa	Snowballing	-
Manique da Silva, C. (2020). Images of Pedagogical Innovation: Escola da Ponte (Portugal). <i>Espacio, Tiempo y Educación</i> , 7(1), 117-132.	2020	Escola da Ponte, pedagogical innovation, educational project, open-plan school, visual sources, Portugal, twentieth century	Universidade de Lisboa	SCOPUS	"escola diferente" OR "escolas diferentes"

Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Neves, A. et al (2020). A forma-escola inovadora: permanências, ressignificações e deslocamentos. <i>Revista Educação em Questão</i> , 58(58), 1-24.	2020	Inovação. Forma-escola. Escolas inovadoras. Análise do discurso.	Serviço Nacional de Aprendizagem Comercial, Brasil; Universidade do Vale do Rio dos Sinos, Brasil	G. SCHOLAR	"escola inovadora" OR "escolas inovadoras"
Neves, A. R. G. (2020). <i>Práticas pedagógicas contemporâneas: uma análise da série Destino Educação: Escolas Inovadoras</i> . Universidade do Vale do Rio dos Sinos.	2020	Inovação, Práticas Pedagógicas, Matriz de Experiência, Destino: Educação - Escolas Inovadoras	Universidade do Vale do Rio dos Sinos	G. SCHOLAR	"escola inovadora" OR "escolas inovadoras"
Pintassilgo, J. (2020). Educating in other Ways: Alternative Pedagogies and Different Schools in The Second Half of the Twentieth Century. <i>Espacio, Tiempo y Educación</i> , 7(1), 1-6.	2020	Pedagogical innovation, Different school, Tradition of innovation, Circulation, Appropriation	Universidade de Lisboa	SCOPUS	"escola diferente" OR "escolas diferentes"
Pintassilgo, J., & Andrade, A. N. (2020). O patrimônio educativo ao serviço de uma escola alternativa – A Cooperativa A Torre. <i>Investigar em Educação</i> , 2, (9-10).	2019	Patrimônio educativo, escola alternativa, tradição pedagógica progressista, projeto educativo, fotografia escolar	Instituto de Educação, Universidade de Lisboa	G. SCHOLAR	"escola alternativa" OR "escolas alternativas"
Sales, S. R., & Lança, P. M. F. (2020). Aprendiz-alternativo: o tipo de estudante produzida/o e demandada/o em escolas alternativas. <i>Atos de Pesquisa em Educação</i> , 15(3), 929-949.	2020	Aprendiz-alternativa/o. Documentos curriculares. Escolas alternativas	Universidade Federal de Minas Gerais	G. SCHOLAR	"escola alternativa" OR "escolas alternativas"
World Economic Forum (2020). <i>Schools of the Future, Defining New Models of Education for the Fourth Industrial Revolution</i> . World Economic Forum.	2020	-	-	Snowballing	-

Table 4 - Selected publications for information extraction (cont.)

Selected publications	Year of Publication	Publication Keywords	Author(s) Affiliation	Publication Collection Search Engines	Keywords used
Calvet, N. L. (2021). Innovación y cambio en los centros escolares: algunas experiencias pioneras. In Aleandri, G., Calvet, N. & Cavero, O. (eds.), <i>Experiencias y aprendizajes a lo largo de la vida</i> , (pp.107-122). Roma: Università degli Studi Roma Tre. Lleida: Edicions de la Universitat de Lleida.	2021	Profesorado, innovación, metodologías, estrategias, Escuela Nueva 21, Alianza 360	Università degli Studi Roma Tre Edicions de la Universitat de Lleida	G. SCHOLAR	"escuela innovadora" OR "escuelas innovadoras"
Hatch, T., Corson, J., & van den Berg, S. G. (2021). New schools in New York City and Singapore. <i>Journal of Educational Change</i> , 1-22.	2021	Educational reform, educational policy, school improvement, system change, innovation, educational technology	Columbia University; Stockton University	WOS	"innovative school" ou "innovative schools"
Marques, L. P et al (2021). Tempos, tempos, tempos: Como as escolas organizam os tempos?. <i>Brazilian Journal of Development</i> , 7(3), 23058-23078.	2021	Tempo. Escola. Atualidade	Universidade Federal de Juiz de Fora, Brasil	G. SCHOLAR	"escola inovadora" OR "escolas inovadoras"

## **Schools found with the Systematic Literature Review**

With the Systematic Literature Review, one hundred seventy-nine schools were identified on four continents and thirty-two different countries. Forty-nine in North America (forty-eight in the USA and one in Canada), twenty-nine in South America (eighteen in Brazil, six in Colombia, two in Argentina, two in Peru, and one in Bolivia), seventy-six in Europe (thirty-one in Spain, six in the Netherlands, four in Germany, Finland, and the U.K., three in Denmark, Estonia and Sweden, two in Croatia, Greece, Hungary, Italy, Lithuania, Norway, Portugal and Romania and one in Austria and Slovenia), twelve in Asia (five in Israel, four in Singapore and one in India, Indonesia, and Oman) and thirteen in Oceania (twelve in Australia and one in New Zealand). Four countries stand out in the number of referenced schools: United States (48), Spain (31), Brazil (18), and Australia (12).

High Tech High school in California, USA, is most often referenced - in 11 publications. Projeto Âncora school in Brasil is referenced in 5 publications, as is Escola da Ponte in Portugal. Collegi Montserrat in Spain is referenced in 4 publications. Metropolitan Regional Career and Technical Center (USA), Quest to Learn (USA), EMEF Amorim Lima (Brazil), Escolas Lumiar (Brazil), Hellerup School (Denmark), Cooperativa a Torre (Portugal), Riverside School (Índia), and Green School (Indonesia) are all referenced in 3 publications. All other schools are referenced in just two or one publication.

Table 5 presents a list by country of all schools referenced in selected publications. This table identifies them and provides a link to the respective website. With it is concluded the work that sought to answer the first research question: Wich schools with students between 10/11 and 17/18 years of age are referenced as innovative by academic publications worldwide?

Table 5 - List of schools named in selected publications

School Name	Country	Website	Comments	Bibliographic Sources
Aletheia	Argentina	<a href="http://lacecilia.org.ar/wordpress/">http://lacecilia.org.ar/wordpress/</a>		Calvo, A. H. (2016)
Escuela de la Nueva Cultura La Cecilia		<a href="http://lacecilia.org.ar/wordpress/">http://lacecilia.org.ar/wordpress/</a>		Neves, A. R. G. (2020)
Alberton Primary School	Australia	<a href="https://albertonps.sa.edu.au/">https://albertonps.sa.edu.au/</a>	The school only has students up to 12 years of age.	Roberts, K., & Owens, S. (2012)
Birdwood High School's Academy of Innovative Learning		<a href="https://www.birdwoodhs.sa.edu.au/">https://www.birdwoodhs.sa.edu.au/</a>		Roberts, K., & Owens, S. (2012)
John Monash Science School		<a href="https://jmss.vic.edu.au/">https://jmss.vic.edu.au/</a>	Is a year 10 to 12 government selective entry specialist senior school.	OECD (2013)
Mordialloc College		<a href="https://www.mcsc.vic.edu.au/">https://www.mcsc.vic.edu.au/</a>		OECD (2013)
Northern Beaches Christian School		<a href="http://www.scil.com.au">www.scil.com.au</a>		Calvo, A. H. (2016)
Red River State High School		-	No school website was found.	
Rolling Hills High School		-	No school website was found.	
Southern Hills Secondary		<a href="https://www.southernhills.wa.edu.au/">https://www.southernhills.wa.edu.au/</a>		Owen, S. (2014)
St John XXIII Catholic Learning Community		<a href="https://www.clcstanhope.catholic.edu.au/">https://www.clcstanhope.catholic.edu.au/</a>	The school only has students up to 12 years of age.	Neves, A. R. G. (2020)
The Australian Science and Mathematics School		<a href="https://asms.sa.edu.au/">https://asms.sa.edu.au/</a>		Roberts, K., & Owens, S. (2012)
Western Flats Primary		-	No school website was found.	Owen, S. (2014)
Woorana Park Primary School		-	No school website was found.	Calvo, A. H. (2016)



Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Europaschule Linz	Austria	<a href="https://europaschule-linz.at/">https://europaschule-linz.at/</a>		OECD (2013)
La Floresta (Ajayu) School	Bolivia	<a href="https://www.ue-laforesta.org/">https://www.ue-laforesta.org/</a>		Nagata, Y. (2007)
Casa da Árvore: Comunidade Democrática de Aprendizagem Livre	Brazil	<a href="https://movinovacaonaeducacao.org.br/iniciativas-inovadoras/casa-da-arvore/">https://movinovacaonaeducacao.org.br/iniciativas-inovadoras/casa-da-arvore/</a>		Sales, S. R., & Lança, P. M. F. (2020)
Colégio Rudolf Steiner		<a href="https://www.colegiorudolfsteiner.com.br/">https://www.colegiorudolfsteiner.com.br/</a>		Sales, S. R., & Lança, P. M. F. (2020)
Colégio Viver		<a href="http://www.colegioviver.com.br/">http://www.colegioviver.com.br/</a>		Barrera, T. (2016)
Escola da Serra		<a href="https://www.escoladaserra.com.br/">https://www.escoladaserra.com.br/</a>		Sales, S. R., & Lança, P. M. F. (2020)
Escola da Vila		<a href="https://www.escoladavila.com.br/">https://www.escoladavila.com.br/</a>		Teixeira, N. S. (2018)
Escola Livre Inkiri		<a href="https://inkiri.com/projetos/escola-inkiri/">https://inkiri.com/projetos/escola-inkiri/</a>		Barrera, T. (2016)
Escola Municipal Amorim Lima		<a href="https://amorimlima.org.br/">https://amorimlima.org.br/</a>		Barrera, T. (2016) / Marques, L. P et al (2021) / Teixeira, N. S. (2018)
Escola Municipal Campos Salles		<a href="https://sites.google.com/view/emef-campos-salles/in%C3%Adcio">https://sites.google.com/view/emef-campos-salles/in%C3%Adcio</a>		Barrera, T. (2016)
Escola Municipal Waldir Garcia		<a href="https://www.facebook.com/Escola-Municipal-Prof-Waldir-Garcia-177683762378655/">https://www.facebook.com/Escola-Municipal-Prof-Waldir-Garcia-177683762378655/</a>		Neves, A. R. G. (2020)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Escola Oficina Pindorama	Brazil	<a href="https://www.colegiooficinapindorama.com.br/">https://www.colegiooficinapindorama.com.br/</a>		Barrera, T. (2016)
Escola Oga Mitá		<a href="https://ogamita.com.br/joomla/">https://ogamita.com.br/joomla/</a>		Marques, L. P et al (2021)
Escola Politeia		<a href="https://www.escolapoliteia.com.br/">https://www.escolapoliteia.com.br/</a>		Barrera, T. (2016)
Escola Sarapiquá		<a href="https://www.sarapiqua.com.br/">https://www.sarapiqua.com.br/</a>		"Maheirie, K., Gomes M., Rovaris L., Brittes T. & Lemes B. (2006)
Escolas Lumiar		<a href="https://lumiar.com/">https://lumiar.com/</a>	It is a network with several schools.	Teixeira, N. S. (2018) / Barrera, T. (2016) / Calvo, A. H. (2016)
Projeto Âncora		<a href="http://www.projetoancora.org.br">www.projetoancora.org.br</a>		Teixeira, N. S. (2018) / Barrera, T. (2016) / Calvo, A. H. (2016)
Projeto Gente - Ginásio Experimental de Novas Tecnologias Educacionais		<a href="https://www.projetonave.org/">https://www.projetonave.org/</a>		Neves, A. R. G. (2020) / Marques, L. P et al (2021) / Neves, A. et al (2020) / Teixeira, N. S. (2018). / Barrera, T. (2016)
Projeto Nave		<a href="https://oifuturo.org.br/en/programs/nave/">https://oifuturo.org.br/en/programs/nave/</a>	The "Projecto Nave" has two schools: the school "Colégio Estadual José Leite Lopes" and the school "Escola Técnica Estadual Cícero Dias".	Teixeira, N. S. (2018) / Barrera, T. (2016)
SESI Internacional		<a href="https://www.colegiosesi.com.br/internacional/">https://www.colegiosesi.com.br/internacional/</a>		Teixeira, N. S. (2018) / Neves, A. R. G. (2020)
Glashan Public School	Canada	<a href="https://glashanps.ocdsb.ca/">https://glashanps.ocdsb.ca/</a>		Neves, A. R. G. (2020)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Alianza Educativa	Colombia	<a href="https://alianzaeducativa.edu.co/">https://alianzaeducativa.edu.co/</a>	It is a network with a few public schools in Bogota.	Calvo, A. H. (2016)
Colégio Fontán		<a href="https://fontan.edu.co/">https://fontan.edu.co/</a>		Neves, A. R. G. (2020) / Neves, A. et al (2020)
Escola Pedagógica Experimental		<a href="https://epe.edu.co/">https://epe.edu.co/</a>		Harres, J. et al. (2018)
Escuela Nueva		<a href="http://www.escuelanueva.org/portall/es/">http://www.escuelanueva.org/portall/es/</a>		Calvo, A. H. (2016)
La Cabaña		<a href="https://lacabana.edu.co/">https://lacabana.edu.co/</a>		Calvo, A. H. (2016)
Rochester School		<a href="https://rochester.edu.co/">https://rochester.edu.co/</a>		Calvo, A. H. (2016)
Vežice School	Croatia	<a href="http://os-vezica-ri.skole.hr/">http://os-vezica-ri.skole.hr/</a>		European Commission (2018)
Zadar school		-	No school website was found.	European Commission (2018)
Heimdalsgades Overbygnings Skole	Denmark	<a href="https://rmg.aula.dk/">https://rmg.aula.dk/</a>		Leiringer, R., & Cardellino, P. (2011)
Hellerup Skole		<a href="https://www.hellerupskole.aula.dk/">https://www.hellerupskole.aula.dk/</a>		Leiringer, R., & Cardellino, P. (2011) / Calvo, A. H. (2016) / Kamylyis, P. et al (2013)
Orestad Gymnasium		<a href="https://oerestadgym.dk/">https://oerestadgym.dk/</a>		Neves, A. R. G. (2020) / Calvo, A. H. (2016)
Jõgevamaa Gümnaasium	Estonia	<a href="https://jogevagymn.kovtp.ee">https://jogevagymn.kovtp.ee</a>		European Commission (2018)
Kiviõli I. Keskkool		<a href="https://www.k1k.ee/">https://www.k1k.ee/</a>		European Commission (2018)
Väätsa Põhikool		<a href="https://vaatsapk.ee/">https://vaatsapk.ee/</a>		Neves, A. R. G. (2020)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Aurora Primary School	Finland	-	The school only has students up to 13 years of age. No school website was found.	Sahlberg, P. (2013)
Innoomnia		<a href="http://www.innoomnia.fi/">http://www.innoomnia.fi/</a>		Calvo, A. H. (2016)
Ritaharju		<a href="https://www.ouka.fi/oulu/ritaharjun-koulu/in-english">https://www.ouka.fi/oulu/ritaharjun-koulu/in-english</a>		Neves, A. R. G. (2020)
South Tapiola High School		<a href="http://www.etela-tapiola.fi/">http://www.etela-tapiola.fi/</a>		European Commission (2018)
Friedenauer Community School	Germany	<a href="http://friedenauer-gemeinschaftsschule.de/home/">http://friedenauer-gemeinschaftsschule.de/home/</a>		European Commission (2018)
Geschwister Scholl		<a href="https://gss-ffm.de/">https://gss-ffm.de/</a>		Neves, A. R. G. (2020)
Lobdeburgschule Jena		<a href="https://lobdeburgschule.weebly.com/">https://lobdeburgschule.weebly.com/</a>		OECD (2013)
Wolfgang-Borchert		<a href="https://borchertschule-spandau.de/">https://borchertschule-spandau.de/</a>		European Commission (2018)
2nd Primary School of Aliartos	Greece	<a href="http://2dimotikosxoleioaliartou.blogspot.com/">http://2dimotikosxoleioaliartou.blogspot.com/</a>		European Commission (2018)
4th Primary School of Thiva		<a href="https://4dimthivas.gr/">https://4dimthivas.gr/</a>		European Commission (2018)
IV. Bela Primary School	Hungary	<a href="https://www.hejokereszturiskola.hu/index.php/english">https://www.hejokereszturiskola.hu/index.php/english</a>		European Commission (2018)
Nyitott Ajtó		<a href="http://baptistaiskola.hu/">http://baptistaiskola.hu/</a>		European Commission (2018)
Riverside School	India	<a href="https://schoolriverside.com/">https://schoolriverside.com/</a>		Neves, A. R. G. (2020) / Neves, A. et al (2020) / Calvo, A. H. (2016)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Green School	Indonesia	<a href="https://www.greenschool.org/">https://www.greenschool.org/</a>		Neves, A. R. G. (2020) / Calvo, A. H. (2016) / World Economic Forum. (2020)
Cramim Elementary School	Israel	-	The school only has students up to 12 years of age. No school website was found.	Chen, D. (2010)
Democratic School of Hadera		<a href="https://www.democratics.org.il/">https://www.democratics.org.il/</a>		Neves, A. R. G. (2020).
Haim Hefer		-	No school website was found.	Lutz, A. (2019)
Mevo'ot Hanegev		-	No school website was found	OECD (2013)
Violin School		-	No school website was found.	Hadar, L., Hotam, Y. & Kizel, A. (2018)
Istituto Comprensivo Papa Giovanni XXIII	Italy	<a href="http://www.icgiovanni23acireale.it/">http://www.icgiovanni23acireale.it/</a>		European Commission (2018)
Istituto Comprensivo Ugo Foscolo		<a href="https://www.icfoscolo.org/">https://www.icfoscolo.org/</a>		European Commission (2018)
Salduvės Progymnasium	Lithuania	Salduvės Progymnasium		European Commission (2018)
Vyturys Progymnasium		<a href="https://www.vyturyspanevezys.lt/en">https://www.vyturyspanevezys.lt/en</a>		European Commission (2018)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Beech Grove School	Netherlands	-	The school only has students up to 12 years of age. No school website was found.	de Koster, S., Volman, M., & Kuiper, E. (2017)
Beehive School		-	The school only has students up to 12 years of age. No school website was found.	de Koster, S., Volman, M., & Kuiper, E. (2017)
De Tjotter		<a href="https://www.obs-de-tjotter.nl/EN">https://www.obs-de-tjotter.nl/EN</a>		European Commission (2018)
Queen Beatrix School		<a href="https://www.ikcbeatrix.nl/">https://www.ikcbeatrix.nl/</a>	The school only has students up to 12 years of age.	de Koster, S., Volman, M., & Kuiper, E. (2017)
Steve Jobs School		-	No school website was found.	Neves, A. R. G. (2020) / Neves, A. et al (2020)
Warande School		<a href="https://www.kindcentrumwarande.nl/">https://www.kindcentrumwarande.nl/</a>	The school only has students up to 12 years of age. No school website was found.	European Commission (2018)
Discovery School	New Zealand	<a href="http://www.discovery.school.nz">www.discovery.school.nz</a>		Calvo, A. H. (2016)
Breidablikk School	Norway	<a href="https://www.trondheim.kommune.no/breidablikk-skole/">https://www.trondheim.kommune.no/breidablikk-skole/</a>		OECD (2013)
Valby Oppvekstsenter		-	No school website was found	OECD (2013)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
British School Muscat	Oman	<a href="http://www.britishschoolmuscat.com/">http://www.britishschoolmuscat.com/</a>		World Economic Forum (2020)
Colegio Pukllasunchis	Peru	<a href="https://www.pukllasunchis.org/">https://www.pukllasunchis.org/</a>		Neves, A. R. G. (2020)
Innova Schools		<a href="http://www.innovaschools.edu.pe">www.innovaschools.edu.pe</a>	Innova Schools its a schools network.	Calvo, A. H. (2016) / World Economic Forum (2020)
Cooperativa A Torre	Portugal	<a href="https://atorre.pt">https://atorre.pt</a>	The school only has students up to 12 years of age.	Pintassilgo, J., & Andrade, A. N. (2020) / Pintassilgo, J. & Andrade, A. (2019)
Escola da Ponte		<a href="http://www.escoladaponte.pt/">http://www.escoladaponte.pt/</a>		Barrera, T. (2016) / Pintassilgo, J. & Andrade, A. (2019) / da Silva, C. M., & Ribeiro, C. P. (2018) / Pintassilgo, J. (2020) / Manique da Silva, C. (2020)
Colegiul Economic Buzău	Romania	<a href="http://www.colegiuleconomic.rdsbz.ro/">http://www.colegiuleconomic.rdsbz.ro/</a>		European Commission (2018)
Școala Gimnazială “I. L. Caragiale”		<a href="https://www.scoala-caragiale.ro/">https://www.scoala-caragiale.ro/</a>		European Commission (2018)
Beacon Primary School	Singapore	<a href="https://beaconpri.moe.edu.sg/">https://beaconpri.moe.edu.sg/</a>		Hatch, T., Corson, J., & van den Berg, S. G. (2021)
Fairmont Secondary School		-	No school website was found.	Chew, J., & Andrews, D. (2010)
Fortitude Primary School		-	No school website was found.	OECD (2013)
Singapore American School		<a href="https://www.sas.edu.sg/">https://www.sas.edu.sg/</a>		Stuart, T., Stuart, M., Kimball, C. (2017)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Rodica Primary School	Slovenia	<a href="https://www.sola-rodica.si/">https://www.sola-rodica.si/</a>		OECD (2013)
Ágora	Spain	<a href="https://www.colegioagora.es/">https://www.colegioagora.es/</a>	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Carlos Cano		<a href="https://www.educa2.madrid.org/web/centro.cp.carloscano.fuenlabrada/inicio">https://www.educa2.madrid.org/web/centro.cp.carloscano.fuenlabrada/inicio</a>	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Centro d'Estudis Joan XXIII		<a href="http://www.j23.fje.edu">www.j23.fje.edu</a>	The "Centro d'Estudis Joan XXIII" is one of the 8 Jesuit schools of the "Horitzó 2020" project.	Matias Alves, J., & Cabral, I. (2017) / Jesus, P., & Alves, J. M. (2019)
Clara Campoamor		<a href="http://ceipclaracampoamor.esy.es/">http://ceipclaracampoamor.esy.es/</a>	The school only has students up to 12 years of age.	European Commission (2018)
Colegio Amara Berri		<a href="http://amaraberri.org/ab/index">http://amaraberri.org/ab/index</a>		Gorospe, J. M. & Asunción, M. A. (2010)
Colegio Claver		<a href="https://www.claver.fje.edu/ca">https://www.claver.fje.edu/ca</a>	The "Colégio Claver" is one of the 8 Jesuit schools of the "Horitzó 2020" project.	Calvet, N. L. (2021)
Colegio Padre Piquer		<a href="http://padrepiquer.es/">http://padrepiquer.es/</a>		Calvo, A. H. (2016)
Colegio San Diego y San Vicente		<a href="https://colegionicoli.org/">https://colegionicoli.org/</a>		Cupeiro, S. V., & Penedo, S. L. (2016)
Colegio Santa María La Blanca		<a href="https://colegiosantamarialablanca.es/">https://colegiosantamarialablanca.es/</a>		Calvo, A. H. (2016)
Collegi CreaNova		<a href="https://www.collegicreanova.org/">https://www.collegicreanova.org/</a>		Matias Alves, J., & Cabral, I. (2017)
Collegi Mare de Déu dels Àngels	<a href="https://www.mdangels.org/">https://www.mdangels.org/</a>		Matias Alves, J., & Cabral, I. (2017) / Jesus, P., & Alves, J. M. (2019)	



Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Collegi Montserrat	Spain	<a href="https://www.cmontserrat.org/">https://www.cmontserrat.org/</a>		Matias Alves, J., & Cabral, I. (2017) / Jesus, P., & Alves, J. M. (2019) / Calvo, A. H. (2016) / Jesus, P., & Alves, J. M. (2020)
Escola del Clot		<a href="https://www.clot.fje.edu/ca">https://www.clot.fje.edu/ca</a>	The "Escola del Clot" is one of the 8 Jesuit schools of the "Horitzó 2020" project.	Jesus, P., & Alves, J. M. (2020)
Escola dels Encants		<a href="https://www.escoladelsencants.cat/">https://www.escoladelsencants.cat/</a>		Neves, A. R. G. (2020)
Escola Infant Jesús		<a href="https://www.santgervasi.fje.edu/ca">https://www.santgervasi.fje.edu/ca</a>	The "Escola Infant Jesús" is one of the 8 Jesuit schools of the "Horitzó 2020" project.	Matias Alves, J., & Cabral, I. (2017)
Escola Pública Riera de Ribes		-	No school website was found.	Matias Alves, J., & Cabral, I. (2017)
Escola Sadako		<a href="https://escolasadako.cat/">https://escolasadako.cat/</a>	The school only has students up to 12 years of age.	Matias Alves, J., & Cabral, I. (2017) / Jesus, P., & Alves, J. M. (2020)
Escola Virolai		<a href="https://www.virolai.com/">https://www.virolai.com/</a>	The "Virolai School" is one of the 8 Jesuit schools of the "Horitzó 2020" project.	Jesus, P., & Alves, J. M. (2020)
Estudio		<a href="https://colegio-estudio.es/">https://colegio-estudio.es/</a>	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Institut-Escola les Vinyes		<a href="https://agora.xtec.cat/ielesvinyes/">https://agora.xtec.cat/ielesvinyes/</a>		Matias Alves, J., & Cabral, I. (2017) / Jesus, P., & Alves, J. M. (2019)
Instituto Escuela Jacint Verdaguer		-	No school website was found	OECD (2013)
Instituto Mongròs		<a href="https://insmontgros.cat/">https://insmontgros.cat/</a>		Matias Alves, J., & Cabral, I. (2017)
La Navata		-	The school only has students up to 12 years of age. No school website was found.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Lourdes	Spain	-	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Mariana Pineda		<a href="http://www.iesmarianapineda.org/">http://www.iesmarianapineda.org/</a>	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Micael		<a href="https://www.escuelamicael.com/">https://www.escuelamicael.com/</a>	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Miguel Hernández		-	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Palomeras Bajas		-	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Príncipe de Asturias		-	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Sierra Nevada Primary School		<a href="http://ceipsierranevada.org/">http://ceipsierranevada.org/</a>	The school only has students up to 12 years of age.	European Commission (2018)
Trabenco		<a href="https://trabenco-pozo.es/">https://trabenco-pozo.es/</a>	The school only has students up to 12 years of age.	Gómez, F. J. P., & Andrés-Candelas, M. (2018)
Centralskolan	Sweden	-	No school website was found.	European Commission (2018)
Kyrkebyskolan		-	No school website was found.	European Commission (2018)
Östra Gymnasiet		<a href="https://www.huddinge.se/ostra-gymnasiet">https://www.huddinge.se/ostra-gymnasiet</a>		Leiringer, R., & Cardellino, P. (2011)
Bath Studio School	UK	-	No school website was found.	Neves, A. R. G. (2020)
Matthew Moss High School		<a href="http://www.mmhs.co.uk">www.mmhs.co.uk</a>		Calvo, A. H. (2016)
President Kennedy School and Community College		<a href="https://www.pks.coventry.sch.uk/">https://www.pks.coventry.sch.uk/</a>		European Commission (2018)
Willenhall Community Primary School		<a href="https://www.willenhallprimary.org/">https://www.willenhallprimary.org/</a>		European Commission (2018)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Acton Academy	USA	<a href="https://www.actonacademy.org/austin">https://www.actonacademy.org/austin</a>	It is a network of schools that may be found here: <a href="https://www.actonacademy.org/austin">https://www.actonacademy.org/austin</a> . The website of the first school to open, here considered.	Horn, M. B. (2016)
AltSchool		-	No school website was found.	"Horn, M. B. (2016) / Williamson, B. (2018)
Anson New Technology High School		<a href="https://www.ansonschools.org/">https://www.ansonschools.org/</a>	It was an international network of schools.	Vander Ark, T., & Schneider, C. (2014)
Avenues School		<a href="https://www.avenues.org/">https://www.avenues.org/</a>		Calvo, A. H. (2016)
Bate Middle School		<a href="https://www.danvilleschools.net/2/home">https://www.danvilleschools.net/2/home</a>		Vander Ark, T., & Schneider, C. (2014)
Bronxdale High School		<a href="https://www.bronxdalehs.org/">https://www.bronxdalehs.org/</a>		Ancess, J., Rogers, B., Duncan Grand, D., & Darling-Hammond, L. (2019)
Casco Bay High School		<a href="https://cbhs.portlandschools.org/">https://cbhs.portlandschools.org/</a>	Is part of the EL - Expeditionary Learning network: <a href="https://eleducation.org/#">https://eleducation.org/#</a>	Vander Ark, T., & Schneider, C. (2014)
Catalina Foothills High School		<a href="https://cfhs.cfsd16.org/">https://cfhs.cfsd16.org/</a>		Trilling, B., & Fadel, C. (2009)
Central Park East Secondary School		<a href="https://www.centralparkeasths.org/">https://www.centralparkeasths.org/</a>		Darling-Hammond, L., Ancess, J., & Ort, S. W. (2002) / Neumann, R (2003)
Clean Technologies Early College High School		-	No school website was found.	Brown, S. (2018)
Denver Center for International Studies (DCIS)		<a href="https://dcis.dpsk12.org">https://dcis.dpsk12.org</a>		Vander Ark, T., & Schneider, C. (2014)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
DSST: Montview Middle School & High School	USA	<a href="https://www.dsstpublicschools.org/montview-middle-school">https://www.dsstpublicschools.org/montview-middle-school</a>	"DSST: Montview Middle School & High School" was Formerly "DSST: Stapleton High School".	Vander Ark, T., & Schneider, C. (2014)
E3 Civic High School		<a href="https://www.e3civichigh.com/">https://www.e3civichigh.com/</a>		Neves, A. R. G. (2020) / Neves, A. et al (2020)
Fraser High School		<a href="https://www.fraser.k12.mi.us/">https://www.fraser.k12.mi.us/</a>		Page, S. F. (2015)
High Tech High		<a href="https://www.hightechhigh.org/">https://www.hightechhigh.org/</a>	It is currently a network of 16 schools, all in San Diego, California.	Calvo, A. H. (2016) / Neves, A. R. G. (2020) / Neves, A. et al (2020) / Brown, S. (2018) / Vander Ark, T., & Schneider, C. (2014) / Griswold, J., & Riordan, R. (2016) / Pearlman, B. (2002) / Behrend, T. S., Ford, M. R., Ross, K. M., Han, E. M., Peters Burton, E., & Spillane, N. K. (2014) / Neumann, R. (2008) / Trilling, B., & Fadel, C. (2009) / Stuart, T., Stuart, M., Kimball, C. (2017)
IDEA College Prep Donna		<a href="https://ideapublicschools.org/our-schools/idea-donna/">https://ideapublicschools.org/our-schools/idea-donna/</a>	It's an IDEIA School: <a href="https://ideapublicschools.org/">https://ideapublicschools.org/</a>	Vander Ark, T., & Schneider, C. (2014)
Impact Academy of Arts & Technology		<a href="http://es-impact.org/">http://es-impact.org/</a>		Vander Ark, T., & Schneider, C. (2014)
International School of the Americas		<a href="https://www.neisd.net/isa/index.html">https://www.neisd.net/isa/index.html</a>		Vander Ark, T., & Schneider, C. (2014)
Kahn Lab School		<a href="https://www.khanlabschool.org/">https://www.khanlabschool.org/</a>		Horn, M. B. (2016) / Williamson, B. (2018)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Kent Innovation High School	USA	<a href="https://www.kentinnovationhigh.org/">https://www.kentinnovationhigh.org/</a>		Page, S. F. (2015)
KIPP Schools		<a href="http://www.kipp.org">www.kipp.org</a>		Calvo, A. H. (2016)
Landmark High School		<a href="https://landmark.nebo.edu/">https://landmark.nebo.edu/</a>		Darling-Hammond, L., Ancess, J., & Ort, S. W. (2002)
Manhattan International High School		<a href="https://www.mihsnyc.org/">https://www.mihsnyc.org/</a>		Darling-Hammond, L., Ancess, J., & Ort, S. W. (2002)
Manor New Tech High		<a href="https://www.manorisd.net/">https://www.manorisd.net/</a>		Brown, S. (2018)
MetEast High School		-	No school website was found.	Vander Ark, T., & Schneider, C. (2014)
Metropolitan Regional Career and Technical Center		<a href="https://www.themethighschool.org/">https://www.themethighschool.org/</a>	The "Metropolitan Regional Career and Technical Center" is a public secondary school with 700 students in six different schools on three campuses, two in Providence, one in Newport.	Calvo, A. H. (2016) / Pearlman, B. (2002) / Wolk, R. (2010)
Metsa New Tech R.L. Turner High School		<a href="https://turner.cfbisd.edu/">https://turner.cfbisd.edu/</a>		Vander Ark, T., & Schneider, C. (2014)
Minnesota New Country School		<a href="https://www.newcountryschool.com">https://www.newcountryschool.com</a>		Vander Ark, T., & Schneider, C. (2014)
New Technology High School		<a href="https://www.newtechhigh.org/">https://www.newtechhigh.org/</a>	It is a school with a STEM study program oriented towards professions related to energy efficiency and renewable energies. "Early college high schools" are hybrid schools where students take both high-school and college classes.	Pearlman, B. (2002) / Trilling, B., & Fadel, C. (2009)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Nova High School	USA	<a href="https://novahs.seattleschools.org/">https://novahs.seattleschools.org/</a>		Neumann, R (2003)
Ocean Lakes High School		<a href="https://oceanlakeshs.vbschools.com/">https://oceanlakeshs.vbschools.com/</a>		Brown, S. (2018)
Quest to Learn		<a href="https://www.q2l.org/">https://www.q2l.org/</a>		Luterbach, K. J., & Brown, C. (2011) / Salen, K., Torres, R., Wolozin, L., Rufo-Tepper, R. & Shapiro, A. (2010) / Calvo, A. H. (2016)
Realm Charter School		<a href="https://realmcharterschool.org/">https://realmcharterschool.org/</a>		Calvo, A. H. (2016)
Reynoldsburg High School e STEM Academy		<a href="https://www.reyn.org/">https://www.reyn.org/</a>		Vander Ark, T., & Schneider, C. (2014)
Roosevelt Elementary School		<a href="https://www.nbpschools.net/Domain/20">https://www.nbpschools.net/Domain/20</a>		Brown, S. (2018)
Ross School		<a href="https://www.ross.org/">https://www.ross.org/</a>		Neves, A. R. G. (2020) / Neves, A. et al (2020)
Saluda Trail STEAM Middle School		<a href="https://www.rock-hill.k12.sc.us/Domain/28">https://www.rock-hill.k12.sc.us/Domain/28</a>		Brown, S. (2018)
School of the Future		<a href="http://www.sof.edu">www.sof.edu</a>		Trilling, B., & Fadel, C. (2009) / Calvo, A. H. (2016)
South High School		<a href="https://mi01000971.schoolwires.net/south">https://mi01000971.schoolwires.net/south</a>		Page, S. F. (2015)
Spirit Lake High School		<a href="https://spirit-lake.k12.ia.us/">https://spirit-lake.k12.ia.us/</a>		Soulé, H., & Warrick, T. (2015)
Springfield Renaissance School		<a href="https://www.springfieldrenaissance.org/">https://www.springfieldrenaissance.org/</a>		Vander Ark, T., & Schneider, C. (2014)
St. Albans School		<a href="https://sahs.kana.k12.wv.us/">https://sahs.kana.k12.wv.us/</a>		Trilling, B., & Fadel, C. (2009)

Table 5 - List of schools named in selected publications (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Summit Rainier and Tahoma	USA	<a href="https://summitps.org/">https://summitps.org/</a>		Vander Ark, T., & Schneider, C. (2014)
Sussex Academy		<a href="https://www.sussexacademy.org/">https://www.sussexacademy.org/</a>		Vander Ark, T., & Schneider, C. (2014)
The Odyssey School		<a href="http://odysseydenver.org/">http://odysseydenver.org/</a>		Vander Ark, T., & Schneider, C. (2014)
Think Global School		<a href="https://thinkglobalschool.org/">https://thinkglobalschool.org/</a>		Calvo, A. H. (2016)
Vanguard High School		<a href="https://www.marionschools.net/vhs">https://www.marionschools.net/vhs</a>		Darling-Hammond, L., Aness, J., & Ort, S. W. (2002)
Wyandotte High School		<a href="https://wyandotte.schools.kckps.org/">https://wyandotte.schools.kckps.org/</a>		Vander Ark, T., & Schneider, C. (2014)

## **Schools found with the Narrative Review**

As previously stated, although the first research question was answered through the work of systematic literature review, it may be helpful for other studies to complete a mapping as exhaustive as possible of innovative schools worldwide. The development of the systematic literature review in scientific search engines gave us by itself some guarantee that the one hundred and seventy-nine schools identified by the authors of the fifty-six publications will have some innovative character that deserves to be known. However, academic publications will not be expected to map all the innovative schools in the world education landscape.

For a mapping that is as exhaustive as possible, although always incomplete, it was found necessary to complement the search in non-scientific search engines with a narrative review. With the development of this work, it was possible to identify over sixty-two schools that had not been identified with the systematic review.

Two procedures were adopted to obviate the limitations of the narrative reviews described above as much as possible. The first was the pervasive use of keywords. All keywords in English, Portuguese, and Spanish used in the systematic review were again used in the Google search engine. All the titles of the first ten pages obtained were read. Whenever the page's title indicated the possibility of having a reference to an innovative school, the page was opened for a complete reading. In this way, as mentioned, it was possible to identify sixty-two more schools referred to as innovative that the systematic review had not already identified.

The second procedure was to carry out an analysis of the websites of all the identified schools one by one. In this analysis, the typology of Alves & Cabral referred to in Table 1 was again used (Alves, 2017; Alves & Cabral, 2017; Cabral & Alves, 2018). Whenever it was possible to explicitly identify at least three of the dimensions of innovation listed in



that typology, the school was selected. In this way, we sought to ensure - through our analysis - that the schools referenced in Table 6 presented below are indeed somewhat innovative. Many other schools were named on the pages obtained through the narrative review but were discarded as they did not meet the above criteria.

The search engine used was Google, as it is probably the one that can return more and better information. The research was conducted during the first quarter of 2021.

Table 6 - List of schools found with the Narrative Review

School Name	Country	Website	Comments
Halifax Independent School	Canada	<a href="https://halifaxindependentschool.ca/">https://halifaxindependentschool.ca/</a>	The school only has students up to 13 years of age.
High Park Day School		<a href="http://www.highparkdayschool.com/">http://www.highparkdayschool.com/</a>	The school only has students up to 13 years of age.
Montessori Academy of London		<a href="https://montessori.on.ca/">https://montessori.on.ca/</a>	The school only has students up to 13 years of age.
Surrey Academy of Innovative Learning		<a href="https://sailacademy.ca/">https://sailacademy.ca/</a>	
La Paz	Costa Rica	<a href="https://lapazschool.org/">https://lapazschool.org/</a> <a href="https://lapazschool.org/we-are-la-paz/philosophy/project-based-learning/">https://lapazschool.org/we-are-la-paz/philosophy/project-based-learning/</a>	The school has two campuses.
The Heritage School	India	<a href="https://ths.ac.in/">https://ths.ac.in/</a>	
Limerick Educate Together Secondary School	Ireland	<a href="https://limericketss.ie/">https://limericketss.ie/</a>	
Rikucho-Sanriku	Japan	No school website was found	
Ágora	Netherlands	<a href="https://wingsroermond.nl/agora">https://wingsroermond.nl/agora</a>	
Ao Tawhiti Unlimited Discovery	New Zealand	<a href="https://aotawhiti.school.nz/welcome/">https://aotawhiti.school.nz/welcome/</a>	
Hobsonville Point Secondary School		<a href="https://www.hpss.school.nz/">https://www.hpss.school.nz/</a>	

Table 6 - List of schools found with the Narrative Review (cont.)

School Name	Country	Website	Comments
Colegio Aleph	Peru	<a href="https://colegioaleph.edu.pe/">https://colegioaleph.edu.pe/</a>	
Brockwood Park School	UK	<a href="https://brockwood.org.uk/">https://brockwood.org.uk/</a>	
Sands School		<a href="https://www.sands-school.co.uk/">https://www.sands-school.co.uk/</a>	
School 21		<a href="https://www.school21.org.uk/">https://www.school21.org.uk/</a>	
Summerhill School		<a href="http://www.summerhillschool.co.uk/">http://www.summerhillschool.co.uk/</a>	
Adams International School	USA	<a href="http://www.adamsinternationalschool.org/">http://www.adamsinternationalschool.org/</a>	The school only has students up to 15 years of age.
Birmingham Covington School		<a href="https://www.birmingham.k12.mi.us/bcs">https://www.birmingham.k12.mi.us/bcs</a>	The school only has students up to 14 years of age.
Blue School		<a href="mailto:info@blueschool.org">info@blueschool.org</a>	The school only has students up to 13 years of age.
Brightworks School		<a href="http://www.sfbrightworks.org/">http://www.sfbrightworks.org/</a>	
Building 21		<a href="https://building21.org/">https://building21.org/</a>	
Bulldog Tech		<a href="http://www.bulldogtech.org/">http://www.bulldogtech.org/</a>	
Burley School		<a href="http://burley.cps.edu/">http://burley.cps.edu/</a>	The school only has students up to 12 years of age.
Center for Advanced Professional Studies		<a href="https://bvcaps.yourcapsnetwork.org/">https://bvcaps.yourcapsnetwork.org/</a>	It is part of the Caps Network: <a href="https://yourcapsnetwork.org/">https://yourcapsnetwork.org/</a>
Cross Town High		<a href="https://www.crosstownhigh.org/">https://www.crosstownhigh.org/</a>	

Table 6 - List of schools found with the Narrative Review (cont.)

School Name	Country	Website	Comments
Da Vinci Schools	USA	<a href="https://www.davincischools.org/">https://www.davincischools.org/</a>	It is a network of schools. <a href="https://www.davincischools.org/schools/">https://www.davincischools.org/schools/</a>
DesignTech High School		<a href="https://www.designtechhighschool.org/">https://www.designtechhighschool.org/</a>	The school only has students up to 15 years of age.
Design 39 Campus		<a href="https://design39campus.com/">https://design39campus.com/</a>	The school only has students up to 13 years of age.
Environmental Charter School		<a href="https://ecspgh.org/">https://ecspgh.org/</a>	
EPiC Elementary		<a href="https://www.lps53.org/epic">https://www.lps53.org/epic</a>	The school only has students up to 12 years of age.
Francis W. Parker Charter Essential School		<a href="https://www.theparkerschool.org/">https://www.theparkerschool.org/</a>	
Gibson Ek High School		<a href="https://www.issaquah.wednet.edu/gibsonekh">https://www.issaquah.wednet.edu/gibsonekh</a>	Is part of the Big Picture Learning network: <a href="https://www.bigpicture.org/">https://www.bigpicture.org/</a>
Grand Rapids Public Museum School		<a href="https://xqsuperschool.org/school/grand-rapids-public-museum-school/">https://xqsuperschool.org/school/grand-rapids-public-museum-school/</a> <a href="https://www.grps.org/museum-high">https://www.grps.org/museum-high</a>	It is one of the high schools of the XQ Schools network: <a href="https://xqsuperschool.org/">https://xqsuperschool.org/</a>
Hood River Middle School		<a href="https://www.hoodriver.k12.or.us/hrms">https://www.hoodriver.k12.or.us/hrms</a>	The school only has students up to 13 years of age.
Horace Mann Elementary School		<a href="https://www.horacemanndc.org/">https://www.horacemanndc.org/</a>	The school only has students up to 12 years of age.
Hudson Lab School		<a href="https://www.hudsonlabschool.com/">https://www.hudsonlabschool.com/</a>	The school only has students up to 14 years of age.
iLEAD		<a href="https://ileadschools.org/">https://ileadschools.org/</a>	

Table 6 - List of schools found with the Narrative Review (cont.)

School Name	Country	Website	Comments
iLEAD Academy	USA	<a href="http://www.ileadacademy.org/ilead-learning.html">http://www.ileadacademy.org/ilead-learning.html</a>	
Imagination Lab School		<a href="https://www.imagination-school.org/">https://www.imagination-school.org/</a>	The school only has students up to 13 years of age.
Intrinsic Schools		<a href="https://intrinsicschools.org/">https://intrinsicschools.org/</a>	Intrinsic Schools are two schools with the same method in Chicago
iTech Preparatory		<a href="https://itech.vansd.org/our-school/">https://itech.vansd.org/our-school/</a>	
KM Explore		<a href="https://www.kmsd.edu/kmexplore">https://www.kmsd.edu/kmexplore</a>	It's an american Micro School. The school only has students up to 12 years of age.
Lab51		<a href="https://onestone.org/high-school#about-the-school/">https://onestone.org/high-school#about-the-school/</a>	
La Luz		<a href="https://www.laluzeducation.org/">https://www.laluzeducation.org/</a>	It's an american Micro School.
Latitude High School		<a href="https://latitudehigh.org/">https://latitudehigh.org/</a>	
LEAD Innovation Studio		<a href="https://lead.parkhill.k12.mo.us/">https://lead.parkhill.k12.mo.us/</a>	
Lowell School		<a href="https://www.lowellschool.org/">https://www.lowellschool.org/</a>	The school only has students up to 14 years of age.
Mc2 Charter School		<a href="https://www.mc2school.org/">https://www.mc2school.org/</a>	
MC2 STEM High School		<a href="https://www.mc2stemhighschool.org/">https://www.mc2stemhighschool.org/</a>	
Millennium School		<a href="https://www.millenniumschool.org/">https://www.millenniumschool.org/</a>	The school only has students up to 12 years of age.
Mountain Academy - Teton Science Schools		<a href="https://www.tetonscience.org/programs/mountain-academy/">https://www.tetonscience.org/programs/mountain-academy/</a>	

Table 6 - List of schools found with the Narrative Review (cont.)

School Name	Country	Website	Comments
New Emerson School	USA	<a href="https://www.newemersonschool.org/">https://www.newemersonschool.org/</a>	
NuVu Studio		<a href="https://cambridge.nuvustudio.com/">https://cambridge.nuvustudio.com/</a>	
NYC iSchool		<a href="https://www.nycischool.org/who-we-are">https://www.nycischool.org/who-we-are</a>	
Portfolio School		<a href="https://www.portfolio-school.com/">https://www.portfolio-school.com/</a>	Now the school only has students up to 12 years of age, but will add a grade each year.
Red Bridge		<a href="https://www.redbridgesf.org/">https://www.redbridgesf.org/</a>	The school only has students up to 14 years of age.
Revolution School		<a href="https://revolutionschool.org/">https://revolutionschool.org/</a>	
Science Leadership Academy		<a href="https://scienceleadership.org/pages/mission_and_vision">https://scienceleadership.org/pages/mission_and_vision</a>	
Sudbury Valley School		<a href="https://sudburyvalley.org/">https://sudburyvalley.org/</a>	
Thomas Jefferson High School for Science and Technology		<a href="https://tjhsst.fcps.edu/">https://tjhsst.fcps.edu/</a>	
Two Rivers Public Charter Middle School		<a href="https://www.tworiverspcs.org/who-we-are/our-schools/middle-school/">https://www.tworiverspcs.org/who-we-are/our-schools/middle-school/</a>	The school only has students up to 14 years of age.
Workshop Middle School		<a href="https://workshopmiddleschool.org/">https://workshopmiddleschool.org/</a>	The school only has students up to 13 years of age.

## **Identification of networks and organizations related to school innovation**

The concerted action of a network of schools in school innovation processes has received greater attention, been the subject of research (Rincón-Gallardo & Fullan, 2016), and for some time now, considered one of the main ideas of the school innovation and improvement movement (Murillo, 2009). As pointed out by Bolívar (2008, p.13):

Among the new formulas to generate and support the capacity for improvement are developing partnerships and networks between schools. Groups of schools working together allow the dissemination of educational knowledge and good practices (Bolívar, 1999), are a means to promote professional learning and to increase social, intellectual, and organizational capital; while they are a structure of support for innovation, breaking the traditional isolation between schools.

With both reviews – systematic and narrative – several networks and entities related to school innovation were named in the hundreds of sources consulted. Although the collection and identification of these organizations do not provide answers to the research questions set out in this study, mapping them may be helpful for other investigations. Therefore, Table 7 identifies the complete list, without any exhaustive character, of all organizations dedicated to school innovation referenced in those sources.

Table 7 – Networks and organizations related to school innovation found with both reviews

Name	Country/Region	Website / Link	Comments
Varkey Foundation	Argentina	<a href="https://www.fundacionvarkey.org/">https://www.fundacionvarkey.org/</a>	
IDEAS (Innovative Designs for Enhancing Achievements in Schools)	Australia	<a href="https://lri.usq.edu.au/work-with-us/school-improvement-model-ideas/">https://lri.usq.edu.au/work-with-us/school-improvement-model-ideas/</a>	
Desafio Inova Escola	Brasil	<a href="https://fundacaotelefonicaoativo.org.br/desafioinovoescola/">https://fundacaotelefonicaoativo.org.br/desafioinovoescola/</a>	
Escolas Transformadoras		<a href="https://escolastransformadoras.com.br/">https://escolastransformadoras.com.br/</a>	
Inspirare		<a href="http://inspirare.org.br/">http://inspirare.org.br/</a>	
Movimento de Inovação na Educação		<a href="https://movinovacaonaeducacao.org.br/">https://movinovacaonaeducacao.org.br/</a>	
Porvir - Inovações em Educação		<a href="http://www.porvir.org">www.porvir.org</a>	
Community of Learners Network (Nanaimo Ladysmith, British Columbia)	Canada	<a href="https://search.oecd.org/education/ceri/CAN.BC.004.pdf">https://search.oecd.org/education/ceri/CAN.BC.004.pdf</a>	
Galileo Educational Network		<a href="https://galileo.org/">https://galileo.org/</a>	
Fundación Chile	Chile	<a href="https://fch.cl/iniciativa/aprendizaje-para-el-futuro/">https://fch.cl/iniciativa/aprendizaje-para-el-futuro/</a> <a href="https://fch.cl/iniciativa/red-de-escuelas-lideres/?gclid=CjwKCAiA4veMBhAMEiwAU4XRryp0uV0">https://fch.cl/iniciativa/red-de-escuelas-lideres/?gclid=CjwKCAiA4veMBhAMEiwAU4XRryp0uV0</a>	



Table 7 – Networks and organizations related to school innovation found with both reviews (cont.)

Name	Country/Region	Website / Link	Comments
ESIA - European School Innovation Academy	European Union	<a href="https://esia.ea.gr/">https://esia.ea.gr/</a>	Public institution
European Schoolnet -Transforming Education in Europe		<a href="http://www.eun.org/about;jsessionid=824AB8AC3F7CB991A85E09C4B30D7698">http://www.eun.org/about;jsessionid=824AB8AC3F7CB991A85E09C4B30D7698</a>	Public institution
Q4I (Quality for Innovation in European Schools)		<a href="https://www.up2europe.eu/european/projects/quality-for-innovation-in-european-schools_116724.html">https://www.up2europe.eu/european/projects/quality-for-innovation-in-european-schools_116724.html</a>	Public institution
EduCluster Finland	Finland	<a href="https://educlusterfinland.fi/">https://educlusterfinland.fi/</a>	
HundrED		<a href="https://hundred.org">https://hundred.org</a>	
Innovathèque	France	<a href="https://innovatheque-pub.education.gouv.fr/innovatheque/accueil">https://innovatheque-pub.education.gouv.fr/innovatheque/accueil</a>	Public institution
Riverside Learning Center	India	<a href="https://riversidelearningcenter.in/">https://riversidelearningcenter.in/</a>	
INDIRE - Istituto Nazionale Documentazione Innovazione Ricerca Educativa	Italy	<a href="https://www.indire.it/">https://www.indire.it/</a> <a href="http://innovazione.indire.it/avanguardieeducative/">http://innovazione.indire.it/avanguardieeducative/</a>	Public institution
Japan Innovative Schools Network supported by OECD	Japan	<a href="https://innovativeschools.jp/en/">https://innovativeschools.jp/en/</a>	Public institution

Table 7 – Networks and organizations related to school innovation found with both reviews (cont.)

Name	Country/Region	Website / Link	Comments
Institute for the Future of Education - Observatory of Educational Innovation - Tecnológico de Monterrey	Mexico	<a href="https://observatory.tec.mx/">https://observatory.tec.mx/</a>	
Learning and Change Networks	New Zealand	<a href="https://vln.school.nz/groupcms/view/879827/about-learning-and-change">https://vln.school.nz/groupcms/view/879827/about-learning-and-change</a>	
WISE - Qatar Foundation	Qatar	<a href="https://www.wise-qatar.org/">https://www.wise-qatar.org/</a> <a href="https://www.wise-qatar.org/wise-innovation-hub/">https://www.wise-qatar.org/wise-innovation-hub/</a>	
Hyukshin School Movement	South Korea	No website was found	
Escola Nova 21 - Aliança per un sistema educatiu avançat	Spain	<a href="https://www.escolanova21.cat/">https://www.escolanova21.cat/</a> <a href="https://www.escolanova21.cat/alianca-escolanova-21/objectius/">https://www.escolanova21.cat/alianca-escolanova-21/objectius/</a>	
LUDUS - Outra Educação YA es posible		<a href="https://ludus.org.es/es">https://ludus.org.es/es</a>	
Nazaret - Colegios Innovadores		<a href="https://colegiosinnovadores.com/">https://colegiosinnovadores.com/</a>	
Por la innovación Educativa		<a href="http://www.porlainnovacioneducativa.es/">http://www.porlainnovacioneducativa.es/</a> <a href="http://www.porlainnovacioneducativa.es/quienes-somos/">http://www.porlainnovacioneducativa.es/quienes-somos/</a>	

Table 7 – Networks and organizations related to school innovation found with both reviews (cont.)

Name	Country/Region	Website / Link	Comments
Innokas!	Sweden	<a href="https://www.innokas.fi/en">https://www.innokas.fi/en</a>	
Kunskapsskolan		<a href="https://www.innokas.fi/en/intro-research/">https://www.innokas.fi/en/intro-research/</a> <a href="https://www.kunskapsskolan.se/">https://www.kunskapsskolan.se/</a> <a href="https://foretaget.kunskapsskolan.se/">https://foretaget.kunskapsskolan.se/</a>	
Studio Schools Trust	UK	<a href="http://www.studioschoolstrust.org/">http://www.studioschoolstrust.org/</a>	
Battelle for kids	USA	<a href="https://www.battelleforkids.org/">https://www.battelleforkids.org/</a>	
Big Picture Learning		<a href="https://www.bigpicture.org/">https://www.bigpicture.org/</a>	
Center on Innovations in Learning (CIL)		<a href="http://www.centeril.org/">http://www.centeril.org/</a> <a href="http://www.centeril.org/about-us.html">http://www.centeril.org/about-us.html</a>	Public institution
Coalition of Essential Schools		<a href="http://essentialschools.org/">http://essentialschools.org/</a>	
Christensen Institute		<a href="https://www.christenseninstitute.org/k-12-education/">https://www.christenseninstitute.org/k-12-education/</a>	
Deeper Learning		<a href="https://deeperlearning4all.org/">https://deeperlearning4all.org/</a> <a href="https://deeperlearning4all.org/enabling-deeper-learning-in-schools/">https://deeperlearning4all.org/enabling-deeper-learning-in-schools/</a>	
Education Reimagined		<a href="https://education-reimagined.org/">https://education-reimagined.org/</a>	
Ed-Surge		<a href="https://www.edsurge.com/research?filter=All%20Ages">https://www.edsurge.com/research?filter=All%20Ages</a>	

Table 7 – Networks and organizations related to school innovation found with both reviews (cont.)

Name	Country/Region	Website / Link	Comments
Edutopia - George Lucas Educational Foundation	USA	<a href="https://www.edutopia.org/">https://www.edutopia.org/</a> <a href="https://www.lucasedresearch.org/mission/">https://www.lucasedresearch.org/mission/</a>	
EL - Expeditionary Learning		<a href="https://eleducation.org/#">https://eleducation.org/#</a> <a href="https://eleducation.org/who-we-are/our-approach">https://eleducation.org/who-we-are/our-approach</a>	
Envision Schools		<a href="https://envisionschools.org/">https://envisionschools.org/</a>	
Getting Smart		<a href="https://www.gettingsmart.com/">https://www.gettingsmart.com/</a> <a href="https://www.gettingsmart.com/2018/01/18/league-innovative-schools-network-creating-future-learning/">https://www.gettingsmart.com/2018/01/18/league-innovative-schools-network-creating-future-learning/</a> <a href="https://www.gettingsmart.com/schools-worth-visiting/">https://www.gettingsmart.com/schools-worth-visiting/</a>	
Iowa Big		<a href="https://iowabig.org/">https://iowabig.org/</a>	
ISN - Innovative Schools Network		<a href="https://www.innovativeschoolsnetwork.com/">https://www.innovativeschoolsnetwork.com/</a> <a href="https://www.innovativeschoolsnetwork.com/schools/members">https://www.innovativeschoolsnetwork.com/schools/members</a>	
LEAP Innovations		<a href="https://www.leapinnovations.org/">https://www.leapinnovations.org/</a>	
New Schools Venture Fund		<a href="https://www.newschools.org/">https://www.newschools.org/</a>	
New Pedagogies Deep Learning		<a href="https://deep-learning.global/">https://deep-learning.global/</a>	
New Tech Network		<a href="https://newtechnetwork.org/">https://newtechnetwork.org/</a>	
New Visions for Public High Schools		<a href="https://www.newvisions.org/">https://www.newvisions.org/</a> <a href="https://www.newvisions.org/pages/our-approach">https://www.newvisions.org/pages/our-approach</a>	

Table 7 – Networks and organizations related to school innovation found with both reviews (cont.)

Name	Country/Region	Website / Link	Comments
Next Generation Learning Challenge	<b>USA</b>	<a href="https://www.nextgenlearning.org/">https://www.nextgenlearning.org/</a>	
Remake Learning		<a href="https://remakelearning.org/">https://remakelearning.org/</a>	
Summit Public Schools		<a href="https://summitps.org/">https://summitps.org/</a>	
The Canopy project		<a href="https://canopyschools.transcendeducation.org/">https://canopyschools.transcendeducation.org/</a>	
The Digital Promise League of innovative Schools		<a href="https://digitalpromise.org/initiative/league-of-innovative-schools/">https://digitalpromise.org/initiative/league-of-innovative-schools/</a>	
The EdVision		<a href="https://edvisions.org/">https://edvisions.org/</a> <a href="https://edvisions.org/the-edvision/overview/">https://edvisions.org/the-edvision/overview/</a>	
What School Could Be		<a href="https://whatschoolcouldbe.org/">https://whatschoolcouldbe.org/</a>	
XQ Schools		<a href="https://xqsuperschool.org/">https://xqsuperschool.org/</a>	
Global Education Futures	Transnational	<a href="https://gloaledufutures.org/">https://gloaledufutures.org/</a> <a href="https://gloaledufutures.org/about_us">https://gloaledufutures.org/about_us</a>	
ICSEI - International Congress for School Effectiveness and Improvement		<a href="https://www.icsei.net/">https://www.icsei.net/</a>	
Innovation Unit		<a href="http://www.innovationunit.org">www.innovationunit.org</a> <a href="https://www.innovationunit.org/work/?area=education&amp;region=">https://www.innovationunit.org/work/?area=education&amp;region=</a> <a href="https://www.innovationunit.org/thoughts/human-scale-at-scale-cultivating-new-education-cultures/">https://www.innovationunit.org/thoughts/human-scale-at-scale-cultivating-new-education-cultures/</a>	

Table 7 – Networks and organizations related to school innovation found with both reviews (cont.)

Name	Country/Region	Website / Link	Comments
INNOVEMOS - Red de Innovaciones Educativas Para América Latina y el Caribe	Transnational	<a href="http://www.redinnovemos.org/">http://www.redinnovemos.org/</a>	
SUMMA - Laboratorio de Investigación e Innovación en Educación para América Latina y el Caribe		<a href="https://www.summaedu.org/">https://www.summaedu.org/</a>	
Visible Learning		<a href="http://www.visiblelearning.com">www.visiblelearning.com</a>	

## **Identification of dimensions of school innovation referenced by selected publications**

As initially presented, the second research question of this study is as follows: What dimensions of school innovation do these same academic publications identify in those referenced schools?

As initially said, the analysis was carried out with reference to the typology developed by Alves & Cabral (Table 1). With the complete reading of the fifty-six publications, the text blocks that characterize the referenced schools, concerning the fifteen dimensions of school innovation listed in that typology, were extracted.

From the one hundred seventy-nine innovative schools referenced in the fifty-six publications, sixty-one were identified as innovative. However, no characterization of them is made on the dimensions of innovation of the adopted typology. Of the remaining one hundred and eighteen, in fifty-five schools, only one or two dimensions of school innovation are highlighted, in twenty-nine, three or four dimensions, in twenty-two, five to six, and in twelve, seven or more.

An Excel sheet was built with all the text blocks that were extracted from the publications, relating to the dimensions of school innovation identified in the one hundred and eighteen schools that underwent some characterization.<sup>4</sup>

Table 8 shows the number of schools where a specific dimension of school innovation was identified through the selected publications. As mentioned above, one hundred seventy-nine schools were identified, but only one hundred and eighteen were an object of some characterization concerning school innovation.

---

<sup>4</sup> All this information can be made available upon request addressed to the author

Table 8 - The frequency of school innovation dimensions identified in the 118 schools referenced in the 56 selected publications

Dimensions of School Innovation	Number of schools in which the innovation dimension is referenced (n=118)
<hr/>	
Organizational	
<hr/>	
Flexibility in the organization of teaching/learning times	16
Flexibility in the creation and use of teaching/learning spaces	47
Flexibility in the way of grouping students	19
Flexibility in how to allocate students to teachers and teachers to students	2
<hr/>	
Pedagogical	
<hr/>	
Use of differentiated, varied, and flexible pedagogical approaches	14
Use of active, practical, and experiential learning	22
Use of learning practices linked to the natural environment	7
Use of learning practices linked to the surrounding community	33
Use of learning practices linked to students' interests	46
Collaborative preparation of student learning by teachers	36
Students, among themselves and with teachers, work collaboratively during the teaching/learning process	90
Reduction of transmission teaching times	11
Flexibility of curriculum organization	19
Curricular integration of an interdisciplinary nature	47
Use of digital resources in the teaching/learning process	59
<hr/>	



The information provided in Table 8 lets us know which dimensions of school innovation the publications identify in the schools they refer to as innovative. As can be seen, the dimensions most noted in schools that were the target of some characterization were the following:

- in 90 (out of 118), "students, among themselves and with teachers, act collaboratively during the teaching/learning process"
- in 59, the "use of digital resources in the teaching/learning process"
- in 47, the "flexibility in the creation and use of teaching/learning spaces"
- in 47, the "curricular integration of an interdisciplinary nature"
- in 46, the "use of learning practices linked to students' interests"
- in 36, the "collaborative preparation of student learning by teachers"
- in 33, the "use of learning practices linked to the surrounding community"

This information makes it possible to begin answering the second research question. However, it was decided to apply a second analytical approach to cross-reference the first to see if the results remained consistent. It will thus be possible to give a more solid answer to the second research question.

## **Identification of the sample of the schools obtained with the Systematic Literature Review**

As already said, in order to be able to collect more data, to cross-reference with the data presented before, a sample of fifteen schools was selected from the one hundred and eighteen innovative schools identified and characterized through the systematic literature review. The objective was to identify the dimensions of innovation present in this sample of schools, using the typology of analysis adopted, but now through reading their websites and all possible documents made available therein.

The method followed was the same - the extraction of all the text blocks that explicitly present a particular dimension of school innovation - and had one specific objective: to draw the global portrait of school innovation of this set of fifteen schools and compare it with the global portrait of the school innovation drawn with the extracts of text from the one hundred and eighteen schools that underwent some characterization by the authors of the selected academic publications.

As we will see in the next chapter, crossing the results of the first analytical approach with this second helped to solidify the answer to the second research question.

The criteria to select the sample (among the one hundred and eighteen that underwent some characterization) were as follows: all those schools referenced in at least three publications or in which at least six dimensions of innovation of the adopted typology had been marked (except for Spain for having several schools that meet this criterion in which the two most characterized were chosen).

With this criteria, we obtained the set of all schools nominated more times through the systematic literature review and more characterized in terms of their dimensions of school innovation.<sup>5</sup>

It should be noted that schools more often referenced and more characterized by publications may indicate a more substantial presence of pedagogical and organizational innovation dynamics. However, only a deeper analysis on the ground would verify this presumption.

Table 9 presents the fifteen schools in the sample, their website addresses, and the publications in which they were referenced.

---

<sup>5</sup> The Projeto Âncora School also met the criteria to be part of the sample. However, at the time of the research, it was concluded that the activity ended in early 2021, and its website was no longer available.

Table 9 - Sample of the schools obtained with the Systematic Literature Review

School Name	Country	Website	Comments	Bibliographic Sources
Birdwood High School's Academy of Innovative Learning	Australia	<a href="https://www.birdwoodhs.sa.edu.au/">https://www.birdwoodhs.sa.edu.au/</a>	One school document has been consulted: "School-Context-Statement-2021"	Roberts, K., & Owens, S. (2012)
Southern Hills Secondary		<a href="https://www.southernhills.wa.edu.au/">https://www.southernhills.wa.edu.au/</a>	Two school documents have been consulted: "2021-Course-Guide" and "Middle-School-Handbook"	Owen, S. (2014)
The Australian Science and Mathematics School		<a href="https://asms.sa.edu.au/">https://asms.sa.edu.au/</a>		Roberts, K., & Owens, S. (2012)
Escola Municipal Amorim Lima	Brazil	<a href="https://amorimlima.org.br/">https://amorimlima.org.br/</a>		Barrera, T. (2016) / Marques, L. P et al (2021) / Teixeira, N. S. (2018)
Escolas Lumiar		<a href="https://lumiar.com/">https://lumiar.com/</a>	It is a network with several schools. One school document has been consulted: "Introdução à Metodologia Lumiar"	Teixeira, N. S. (2018) / Barrera, T. (2016) / Calvo, A. H. (2016)
Hellerup Skole	Denmark	<a href="https://www.hellerupskole.aula.dk/">https://www.hellerupskole.aula.dk/</a>		Leiringer, R., & Cardellino, P. (2011) / Calvo, A. H. (2016) / Kamylyis, P. et al (2013)
Riverside School	India	<a href="https://schoolriverside.com/">https://schoolriverside.com/</a>		Neves, A. R. G. (2020) / Neves, A. et al (2020) / Calvo, A. H. (2016)
Green School	Indonesia	<a href="https://www.greenschool.org/">https://www.greenschool.org/</a>	Two school documents have been consulted: "Middle-School-Curriculum-Overview-2020-2021" and "High-School-Curriculum-Overview-2020-2021".	Neves, A. R. G. (2020) / Calvo, A. H. (2016) / World Economic Forum. (2020)

Table 9 - Sample of the schools obtained with the Systematic Literature Review (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
Escola da Ponte	Portugal	<a href="http://www.escoladaponte.pt/">http://www.escoladaponte.pt/</a>	Three school documents have been consulted: "Contrato de Autonomia - Escola da Ponte", "Dispositivos Pedagógicos" e "Projeto Educativo"	Barrera, T. (2016) / Pintassilgo, J. & Andrade, A. (2019) / da Silva, C. M., & Ribeiro, C. P. (2018) / Pintassilgo, J. (2020) / Manique da Silva, C. (2020)
Collegi Mare de Déu dels Àngels	Spain	<a href="https://www.mdangels.org/">https://www.mdangels.org/</a>		Matias Alves, J., & Cabral, I. (2017) / Jesus, P., & Alves, J. M. (2019)
Collegi Montserrat		<a href="https://www.cmontserrat.org/">https://www.cmontserrat.org/</a>		Matias Alves, J., & Cabral, I. (2017) / Jesus, P., & Alves, J. M. (2019) / Calvo, A. H. (2016) / Jesus, P., & Alves, J. M. (2020)
High Tech High	USA	<a href="https://www.hightechhigh.org/">https://www.hightechhigh.org /</a>	It is currently a network of 16 schools, all in San Diego, California.	Calvo, A. H. (2016) / Neves, A. R. G. (2020) / Neves, A. et al (2020) / Brown, S. (2018) / Vander Ark, T., & Schneider, C. (2014) / Griswold, J., & Riordan, R. (2016) / Pearlman, B. (2002) / Behrend, T. S., Ford, M. R., Ross, K. M., Han, E. M., Peters Burton, E., & Spillane, N. K. (2014) / Neumann, R. (2008) / Trilling, B., & Fadel, C. (2009) / Stuart, T., Stuart, M., Kimball, C. (2017)
Metropolitan Regional Career and Technical Center		<a href="https://www.themethighschool.org/">https://www.themethighschool.org/</a>	The "Metropolitan Regional Career and Technical Center" is a public secondary school with six different schools on three campuses, two in Providence, one in Newport.	Calvo, A. H. (2016) / Pearlman, B. (2002) / Wolk, R. (2010)

Table 9 - Sample of the schools obtained with the Systematic Literature Review (cont.)

School Name	Country	Website	Comments	Bibliographic Sources
New Technology High School	USA	<a href="https://www.newtechhigh.org/">https://www.newtechhigh.org/</a>	It is a school with a STEM study program oriented towards professions related to energy efficiency and renewable energies. "Early college high schools" are hybrid schools where students take both high-school and college classes.	Pearlman, B. (2002) / Trilling, B., & Fadel, C. (2009)
Quest to Learn		<a href="https://www.q2l.org/">https://www.q2l.org/</a>		Luterbach, K. J., & Brown, C. (2011) / Salen, K., Torres, R., Wolozin, L., Rufo-Tepper, R. & Shapiro, A. (2010) / Calvo, A. H. (2016)

## **Innovation dimensions results with the sample of the schools obtained with the Systematic Literature Review**

The extraction of all pieces of text from the websites of the fifteen schools and the documents made available on them allowed the construction of Table 10. This table shows the frequency of the dimensions of school innovation referenced in these sources.

Crossing the results of this Table 10 with the results of Table 8, we cross the first analytical approach with this second one. This crossing of data will allow us to give a more solid answer to the second research question. That discussion will be done in the next chapter.

Table 10 – The frequency of the dimensions of school innovation identified in the websites and documents of the 15 selected schools

Dimensions of School Innovation	Number of schools in which the innovation dimension is referenced (n=15)
<b>Organizational</b>	
Flexibility in the organization of teaching/learning times	3
Flexibility in the creation and use of teaching/learning spaces	5
Flexibility in the way of grouping students	5
Flexibility in how to allocate students to teachers and teachers to students	1
<b>Pedagogical</b>	
Use of differentiated, varied, and flexible pedagogical approaches	5
Use of active, practical, and experiential learning	9
Use of learning practices linked to the natural environment	3
Use of learning practices linked to the surrounding community	6
Use of learning practices linked to students' interests	9
Collaborative preparation of student learning by teachers	4
Students, among themselves and with teachers, work collaboratively during the teaching/learning process	12
Reduction of transmission teaching times	2
Flexibility of curriculum organization	6
Curricular integration of an interdisciplinary nature	12
Use of digital resources in the teaching/learning process	12



## **5. Discussion**

On the sidelines of the object of study of this research, a reading of the fifty-six publications that resulted from the Systematic Literature Review allows us to conclude that a considerable part of the authors defends the replacement of the traditional model by new school models. Several do not hesitate to characterize them by framing the innovative schools they refer to. In addition, reading the publications allows us to find the problematization of various aspects related to school innovation that could be studied in other researches: the use of technologies, the role of school boards, the characterization of so-called innovative teachers, the importance of creating Professional Learning Communities, the use of spaces and the definition of times or even the evaluation and pressure of learning the curriculum as severe obstacles in the innovation processes.

### **Regarding the first research question**

Regarding the object of this study, as for the first research question, since 2000, fifty-six publications have referenced one hundred seventy-nine schools that they consider to be innovative. Thirty-four of those fifty-six publications have been published from 2015 onwards, and forty-four from 2010. Through a review carried out in SCOPUS, Chiappe et al (2019, p.522) found that the number of publications on “21st-century education”, commonly referred to as innovative education, was close to zero until 2000 and with a growing trend since then. This fact may reveal the growing importance that the theme of school innovation has taken on in the scientific community, and in the educational communities in general, as a consequence of the growing pressure on the traditional education system (Pedró, 2019, p.8).

However, it seems to remain faithful that despite the influence of powerful forces favoring innovation, attempts at change in school education continue to face obstacles of various kinds (Hargreaves, 2005; Giles & Hargreaves, 2006), with schools almost remaining all more or less unchanged (Fink & Stoll,

2005, p.18). It may be true that the school innovation movement has gained more notoriety and more dimension, but it remains, in proportion, almost non-existent. An explicit identification of only one hundred seventy-nine schools worldwide since 2000 should be a sign of this. It was easy to discover sixty-two more innovative schools with a narrative review, not identified by the fifty-six selected publications. Nevertheless, even adding these to the previous ones, the weight of innovative schools in the universe of national educational systems is close to zero.

Combining the results of the additional narrative review with the systematic review, which was the major work of this research, allowed the construction of a world map of school innovation. Not being naturally exhaustive, it will have a very high degree of completeness about innovative schools that academic publications have referenced since 2000.

The search with the narrative review to find the innovative schools that make themselves known through the internet has also been very extensive. However, more innovative schools may have escaped this scrutiny by not being known through the internet. This world map of innovative schools is intended to become a helpful tool for all types of studies linked to school innovation.

The map of innovative schools shows exemplary cases spread across almost every corner of the world and draws a picture of the global movement of school innovation. The results suggest that the United States of America is the country with the most massive movement of school innovation, followed at a distance by Spain and Brazil. There may be a greater propensity for researchers, taking into account their interests and personal agendas, to refer innovative schools in some countries to the detriment of others. Still, the narrative review done openly on the internet confirms the existence of more innovative schools in these countries.

The American continent has the highest number of innovative schools, followed by Europe and further afield by Asia and Oceania. It is also possible to notice that the dispersion of cases of school innovation is more significant

in Europe than in the Americas and that Asia has many countries but few with innovative schools. Although, it is necessary to consider that the American and European continents can be much more easily scanned using English, Portuguese, and Spanish than Asia. Therefore, it would be necessary to carry out the same type of research with some of the dominant languages of the Asian continent. In Africa, although some schools referenced on the internet differ from the others, none was found in which some of the dimensions of innovation of the typology adopted could be identified.

With this research, it was noticed that many schools in the process of innovation work in a network. As said before, a collective movement leverages security and dynamics of change that they might otherwise not be able to sustain over time. Traditionally, these schools are linked to other sets of schools in the same network with whom they are very similar or to organizations that have created a conceptual framework for innovation that they intend to scale by linking to the most significant possible number of schools. In the latter case, schools support their organizational and pedagogical practices within this conceptual framework and receive advice from these organizations. Since the two things are linked, it is natural that the most significant number of networks and organizations dedicated to school innovation is also found in the United States of America, followed, again, by Spain and Brazil.

### **Regarding the second research question**

As for the dimensions of innovation identified in the referenced schools, it is necessary to consider that the publications have different objects of study. When they refer to innovative schools making some characterization of them (about two-thirds), in most cases, they do not have the purpose of giving them a complete characterization. For this reason, the discussion of the results relating to the dimensions of innovation identified will not fail to investigate possible trends but consider that only an exhaustive characterization of all

schools referred to as innovative would allow for more solid conclusions to be reached.

Even so, the results obtained with the text extraction of the fifty-six selected academic publications indicate the existence of some possible invariances. Some pedagogical and organizational dimensions are predominant in the world school innovation movement. Let us look at these trends next.

“Students, among themselves and with teachers, act collaboratively during the teaching/learning process” (referenced in 90 schools)

[...] the way knowledge is acquired by students need not be a passive reception of material transmitted by the teacher, but can be an active response to problems and tasks that have been co-constructed between teacher and learner.

(Hargreaves, D. H., 2006, p.19).

A change in the traditional figure of the teacher is immediately noticeable. It would be necessary to verify it in the field; however, it is believed that in these schools, the teacher has stripped off his masterly clothes of "owner" of a disciplinary content to be transmitted and listened almost always passively. He may now assume a less centralizing and more collaborative place during the learning process. This change is evident in the significant fact that in ninety of one hundred and eighteen schools that were the target of some characterization, it was pointed out that "students, among themselves and with teachers, act collaboratively during the teaching/learning process".

There has been much reflection about teaching activity, on what teachers role is in a new school model in which students access to knowledge has undergone a radical change. In many innovative schools, teachers do not abdicate their guiding role, design learning experiences that mobilize students and work with them collaboratively during the learning process.

Soini, Pietarinen & Pyhäلتö (2016, p.381) point out that:

Teacher learning and student learning are tightly intertwined in many ways. Teachers may provide more efficient classroom learning environment for their students by acting as examples of proficient learners, however they have to learn how to learn first. "Teacher learning and student learning are tightly intertwined in many ways. Teachers may provide more efficient classroom learning environment for their students by acting as examples of proficient learners, however they have to learn how to learn first.

When collaboration is widely developed, teachers and students are genuinely committed to one another (Hargreaves, A. & O'Connor, M. 2018). Teachers "take account of the learner as a knowledge constructor and more on the need for the teacher to treat the learner as an active partner in the jointly constructed activity of learning and teaching co-construction" (Hargreaves, A., 2006, p.17).

Collaboration is essential between students and teachers during the learning process and between students themselves. Willis (2007, p.7) points out that investigations showed that "students experienced a greater level of understanding of concepts and ideas when they talked, explained, and argued about them with their group, instead of just passively listening to a lecture or reading a text". He adds that "classrooms, where students are engaged in well planned cooperative work, are more joyful places in which management issues diminish and students develop social and learning skills" (p.13). In these schools where teachers and students walk together with their learning paths, this process also happens with collaboration between the latter.

"Collaborative preparation of students' learning by teachers" (referenced in 36 schools)

Teachers closed in their classroom, without sharing, without cooperation, are a characteristic of the traditional model that limits "alternative ways of doing

pedagogy" (Formosinho, J., & Machado, J., 2008, p.10). Bolívar (2008, p.10) defends that:

breaking with the traditional «cellular» structure of teaching work requires community and collegiate relationships that contribute to learning and solving problems with colleagues, create solidarity and cohesion, while promoting the formative potential of work contexts.

The isolation of teachers in "their" class, teaching "their" subject to "their" students, is perhaps one of the most challenging characteristics of the traditional model to confront. To design learning experiences that mobilize students, teachers of many innovative schools usually work most of their time in teams. Working alone may no longer be the most common practice. That is probably why the "collaborative preparation of students' learning by teachers" is highlighted in thirty-six schools.

It is apparent from the analysis of the websites and other documents available on them that in some of the innovative schools where the work of preparing student learning is done together, teachers not simply teach but collectively create multifaceted, exciting, and "compelling learning situations" (Hopkins, 2000, p.138).

Teachers do not just present content and expect passive reception to memorize it (Hopkins, 2000). They seek to arouse interest, questioning, and problematization, leading to new ways of thinking and revealing the infinity of connections and questions that a given knowledge provides. They not only arouse interest in what is currently being studied, but above all, they stimulate a generalized curiosity, a permanent desire to learn, and an interested and natural relationship with knowledge and culture that creates lifelong learners.

Collaboratively preparing the students' learning is "one of the most reliable indicators of the quality of the educational offer in schools" (Roldão, 1998). If these collaborative processes shape a school *ethos*, this is a relevant

innovation confirmed by the abundant investigations into the effectiveness of the so-called Professional Learning Communities (Stoll et al., 2006; Krichesky, 2013; Murillo & Krichesky, 2015; Bolívar & Murillo, 2017). That clearly distinguishes the model of these innovative schools from the traditional model.

Hargreaves & O'Connor (2018) also emphasize the importance of collaborative professionalism - in contrast to other collegiate but less integrative forms of professional collaboration - as a decisive factor in the development of teachers and the construction of authentic professional learning communities. "Teachers can only really learn once they get outside their own classrooms and connect with other teachers" (Hargreaves, 2009, p.98). In professional learning communities, teachers regularly work together to improve what they are doing. Collaborative questioning is current practice, and the responsibility to serve the students is felt like a task to be developed together. There are not "my" but "our" students.

"Curricular integration of an interdisciplinary nature" (referenced in 47 schools) and "flexibility of curricular organization" (referenced in 19 schools)

"[...] Significant curricular changes almost always imply changes in the method and ways of working." (Machado, J., & Formosinho, J., 2016, p.13). When "curricular integration of an interdisciplinary nature" and consequent "flexibility of curricular organization" happens, it usually implies and demands articulation with "collaborative preparation of students' learning by teachers" and flexibility in the way of grouping the students and allocating them to teachers.

Curriculum integration of an interdisciplinary nature is one of the dimensions of innovation most frequent in innovative schools and among those with the most significant impact on students' academic achievement (Cabral, I. & Alves, J. M., 2016). Integration requires an appropriation of the curriculum that may benefit both teachers and students.

On the teachers' side, this collective curriculum appropriation brings them closer to a more specialized action in analyzing different ways of learning and methods of teaching "that produce its own knowledge" (Roldão, 2001, p.14). It keeps them away from a blind, functionalist action, devoid of critical and creative sense about new learning possibilities and, therefore, less intellectually rewarding (Alves, J. M. & Baptista, C., 2018).

On the students' side, the creative action of teachers on curricular contents in a collaborative context, if done to create more exciting and captivating learning experiences, naturally results in a greater interest in what they are learning. Beane (2000) points out that some investigations have demonstrated identical or superior performance on standardized tests when learning with an integrative curriculum approach. Hargreaves, A., & Moore, S. (2000, p.112) suggest "that innovation in curriculum integration could and should be taken much further as a way to build really powerful learning in our schools".

However, the "Curricular integration of an interdisciplinary nature" is not an easy and consensual topic that does not deserve further discussion (Young, 2010; Cabral, I. & Alves, J. M., 2016). A discussion that can not be made without clarifying individual positions regarding the purposes of the school.

Some justify interdisciplinarity and relativize the importance of the curriculum, given the need to please discontented and unmotivated students (and with minimizing the importance of acquiring the greater breadth of knowledge). That is a narrow view of the advantages of disciplinary integration. The challenge is to organize the curriculum taking into account the students' specificities and interests, but without losing sight of expanding the creation of self-knowledge as much as possible, which means giving access to the enjoyment of the social goods without which life becomes impoverished.

This curricular integration was noted in forty-seven of the one hundred and eighteen schools. The flexibility and integration of the curriculum of an interdisciplinary nature is indeed a crucial aspect that opens the way for the operationalization of other dimensions of school innovation. Thus, still, within



the dimensions of a pedagogical character, it would not be surprising that this flexibility and curricular integration were articulated with the "use of differentiated, varied and flexible pedagogical practices" (referenced in fourteen schools), frequently "[...] active, practical and experiential" (referenced in twenty-two). In this context, it is also not insignificant to note that in forty-six schools, the "use of learning practices linked to the interests of students" was noted, and in thirty-three "[...] linked to the surrounding community". These last four dimensions of school innovation deserve further explanation.

"Use of differentiated, varied and flexible pedagogical practices" (referenced in 14 schools)

Flexibility and permanent readiness to learn and change seem to be essential characteristics of innovative schools. Several investigations have demonstrated the effectiveness of using "differentiated, varied and flexible pedagogical practices" appropriate to the moment, content, and student (Murillo et al, 2011, p.13). Doing so can help to improve motivation, make the content more exciting and thus stimulate the students' natural curiosity.

More and more pedagogical approaches are being developed over time (v.g.: project-based learning, problem-based learning, inquiry-based learning, cooperative learning, blended-learning, phenomenon-based learning, design-based learning, experiential learning, hands-on learning, active learning, outdoor learning, flipped classroom, game-based learning, etc.) but there is an increasingly strong current in innovative schools for intensive use of Project-based Learning. The reading of the fifty-six publications selected for information extraction clarified that.

Some schools innovate, choosing a new approach, among many, and stay in it instead of keep learning and being flexible. It should be noted that what characterizes an innovative school is the "use of differentiated, varied and flexible pedagogical practices" and not the exclusive use of a new pedagogical

approach. Although Project-Based Learning has been deserving more and more recognition and investigation, we did not add to the number of schools that "use differentiated, varied and flexible pedagogical practices" those which use PBL or any other pedagogic methodology exclusively, but those flexible that diversify their approaches.

"Use of active, practical and experiential learning" (referenced in 22 schools)

[...] the teacher must develop activities that require the active participation of the students. The traditional "learn by doing" continues to be an effective instructional strategy [...]. In this way, it is important to carry out activities that involve movement, rehearsal, the mobilization of the student and his senses about the action [...].

(Murillo et al, 2011, p.14)

In contrast to the transmissive model, more and more schools committed to innovation signal the intensification of "active, practical and experiential learning". Identifying this dimension of innovation is often associated with its importance in mobilizing students for learning. While it is evident that the mobilization of a student has a significant impact on improving their learning, it is far from consensual that learning should be an eminently practical activity or an imminently theoretical exposition.

This awareness of the difficulty of perceiving what creates more and better learning causes several schools to point out that active, practical, experiential learning, linked to the real world, does not fail to have as a background the development of higher-order thinking, theoretical and abstract. However, a severe problem arises with the increase of practical and experiential activities: the lack of time to "teach the whole curriculum" since the curriculum is adjusted to the theoretical exposition characteristic of the traditional model.

For this reason, in many innovative schools, this leads to the curriculum being inevitably called into question, making it flexible and reconstructing it. It

would be necessary to investigate whether, in most cases, this flexibility does not mean a reduction in order to have time to fulfill it in a context of more active, practical, and experiential learning.

"Use of learning practices linked to students' interests" (referenced in 46 schools)

Although it is widely accepted that when learning is directly related to students' interests, they feel more mobilized, it would be a mistake to restrict programs to this aspect. The teacher's action would be severely limited if they did not try to create new areas of interest, if they did not give rise to new discoveries, if they did not arouse the student's will to gain the maximum breadth of knowledge.

Taking advantage of students' interest in an area of knowledge is a characteristic of several innovative schools. However, it should be a gateway to other areas of interest, which is not difficult since knowledge is deeply interconnected. The awareness of this natural integration and interdependence, as we said, leads several of the schools to indicate a "curricular integration of an interdisciplinary nature". Nevertheless, as we said above, the challenge is to organize the curriculum taking into account the students' specificities and interests, but without losing sight of the school's central objective of expanding the creation of self-knowledge as much as possible.

"Use of learning practices linked to the surrounding community" (referenced in 33 schools)

“A educação faz-se em todos os espaços, na cidade.”

(Nóvoa, 2020b)

The reference in many innovative schools that their active and practical learning is done "[...] linked to the surrounding community" may reveal that: 1st - for those schools, learning is not at all confined to the classroom; the classroom is everything that surrounds the school and, ultimately, the whole world. As Hargreaves points out (2009, p.98), "[...] the strongest and most effective schools are the schools that work with and affect the communities that affect them [...]". 2nd - practical and active learning at many schools is not merely instrumental, empty, and superficial; it is developed with an anthropological perspective, immersed in day-to-day cultural practices (Figueiredo, 2021).

Thirty-three schools refer to the frequent presence of community members and institutions in the school to share their knowledge and the creation of internships for students in those institutions. It should be noted that several schools point out this involvement with the community in a perspective of preparing students for the world of work and not just as a result of the awareness that the surrounding world is full of knowledge and learning experiences that cannot be wasted.

A final common aspect in this regard is that the connection to the community is often used so that students can present the results of their learning projects to the scrutiny of specialists in the studied subject or simply to members of the school community.

“Use of digital resources in the teaching/learning process” (referenced in 59 schools)

It is also relevant, and not unexpected, the reference, in fifty-nine schools, to the "use of digital resources in the teaching/learning process". Although often used, digital resources do not guarantee a change in the fundamental structure of the traditional model. Therefore, it would also be necessary to verify whether the use of technological resources is made to improve

organizational and pedagogical dimensions that in its essence remain unchanged or appear as an essential tool in adopting a new school model.

The introduction of technology, so often confounded as school innovation itself (Pedró, 2019, p18), is increasingly an unavoidable tool in all innovation processes (Alves, J. M., 2021b; Figueiredo, A. D., 2021). According to Figueiredo (2021, p.253): "the idea of transforming education through technologies is absurd, but captivates our attention to the urgency of clarifying how to prepare the new generations for a world where technologies play a prominent role".

However, concerning this need to prepare future generations for an increasingly digital world, and given that school education can never be separated from axiological intentions, Figueiredo immediately adds (2021, p.253):

"Today's world is governed by two visions that are difficult to reconcile: the rational vision and the relational vision. The rational vision, which is largely dominant, believes in a world of predictability, stability, order, uniformity and absence of emotions, inspired by the efficiency of machines and technology. The relational vision believes in a complex world, increasingly unpredictable, of diversity, interdependence and dynamic relationships, inspired by nature and life. If we want to transform schools to be useful in a digital world, which vision will we take into account? That of a rational school of digital inspiration? Or that of an organic, human school that uses technology to the extent that it is part of the world of today, but no more than that?".

"Flexibility in the creation and use of teaching/learning spaces" (referenced in 47 schools), "Flexibility in the organization of teaching/learning times" (referenced in 16 schools)

Functional changes in schools do not by themselves create changes in teachers' practices, but "the more the organization of the school remains the same, the less likely will there be changes in classroom practice that directly and positively impact on students learning" (Hopkins, 2000, p.137).

Schools will hardly be innovative if they are not functionally flexible. Some of the schools identified indeed are organizationally flexible systems (Cabral, 2013), capable of adapting to changes, sensitive to "inclusive differentiation", "to the diversity of intelligence, rhythms, and wills", consistently placing "everyone's learning at the center of their concerns" (Alves, 2017; Murillo & Krichesky, 2015; Elmore, 2010, p.10). Therefore, it does not surprise the reference in forty-seven schools to "flexibility in the creation and use of teaching/learning spaces" and in sixteen to "flexibility in the organization of teaching/learning times".

How schools organize themselves can strongly influence student learning (Elmore, 1992). The organization of learning spaces is a critical dimension in this respect. Its flexibility is a fundamental characteristic because only in this way is it possible to reconfigure spaces "depending on the learning activity that takes place" (Bautista, G., 2020, p.688). In some innovative schools, it is possible to find rooms with spaces for expository moments, individual or group research work, guided work, autonomous work, or even spaces for assemblies with presentation and debate. They are usually large and reconfigurable to be multifunctional, comfortable, cheerful, visually stimulating, and technologically equipped.

Teaching-learning spaces are not limited to the classroom in many innovative schools. Learning often occurs outside the classroom and even outside the school in humanized or natural contexts. The whole space of the school, and far beyond the school and the classroom, means discovery, acquisition of knowledge, and development of competencies.

In many schools, "Flexibility in the organization of teaching/learning times" is also regular. Schedules are flexible and changeable throughout the school year because they meet current learning practices and objectives.

"Flexibility in the way of grouping the students" (referenced in 19 schools)

"Flexibility in the way of grouping the students" beyond the class unit is another challenging axiom to break, and that in innovative schools represents a potent sign of rupture with the traditional model. It was possible to identify this dimension of innovation in 19 schools. Flexibility does not mean eliminating the class but enabling other ways of grouping together, since "the class and the organizational system that corresponds to it, and that we now know as "natural", can never adequately support the effective promotion of curricular learning necessary for all" (Roldão, 2001, p.12). This design calls for less uniform and less homogeneous ways of grouping students that meet specific contexts and interests. That also requires other ways of grouping teachers as they will also, for this purpose, no longer operate exclusively in isolation (Nóvoa, 2022).

### **Cross-referencing the first analytical approach with the second obtained with the sample of schools**

As said earlier, it was decided to apply a second analytical approach – the analyses of a sample of schools among the one hundred and eighteen that underwent some characterization - to cross-reference the first (the Systematic Literature Review) and see if the results remained consistent. For this, the method followed was the same: the extraction of all the text pieces that explicitly present a particular dimension of school innovation, but in this case, reading in this sample of schools the websites and all possible documents made available therein. In order to compare, the results obtained with the Systematic Literature Review and the sample of schools are presented in parallel in Table 11. As can be seen, these five dimensions of school innovation continue to be the most referenced:

- “Students, among themselves and with teachers, work collaboratively during the teaching/learning process”

- “Use of digital resources in the teaching/learning process”
- “Curricular integration of an interdisciplinary nature”
- “Use of learning practices linked to students' interests”
- “Use of learning practices linked to the surrounding community”

Likewise, these five dimensions less referenced in the results obtained with the Systematic Literature Review remain at the bottom of the hierarchy of referenced innovation dimensions:

- “Flexibility in the organization of teaching/learning times”
- “Use of differentiated, varied and flexible pedagogical approaches”
- “Reduction of transmission teaching times”
- “Use of learning practices linked to the natural environment”
- “Flexibility in how to allocate students to teachers and teachers to students”

Only the three highlighted dimensions suffered some displacement among the fifteen of the adopted typology. So, to a large extent, these results confirm the discussion presented above and the answer given to the second research question.



Table 11 – Comparative analysis of the frequency of the identified dimensions of school innovation

The frequency of the dimensions of school innovation identified in the websites and documents of the 15 selected schools		The frequency of school innovation dimensions identified in the 118 schools referenced in the 56 selected publications	
Dimensions of School Innovation	Number of schools in which the innovation dimension is referenced (n=15)	Dimensions of School Innovation	Number of schools in which the innovation dimension is referenced (n=118)
Students, among themselves and with teachers, work collaboratively during the teaching/learning process	12	Students, among themselves and with teachers, work collaboratively during the teaching/learning process	90
Curricular integration of an interdisciplinary nature	12	Use of digital resources in the teaching/learning process	59
Use of digital resources in the teaching/learning process	12	Curricular integration of an interdisciplinary nature	47
Use of learning practices linked to students' interests	9	Flexibility in the creation and use of teaching/learning spaces	47
Use of active, practical and experiential learning	9	Use of learning practices linked to students' interests	46
Use of learning practices linked to the surrounding community	6	Collaborative preparation of student learning by teachers	36
Flexibility of curriculum organization	6	Use of learning practices linked to the surrounding community	33
Flexibility in the creation and use of teaching/learning spaces	5	Use of active, practical and experiential learning	22
Flexibility in the way of grouping students	5	Flexibility of curriculum organization	19
Use of differentiated, varied and flexible pedagogical approaches	5	Flexibility in the way of grouping students	19
Collaborative preparation of student learning by teachers	4	Flexibility in the organization of teaching/learning times	16
Flexibility in the organization of teaching/learning times	3	Use of differentiated, varied and flexible pedagogical approaches	14
Use of learning practices linked to the natural environment	3	Reduction of transmission teaching times	11
Reduction of transmission teaching times	2	Use of learning practices linked to the natural environment	7
Flexibility in how to allocate students to teachers and teachers to students	1	Flexibility in how to allocate students to teachers and teachers to students	2

## **6. Conclusions**

The research intended to map innovative schools globally and check the presence of invariances regarding the dimensions of school innovation in those schools.

### **Concerning the worldwide mapping of innovative schools**

A worldwide mapping of schools, with students between 10/11 and 17/18 years old, referred to as innovative, was developed through a systematic literature review of academic publications in English, Portuguese and Spanish. It was concluded that since 2000, one hundred seventy-nine schools had been identified on four continents and thirty-two different countries.

Four countries stand out in the number of referenced schools: Australia (12), Brazil (18), Spain (31), and the United States (48). The result obtained may suggest that the United States of America is the country with the most vigorous movement of school innovation, followed at a distance by Spain and Brazil. The American continent has the highest number of innovative schools, followed by Europe and further afield by Asia and Oceania.

In order to ensure greater completeness in the identification of cases of school innovation at a global level, a narrative review was developed since 2000 with the same methodology used in the systematic review (in all steps where this is possible). Through the generic search engine Google, dozens of schools referenced as innovative in hundreds of pages were identified. After a one-by-one analysis of all the schools identified, another sixty-two schools were selected in addition to the one hundred and seventy-nine already identified by the systematic review. These sixty-two schools meet the criteria established by the innovation typology adopted in this study (Alves, 2017; Alves & Cabral, 2017; Cabral & Alves, 2018) and, therefore, deserve to be named.

These results obtained with the narrative review complemented those obtained with the systematic review and made it possible to present a world map of

school innovation. The same analysis confirms the predominance of the United States of America, Spain, and Brazil in the global movement of school innovation.

Analyzing the sources of information obtained from the two reviews made it possible to identify and compile networks and organizations linked to school innovation. This mapping allowed us to conclude that the most significant number of this type of network and organization is found in the three countries mentioned above, emphasizing the United States of America again. It could be helpful in future studies to understand what factors have led these countries to stand out from the others in terms of the school innovation movement.

### **Concerning the dimensions of school innovation present in innovative schools**

The analytical means used to identify the dimensions of innovation present in schools was the reading and text extraction of all publications obtained with the systematic literature review that named innovative schools that underwent some characterization. As a complementary analytical approach, to cross-reference data with the first, a sample of the most referenced and most characterized schools in the publications was constructed, whose websites and documents made available on them were analyzed to detect the dimensions of innovation present in them. In both analytical processes, the typology of school innovation referred to above was followed.

The results obtained in identifying the dimensions of school innovation present in the schools that completed some characterization allowed us to conclude that there are indications of the existence of some invariances. Some pedagogical and organizational dimensions proved to be more predominant in the school innovation movement.

Above all, there may be a trend of a change in the role of teachers in the students' learning process and less isolated, more collaborative teaching practice. This new way of exercising teaching is probably accompanied by greater flexibility and curricular integration of an interdisciplinary nature, which is a crucial aspect that opens the way for operationalizing other dimensions of school innovation.

In contrast and as a reaction to the predominance of the transmissive model, more and more schools committed to innovation processes indicate the intensification of a "Use of active, practical and experiential learning", often linked to students' interests and the surrounding community.

Flexibility seems to be an imperative feature in school innovation. Functional changes in schools do not necessarily create changes in teachers' practices, but they are challenging to do without them. In conjunction with pedagogical innovations, organizational innovations were noted, namely the flexibility in creating and using teaching/learning spaces, organizing time, and grouping students. Lastly, it is also relevant, and not unexpected, the reference to the growing use of technological tools.

### **Final considerations**

The school's change seems to be definitely in place. There is an increasingly broad consensus about changing the traditional school model. However, for some decades now, we have been facing tremendous resistance from the old "school grammar" (Tyack & Tobin, 1994). Creating a "generative and transformational grammar that changes the organizational structures and the agency of action of the authors who work there" (Alves, 2021a, p.25) is challenging to apply due to the degree of internalization and naturalization by the educational actors of an already secular educational referent (Roldão, 2001, p.4). In addition, it has also become clear that one of the most severe problems that schools face is not resistance to innovation "but the fragmentation, overload, and incoherence resulting from the uncritical and

uncoordinated acceptance of too many different innovations" (Fullan & Stiegelbauer, 1991, p. 197). The promotion of change requires a decisive agency of leaders and teachers and a predisposition for learning, for "structured work, a long maturation [...]" (Azevedo, 2011, p.287).

Change is difficult to operate not only because the current model is deeply rooted, but also because, even if the model was not very internalized and easily transformable, the innovation processes themselves, whatever they may be, are always operationally demanding (Blanco & Messina, 2000). Moreover, even more, when the organisms to change are complex, often a stage full of performers, sometimes an arena, and always an intricate web of personal intentions and idiosyncrasies.

Nevertheless, even if the resistance of the current model is overcome, there is little clarity about possible alternatives among those deeply committed to that change. Perhaps it is just not possible or necessary to configure a new model with the same precision as the current one. In fact, if there were a new effective model, "the most democratic countries and those most concerned with basic education for all would have already taken the necessary measures" (Perrenoud, 2002, p.1).

What is essential is to continue to diagnose the flaws in the current model, make changes to these flaws and assess whether these changes improve students' learning and create in them a genuine interest and a permanent bond with knowledge that lasts for the rest of their lives. Therefore, the entire innovation process should always bear in mind the fundamental question: do the changes that have been operating, whether more disruptive or more incremental, favor the improvement of students' learning?

The research only focused on identifying innovative schools and possible trends in school innovation. Still, the results also intend to raise future investigations to clarify their effectiveness. Having identified the innovative schools and traced their main innovation characteristics, without prejudice to the development of other studies that complement and update the present

study, it would now be imperative to carry out other investigations in the field, in the identified innovative schools, that would seek to understand if the implemented changes benefit students' interest and learning.

In fact, "nobody owns the solution. We can at least try to learn from reform experience and research data" (Perrenoud, 2002, p.1). This study has been developed because it may be helpful to know the research data about innovative schools and the global innovation trends. It is now necessary to add more data, as a result of other investigations, which seek to understand whether the learning and interest of students in these schools improve.

This is not about finding a recipe. Schools that want to break with the traditional model need to be learning and creative organizations that do not uncritically adopt research data recipes. Adopting a recipe is not a solution, but being critically attentive to research, other schools' practices, and constantly reviewing their own.

As Hargreaves, A., & Fullan, M. (1998, p.106) pointed out long ago:

There is no ready answer to the "how" question. Singular recipes oversimplify what it will take to bring about change in your own situation. Even when you know what research and published advice tell you, no one can prescribe exactly how to apply to your particular school and all the unique problems, opportunities and peculiarities it contains.

Nevertheless, despite all these difficulties that innovation processes can bring to schools that are trying to find their way, it is good to keep in mind Tubin's (2010, p.60) wise words:

Educational life is not summarized in radical change or stagnation. In the middle there are many good people who wake up every morning, looking for ways to improve and make the system better, and initiating changes and innovations that are important [...]. Be it accumulative innovation or random and diffused, as long as the innovation puts a sparkle into teacher' and students' eyes, it is a very important process.

In the end, there is an unquestionable truth: we need better schools. Schools are happy places for learning; for every student, for every teacher, for everybody within. Schools do not restrict, schools expand collaboratively the human development of all there.

## Appendices

### Appendix 1A – Search for possible previous systematic reviews – WoS

Search Criteria	Search String	Number of publications found	Number of systematic reviews found
In the abstract, since the year 2000, in English	AB=("systematic review" AND "school innovation*") OR ("systematic review" AND "innovative school*") OR ("systematic review" AND "effective school*") OR ("systematic review" AND "improved school*") OR ("systematic review" AND "best school*") OR ("systematic review" AND "better school*") OR ("systematic review" AND "21st century school*") OR ("systematic review" AND "different school*") OR ("systematic review" AND "alternative school*") OR ("systematic review" AND "school*" AND "case studies") OR ("systematic review" AND "case study school*") OR ("systematic review" AND "new school*")	35	0

### Appendix 1B – Search for possible previous systematic reviews – RCAAP

Search Criteria	Search Strings	Number of publications found	Number of systematic reviews found
Since 2000, in Portuguese, any "Type of Document" in the "Full text"	Various Searches: 1."revisão sistemática" E "inovação escolar"; 2."revisão sistemática" E "escola* inovadora*"; 3."revisão sistemática" E "escola* eficaz*"; 4."revisão sistemática" E "escola* melhor*"; 5."revisão sistemática" E "escola* do século XXI"; 6."revisão sistemática" E "escola* diferente*"; 7."revisão sistemática" E "escola* alternativa*"; 8."revisão sistemática" E "escola*" E "estudo* de caso"; 9."revisão sistemática" E "nova* escola*"	77	0



## Appendix 1C – Search for possible previous systematic reviews – SCOPUS

Search Criteria	Search Strings	Number of publications found	Number of systematic reviews found
In the abstract, since 2000, limited to "Social Sciences", in English	ABS( ("systematic review" AND "school innovation*") OR ("systematic review" AND "innovative school*") OR ("systematic review" AND "effective school*") OR ("systematic review" AND "improved school*") OR ("systematic review" AND "best school*") OR ("systematic review" AND "better school*") OR ("systematic review" AND "21st century school*") OR ("systematic review" AND "different school*") OR ("systematic review" AND "alternative school*") OR ("systematic review" AND "school*" AND "case studies") OR ("systematic review" AND "case study school*") OR ("systematic review" AND "new school*" ) )	33	0
In the abstract, since 2000, limited to "Social Sciences", in Spanish	ABS(("revisión sistemática" AND "innovación escolar") OR ("revisión sistemática" AND "escuela* innovadora*") OR ("revisión sistemática" AND "escuela* efectiva*") OR ("revisión sistemática" AND "escuela* mejor*") OR ("revisión sistemática" AND "escuela* del siglo XXI") OR ("revisión sistemática" AND "escuela* diferente*") OR ("revisión sistemática" AND "escuela* alternativa*") OR ("revisión sistemática" AND "escuela*" AND "estudio* de caso") OR ("revisión sistemática" AND "nueva* escuela*"))	0	0
In the abstract, since 2000, limited to "Social Sciences", in Portuguese	ABS(("revisão sistemática" AND "inovação escolar") OR ("revisão sistemática" AND "escola* inovadora*") OR ("revisão sistemática" AND "escola* eficaz*") OR ("revisão sistemática" AND "escola* melhor*") OR ("revisão sistemática" AND "escola* do século XXI") OR ("revisão sistemática" AND "escola* diferente*") OR ("revisão sistemática" AND "escola* alternativa*") OR ("revisão sistemática" AND "escola*" AND "estudo* de caso") OR ("revisão sistemática" AND "nova* escola*"))	0	0

## Appendix 1D – Search for possible previous systematic reviews – EBSCO

Search Criteria	Search Strings	Number of publications found	Number of systematic reviews found
In the abstract, since 2000, excluding subjects not related to the subject, in English	( "systematic review" AND "school innovation*" ) OR ( "systematic review" AND "innovative school*" ) OR ( "systematic review" AND "effective school*" ) OR ( "systematic review" AND "improved school*" ) OR ( "systematic review" AND "best school*" ) OR ( "systematic review" AND "better school*" ) OR ( "systematic review" AND "21st century school*" ) OR ( "systematic review" AND "different school*" ) OR ( "systematic review" AND "alternative school*" ) OR ( "systematic review" AND "school*" AND "case studies" ) OR ( "systematic review" AND "case study school*" ) OR ( "systematic review" AND "new school*" )	24	0
In the abstract, since 2000, excluding subjects not related to the subject, in Spanish	("revisión sistemática" AND "innovación escolar") OR ("revisión sistemática" AND "escuela* innovadora*") OR ("revisión sistemática" AND "escuela* efectiva*") OR ("revisión sistemática" AND "escuela* mejor*") OR ("revisión sistemática" AND "escuela* del siglo XXI") OR ("revisión sistemática" AND "escuela* diferente*") OR ("revisión sistemática" AND "escuela* alternativa*") OR ("revisión sistemática" AND "escuela*" AND "estudio* de caso") OR ("revisión sistemática" AND "nueva* escuela*")	1	0
In the abstract, since 2000, excluding subjects not related to the subject, in Portuguese	("revisão sistemática" AND "inovação escolar") OR ("revisão sistemática" AND "escola* inovadora*") OR ("revisão sistemática" AND "escola* eficaz*") OR ("revisão sistemática" AND "escola* melhor*") OR ("revisão sistemática" AND "escola* do século XXI") OR ("revisão sistemática" AND "escola* diferente*") OR ("revisão sistemática" AND "escola* alternativa*") OR ("revisão sistemática" AND "escola*" AND "estudo* de caso") OR ("revisão sistemática" AND "nova* escola*")	8	0

## Appendix 1E – Search for possible previous systematic reviews – G. Scholar

Search Criteria	Search Strings	Number of publications found	Number of systematic reviews found
Since 2000, in English. The first 100 results were analysed	( "systematic review" AND "school innovation*" ) OR ( "systematic review" AND "innovative school*" ) OR ( "systematic review" AND "effective school*" ) OR ( "systematic review" AND "improved school*" ) OR ( "systematic review" AND "best school*" ) OR ( "systematic review" AND "better school*" ) OR ( "systematic review" AND "21st century school*" ) OR ( "systematic review" AND "different school*" ) OR ( "systematic review" AND "alternative school*" ) OR ( "systematic review" AND "school*" AND "case studies" ) OR ( "systematic review" AND "case study school*" ) OR ( "systematic review" AND "new school*" )	-	0
Since 2000, in Spanish. The first 100 results were analysed	("revisión sistemática" AND "innovación escolar") OR ("revisión sistemática" AND "escuela* innovadora*") OR ("revisión sistemática" AND "escuela* efectiva*") OR ("revisión sistemática" AND "escuela* mejor*") OR ("revisión sistemática" AND "escuela* del siglo XXI") OR ("revisión sistemática" AND "escuela* diferente*") OR ("revisión sistemática" AND "escuela* alternativa*") OR ("revisión sistemática" AND "escuela*" AND "estudio* de caso") OR ("revisión sistemática" AND "nueva* escuela*")	-	0
Since 2000, in Portuguese. The first 100 results were analysed	("revisão sistemática" AND "inovação escolar") OR ("revisão sistemática" AND "escola* inovadora*") OR ("revisão sistemática" AND "escola* eficaz*") OR ("revisão sistemática" AND "escola* melhor*") OR ("revisão sistemática" AND "escola* do século XXI") OR ("revisão sistemática" AND "escola* diferente*") OR ("revisão sistemática" AND "escola* alternativa*") OR ("revisão sistemática" AND "escola*" AND "estudo* de caso") OR ("revisão sistemática" AND "nova* escola*")	-	0

## Appendix 2A – Full Search Strings – WoS

1	<p>(AB=("innovative school") OR AB=("innovative schools")) AND IDIOMA: (English)            Refinado por: [excluindo] CATEGORIAS DO WEB OF SCIENCE: (REHABILITATION OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR INTERNATIONAL RELATIONS OR SUBSTANCE ABUSE OR LANGUAGE LINGUISTICS OR HEALTH CARE SCIENCES SERVICES OR ALLERGY OR LINGUISTICS OR PSYCHOLOGY EDUCATIONAL OR ARCHITECTURE OR MANAGEMENT OR COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR BUSINESS OR BUSINESS FINANCE OR NURSING OR SOCIAL WORK OR COMMUNICATION OR PHYSICS APPLIED OR COMPUTER SCIENCE THEORY METHODS OR CONSTRUCTION BUILDING TECHNOLOGY OR PSYCHOLOGY DEVELOPMENTAL OR ENVIRONMENTAL SCIENCES OR DEMOGRAPHY OR PSYCHOLOGY MULTIDISCIPLINARY OR FAMILY STUDIES OR ECOLOGY OR RESPIRATORY SYSTEM OR MEDICINE GENERAL INTERNAL OR ECONOMICS OR SOCIAL SCIENCES BIOMEDICAL OR MEDICINE RESEARCH EXPERIMENTAL OR ENGINEERING ELECTRICAL ELECTRONIC OR SOCIOLOGY OR PHARMACOLOGY PHARMACY OR ENGINEERING MULTIDISCIPLINARY OR TELECOMMUNICATIONS OR PSYCHIATRY OR HISTORY OR URBAN STUDIES OR PSYCHOLOGY CLINICAL )            Índices=SCI-EXPANDED, SSCI, A&amp;HCI, CPCI-S, CPCI-SSH, ESCI Tempo estipulado=2000-2021</p>
2	<p>(AB=("effective school") OR AB=("effective schools")) AND LANGUAGE: (English)            Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (SOCIAL SCIENCES BIOMEDICAL OR ENGINEERING ELECTRICAL ELECTRONIC OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR URBAN STUDIES OR ENGINEERING ENVIRONMENTAL OR PSYCHOLOGY EDUCATIONAL OR COMPUTER SCIENCE ARTIFICIAL INTELLIGENCE OR ENGINEERING MANUFACTURING OR COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR FOOD SCIENCE TECHNOLOGY OR MANAGEMENT OR COMPUTER SCIENCE THEORY METHODS OR GEOGRAPHY OR PSYCHIATRY OR CRIMINOLOGY PENOLOGY OR GEOSCIENCES MULTIDISCIPLINARY OR PEDIATRICS OR ENGINEERING MULTIDISCIPLINARY OR GREEN SUSTAINABLE SCIENCE TECHNOLOGY OR ENVIRONMENTAL STUDIES OR LINGUISTICS OR HEALTH CARE SCIENCES SERVICES OR HOSPITALITY LEISURE SPORT TOURISM OR MATERIALS SCIENCE MULTIDISCIPLINARY OR PSYCHOLOGY DEVELOPMENTAL OR METEOROLOGY ATMOSPHERIC SCIENCES OR HEALTH POLICY SERVICES OR PSYCHOLOGY OR MICROBIOLOGY OR MEDICINE GENERAL INTERNAL OR RESPIRATORY SYSTEM OR MUSIC OR SPORT SCIENCES OR NEUROSCIENCES OR NURSING OR AREA STUDIES OR OBSTETRICS GYNECOLOGY OR PSYCHOLOGY MULTIDISCIPLINARY OR BUSINESS OR OPERATIONS RESEARCH MANAGEMENT SCIENCE OR MULTIDISCIPLINARY SCIENCES OR CLINICAL NEUROLOGY OR OPHTHALMOLOGY OR PSYCHOLOGY CLINICAL OR COMPUTER SCIENCE INFORMATION SYSTEMS OR PHYSIOLOGY OR SUBSTANCE ABUSE OR DENTISTRY ORAL SURGERY MEDICINE OR PRIMARY HEALTH CARE OR FAMILY STUDIES OR PARASITOLOGY OR PSYCHOLOGY EXPERIMENTAL OR ECONOMICS OR PUBLIC ADMINISTRATION OR PSYCHOLOGY MATHEMATICAL OR INFECTIOUS DISEASES OR RELIGION OR REGIONAL URBAN PLANNING OR INFORMATION SCIENCE LIBRARY SCIENCE OR TROPICAL MEDICINE OR SOCIAL SCIENCES MATHEMATICAL METHODS OR NUTRITION DIETETICS OR ANTHROPOLOGY OR SURGERY OR SOCIAL WORK OR ARCHITECTURE OR TELECOMMUNICATIONS OR ENDOCRINOLOGY METABOLISM OR AUDIOLOGY SPEECH LANGUAGE PATHOLOGY OR TRANSPLANTATION OR ENVIRONMENTAL SCIENCES OR BIOLOGY OR TRANSPORTATION OR PSYCHOLOGY APPLIED OR CONSTRUCTION BUILDING TECHNOLOGY OR WATER RESOURCES OR REHABILITATION OR DERMATOLOGY) AND [excluding]: SOURCE TITLES: (PHYSICAL EDUCATOR US OR REMEDIAL AND SPECIAL EDUCATION OR JOURNAL OF NEGRO EDUCATION OR KURAM VE UYGULAMADA EGITIM BILIMLERI) AND LANGUAGES: (ENGLISH)</p>
3	<p>Database: Web of Science Core Collection (AB=("improved school") OR AB=("improved schools")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (DEVELOPMENT STUDIES OR DEMOGRAPHY OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR ENVIRONMENTAL STUDIES OR DERMATOLOGY OR ECONOMICS OR MANAGEMENT OR ENVIRONMENTAL SCIENCES OR HEALTH CARE SCIENCES SERVICES OR NEUROSCIENCES OR GENETICS HEREDITY OR PEDIATRICS OR TROPICAL MEDICINE OR GEOGRAPHY OR BUSINESS FINANCE OR HOSPITALITY LEISURE SPORT TOURISM OR NUTRITION DIETETICS OR CLINICAL NEUROLOGY OR INDUSTRIAL RELATIONS LABOR OR PSYCHIATRY OR ENDOCRINOLOGY METABOLISM OR LINGUISTICS OR PSYCHOLOGY DEVELOPMENTAL OR IMMUNOLOGY OR MATERIALS SCIENCE MULTIDISCIPLINARY OR PSYCHOLOGY EDUCATIONAL OR INFECTIOUS DISEASES OR MICROBIOLOGY OR SOCIAL SCIENCES INTERDISCIPLINARY OR OPHTHALMOLOGY OR ONCOLOGY OR PRIMARY HEALTH CARE OR OPERATIONS RESEARCH MANAGEMENT SCIENCE OR HEALTH POLICY SERVICES OR PSYCHOLOGY OR PARASITOLOGY OR NURSING OR REHABILITATION OR PHARMACOLOGY PHARMACY OR CRIMINOLOGY PENOLOGY OR SOCIAL SCIENCES BIOMEDICAL OR PSYCHOLOGY APPLIED OR FAMILY STUDIES OR URBAN STUDIES OR REGIONAL URBAN PLANNING OR MEDICINE GENERAL INTERNAL OR AGRICULTURE MULTIDISCIPLINARY OR RELIGION OR MULTIDISCIPLINARY SCIENCES OR ALLERGY OR SOCIAL ISSUES OR PSYCHOLOGY CLINICAL OR AUDIOLOGY SPEECH LANGUAGE PATHOLOGY OR SOCIOLOGY OR PSYCHOLOGY MULTIDISCIPLINARY OR BEHAVIORAL SCIENCES OR SUBSTANCE ABUSE OR SOCIAL WORK OR BIOCHEMISTRY MOLECULAR BIOLOGY OR SURGERY OR SPORT SCIENCES OR CRITICAL CARE MEDICINE OR TOXICOLOGY) AND [excluding]: SOURCE TITLES: (READING WRITING QUARTERLY OR JOURNAL OF MORAL EDUCATION)</p>
4	<p>Database: Web of Science Core Collection (AB=("best school") OR AB=("best schools")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (OPERATIONS RESEARCH MANAGEMENT SCIENCE OR MEDICINE GENERAL INTERNAL OR ECONOMICS OR PSYCHOLOGY DEVELOPMENTAL OR GEOGRAPHY OR AREA STUDIES OR NEUROSCIENCES OR PSYCHOLOGY OR BUSINESS OR OPTICS OR PSYCHOLOGY EDUCATIONAL OR CHEMISTRY MULTIDISCIPLINARY OR</p>

	PHYSICS APPLIED OR REGIONAL URBAN PLANNING OR CHEMISTRY PHYSICAL OR PHYSIOLOGY OR SOCIAL SCIENCES INTERDISCIPLINARY OR COMPUTER SCIENCE ARTIFICIAL INTELLIGENCE OR POLITICAL SCIENCE OR BEHAVIORAL SCIENCES OR COMPUTER SCIENCE INFORMATION SYSTEMS OR PSYCHOLOGY BIOLOGICAL OR COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR COMPUTER SCIENCE SOFTWARE ENGINEERING OR PSYCHOLOGY EXPERIMENTAL OR DEMOGRAPHY OR PSYCHOLOGY MULTIDISCIPLINARY OR ENGINEERING ENVIRONMENTAL OR DEVELOPMENT STUDIES OR PSYCHOLOGY SOCIAL OR ENVIRONMENTAL STUDIES OR GREEN SUSTAINABLE SCIENCE TECHNOLOGY OR PUBLIC ADMINISTRATION OR MANAGEMENT OR HISTORY OR URBAN STUDIES)
5	Database: Web of Science Core Collection (AB=("better school") OR AB=("better schools")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (ETHNIC STUDIES OR GEOGRAPHY OR ECONOMICS OR GENETICS HEREDITY OR GEOSCIENCES MULTIDISCIPLINARY OR PSYCHOLOGY DEVELOPMENTAL OR REGIONAL URBAN PLANNING OR HISTORY OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR IMMUNOLOGY OR PEDIATRICS OR ENVIRONMENTAL STUDIES OR INDUSTRIAL RELATIONS LABOR OR PSYCHOLOGY MULTIDISCIPLINARY OR HOSPITALITY LEISURE SPORT TOURISM OR INTERNATIONAL RELATIONS OR PSYCHIATRY OR LANGUAGE LINGUISTICS OR PSYCHOLOGY OR MEDICINE RESEARCH EXPERIMENTAL OR LAW OR PSYCHOLOGY EDUCATIONAL OR NURSING OR LINGUISTICS OR CLINICAL NEUROLOGY OR OBSTETRICS GYNECOLOGY OR METEOROLOGY ATMOSPHERIC SCIENCES OR ONCOLOGY OR OPTICS OR URBAN STUDIES OR PUBLIC ADMINISTRATION OR OTORHINOLARYNGOLOGY OR FAMILY STUDIES OR SPORT SCIENCES OR PARASITOLOGY OR HEALTH CARE SCIENCES SERVICES OR SUBSTANCE ABUSE OR PHYSICS APPLIED OR ACOUSTICS OR PHYSIOLOGY OR NUTRITION DIETETICS OR ANESTHESIOLOGY OR POLITICAL SCIENCE OR PSYCHOLOGY SOCIAL OR ART OR PSYCHOLOGY APPLIED OR MANAGEMENT OR AUDIOLOGY SPEECH LANGUAGE PATHOLOGY OR REHABILITATION OR BEHAVIORAL SCIENCES OR BIOLOGY OR RESPIRATORY SYSTEM OR BIOTECHNOLOGY APPLIED MICROBIOLOGY OR SOCIAL WORK OR BUSINESS OR SOCIAL SCIENCES BIOMEDICAL OR BUSINESS FINANCE OR SOCIAL SCIENCES MATHEMATICAL METHODS OR HEALTH POLICY SERVICES OR COMMUNICATION OR STATISTICS PROBABILITY OR MEDICINE GENERAL INTERNAL OR COMPUTER SCIENCE THEORY METHODS OR SURGERY OR NEUROSCIENCES OR DENTISTRY ORAL SURGERY MEDICINE OR TELECOMMUNICATIONS OR PSYCHOLOGY CLINICAL OR ENDOCRINOLOGY METABOLISM OR THERMODYNAMICS OR PSYCHOLOGY EXPERIMENTAL OR ENGINEERING ELECTRICAL ELECTRONIC OR TRANSPLANTATION OR SOCIOLOGY OR ENGINEERING MULTIDISCIPLINARY OR UROLOGY NEPHROLOGY OR ENVIRONMENTAL SCIENCES OR FOOD SCIENCE TECHNOLOGY OR WATER RESOURCES)
6	Database: Web of Science Core Collection (AB=("21st century school") OR AB=("21st century schools")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (GEOGRAPHY PHYSICAL OR PSYCHOLOGY APPLIED OR NURSING OR GEOSCIENCES MULTIDISCIPLINARY OR PSYCHOLOGY EDUCATIONAL OR COMPUTER SCIENCE INFORMATION SYSTEMS OR INFORMATION SCIENCE LIBRARY SCIENCE OR METEOROLOGY ATMOSPHERIC SCIENCES OR REMOTE SENSING OR COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR OCEANOGRAPHY OR ENGINEERING MULTIDISCIPLINARY OR PHYSICS MULTIDISCIPLINARY)
7	Database: Web of Science Core Collection (AB=("different school") OR AB=("different schools")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (RELIGION OR IMMUNOLOGY OR ENGINEERING ENVIRONMENTAL OR LAW OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR GEOGRAPHY OR MEDICINE RESEARCH EXPERIMENTAL OR PSYCHOLOGY EDUCATIONAL OR NEUROSCIENCES OR PHARMACOLOGY PHARMACY OR PSYCHOLOGY MULTIDISCIPLINARY OR NURSING OR ETHICS OR SOCIAL WORK OR FOOD SCIENCE TECHNOLOGY OR COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR PHILOSOPHY OR GEOSCIENCES MULTIDISCIPLINARY OR ECONOMICS OR PSYCHOLOGY OR MATERIALS SCIENCE MULTIDISCIPLINARY OR ENVIRONMENTAL SCIENCES OR PSYCHOLOGY CLINICAL OR TROPICAL MEDICINE OR MANAGEMENT OR REHABILITATION OR BEHAVIORAL SCIENCES OR MEDICINE GENERAL INTERNAL OR CONSTRUCTION BUILDING TECHNOLOGY OR ERGONOMICS OR COMPUTER SCIENCE THEORY METHODS OR PHYSICS MULTIDISCIPLINARY OR HEALTH POLICY SERVICES OR LINGUISTICS OR PSYCHOLOGY EXPERIMENTAL OR INTERNATIONAL RELATIONS OR COMPUTER SCIENCE INFORMATION SYSTEMS OR TELECOMMUNICATIONS OR MATHEMATICS APPLIED OR MULTIDISCIPLINARY SCIENCES OR ANTHROPOLOGY OR PHYSIOLOGY OR PSYCHOLOGY DEVELOPMENTAL OR FAMILY STUDIES OR SOCIAL SCIENCES BIOMEDICAL OR PEDIATRICS OR HOSPITALITY LEISURE SPORT TOURISM OR SUBSTANCE ABUSE OR SOCIOLOGY OR ENGINEERING CIVIL OR URBAN STUDIES OR ENGINEERING ELECTRICAL ELECTRONIC OR HUMANITIES MULTIDISCIPLINARY OR COMMUNICATION OR BUSINESS OR INFECTIOUS DISEASES OR ECOLOGY OR ENVIRONMENTAL STUDIES OR MATHEMATICS OR ENGINEERING INDUSTRIAL OR ENGINEERING MULTIDISCIPLINARY OR MUSIC OR HISTORY OR PSYCHIATRY OR COMPUTER SCIENCE SOFTWARE ENGINEERING OR HISTORY OF SOCIAL SCIENCES OR LANGUAGE LINGUISTICS OR HISTORY PHILOSOPHY OF SCIENCE OR METEOROLOGY ATMOSPHERIC SCIENCES OR COMPUTER SCIENCE ARTIFICIAL INTELLIGENCE OR BIOLOGY OR MICROBIOLOGY OR SPORT SCIENCES OR PHYSICS APPLIED OR REGIONAL URBAN PLANNING OR HEALTH CARE SCIENCES SERVICES OR PSYCHOLOGY APPLIED OR SOCIAL ISSUES OR DENTISTRY ORAL SURGERY MEDICINE OR PSYCHOLOGY PSYCHOANALYSIS OR TRANSPORTATION SCIENCE TECHNOLOGY OR EDUCATION SPECIAL OR PSYCHOLOGY SOCIAL OR CHEMISTRY MULTIDISCIPLINARY OR OPERATIONS RESEARCH MANAGEMENT SCIENCE OR STATISTICS PROBABILITY OR ENDOCRINOLOGY METABOLISM OR NUTRITION DIETETICS OR TRANSPORTATION OR OTORHINOLARYNGOLOGY OR GREEN SUSTAINABLE SCIENCE TECHNOLOGY OR AUDIOLOGY SPEECH LANGUAGE PATHOLOGY OR PUBLIC ADMINISTRATION OR INFORMATION SCIENCE LIBRARY SCIENCE OR CLINICAL NEUROLOGY OR ARCHITECTURE OR POLITICAL SCIENCE) AND WEB OF

	SCIENCE CATEGORIES: (EDUCATION EDUCATIONAL RESEARCH OR EDUCATION SCIENTIFIC DISCIPLINES) AND DOCUMENT TYPES: (ARTICLE) AND [excluding]: WEB OF SCIENCE CATEGORIES: (VETERINARY SCIENCES OR PSYCHOLOGY MATHEMATICAL OR ART OR SOCIAL SCIENCES MATHEMATICAL METHODS OR BIOCHEMISTRY MOLECULAR BIOLOGY OR ETHNIC STUDIES) AND [excluding]: DOCUMENT TYPES: (EARLY ACCESS OR PROCEEDINGS PAPER)
8	Database: Web of Science Core Collection (AB=("alternative school") OR AB=("alternative schools")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR CONSTRUCTION BUILDING TECHNOLOGY OR PSYCHOLOGY EDUCATIONAL OR CRIMINOLOGY PENOLOGY OR DEMOGRAPHY OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR ENVIRONMENTAL SCIENCES OR ENGINEERING CIVIL OR PSYCHOLOGY DEVELOPMENTAL OR ETHNIC STUDIES OR ENGINEERING ELECTRICAL ELECTRONIC OR EDUCATION SPECIAL OR INFORMATION SCIENCE LIBRARY SCIENCE OR ENGINEERING ENVIRONMENTAL OR LINGUISTICS OR ENVIRONMENTAL STUDIES OR PSYCHOLOGY CLINICAL OR BUSINESS OR HORTICULTURE OR SOCIAL WORK OR BUSINESS FINANCE OR LANGUAGE LINGUISTICS OR URBAN STUDIES OR COMPUTER SCIENCE CYBERNETICS OR LAW OR ECONOMICS OR COMPUTER SCIENCE INFORMATION SYSTEMS OR LITERATURE OR PEDIATRICS OR HEALTH POLICY SERVICES OR MATERIALS SCIENCE MULTIDISCIPLINARY OR HOSPITALITY LEISURE SPORT TOURISM OR MEDICINE RESEARCH EXPERIMENTAL OR HEALTH CARE SCIENCES SERVICES OR INFECTIOUS DISEASES OR MICROBIOLOGY OR PSYCHOLOGY MULTIDISCIPLINARY OR MANAGEMENT OR SUBSTANCE ABUSE OR RELIGION OR MUSIC OR REHABILITATION OR SOCIAL ISSUES OR NUTRITION DIETETICS OR SOCIOLOGY OR SOCIAL SCIENCES BIOMEDICAL OR PSYCHOLOGY OR FAMILY STUDIES OR WOMEN S STUDIES OR PSYCHOLOGY APPLIED OR NURSING OR ANTHROPOLOGY OR PUBLIC ADMINISTRATION OR PSYCHIATRY OR AUDIOLOGY SPEECH LANGUAGE PATHOLOGY OR SPORT SCIENCES OR GEOGRAPHY OR AUTOMATION CONTROL SYSTEMS OR THEATER OR MEDICINE GENERAL INTERNAL OR BEHAVIORAL SCIENCES OR TRANSPLANTATION OR POLITICAL SCIENCE OR COMMUNICATION OR TROPICAL MEDICINE OR PSYCHOLOGY SOCIAL OR COMPUTER SCIENCE ARTIFICIAL INTELLIGENCE OR UROLOGY NEPHROLOGY) AND [excluding]: WEB OF SCIENCE CATEGORIES: (MULTIDISCIPLINARY SCIENCES OR SOCIAL SCIENCES INTERDISCIPLINARY) AND [excluding]: DOCUMENT TYPES: (PROCEEDINGS PAPER OR REVIEW OR EARLY ACCESS) AND [excluding]: SOURCE TITLES: (JOURNAL OF EXTENSION OR JOURNAL OF MORAL EDUCATION OR RESEARCH IN THE TEACHING OF ENGLISH OR JOURNAL OF ADOLESCENT ADULT LITERACY)
9	Database: Web of Science Core Collection (AB=("school" AND "case studies") OR AB=("schools" AND "case studies")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (HEALTH POLICY SERVICES OR PHARMACOLOGY PHARMACY OR PSYCHOLOGY MULTIDISCIPLINARY OR PHYSICS APPLIED OR MANAGEMENT OR COMPUTER SCIENCE SOFTWARE ENGINEERING OR WATER RESOURCES OR PSYCHOLOGY EDUCATIONAL OR ENGINEERING INDUSTRIAL OR AGRICULTURE MULTIDISCIPLINARY OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR OPERATIONS RESEARCH MANAGEMENT SCIENCE OR ANTHROPOLOGY OR COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR SOCIAL WORK OR ECOLOGY OR LINGUISTICS OR HISTORY OR ENGINEERING MECHANICAL OR SOCIAL SCIENCES INTERDISCIPLINARY OR PEDIATRICS OR ETHNIC STUDIES OR BUSINESS OR MUSIC OR FAMILY STUDIES OR COMPUTER SCIENCE THEORY METHODS OR PSYCHIATRY OR HISTORY OF SOCIAL SCIENCES OR COMPUTER SCIENCE INFORMATION SYSTEMS OR PSYCHOLOGY APPLIED OR MEDICAL INFORMATICS OR EDUCATION SPECIAL OR RELIGION OR TELECOMMUNICATIONS OR ENGINEERING MULTIDISCIPLINARY OR CLINICAL NEUROLOGY OR TRANSPORTATION OR REHABILITATION OR MEDICINE GENERAL INTERNAL OR CRIMINOLOGY PENOLOGY OR SOCIOLOGY OR PSYCHOLOGY CLINICAL OR DEVELOPMENT STUDIES OR ENVIRONMENTAL SCIENCES OR COMPUTER SCIENCE CYBERNETICS OR AUDIOLOGY SPEECH LANGUAGE PATHOLOGY OR HEALTH CARE SCIENCES SERVICES OR ENGINEERING ENVIRONMENTAL OR BUSINESS FINANCE OR LANGUAGE LINGUISTICS OR HUMANITIES MULTIDISCIPLINARY OR ETHICS OR ENVIRONMENTAL STUDIES OR MATERIALS SCIENCE MULTIDISCIPLINARY OR INDUSTRIAL RELATIONS LABOR OR URBAN STUDIES OR PUBLIC ADMINISTRATION OR MARINE FRESHWATER BIOLOGY OR ENGINEERING ELECTRICAL ELECTRONIC OR SOCIAL ISSUES OR NEUROSCIENCES OR CONSTRUCTION BUILDING TECHNOLOGY OR SPORT SCIENCES OR PSYCHOLOGY EXPERIMENTAL OR GREEN SUSTAINABLE SCIENCE TECHNOLOGY OR COMMUNICATION OR PSYCHOLOGY SOCIAL OR INFORMATION SCIENCE LIBRARY SCIENCE OR HISTORY PHILOSOPHY OF SCIENCE OR THEATER OR ENGINEERING CIVIL OR INTERNATIONAL RELATIONS OR WOMEN S STUDIES OR COMPUTER SCIENCE ARTIFICIAL INTELLIGENCE OR ART OR BIOLOGY OR PSYCHOLOGY DEVELOPMENTAL OR GEOSCIENCES MULTIDISCIPLINARY OR DENTISTRY ORAL SURGERY MEDICINE OR ENERGY FUELS OR HOSPITALITY LEISURE SPORT TOURISM OR ENGINEERING CHEMICAL OR ECONOMICS OR REGIONAL URBAN PLANNING OR ERGONOMICS OR NURSING OR AREA STUDIES OR FOOD SCIENCE TECHNOLOGY OR POLITICAL SCIENCE OR CHEMISTRY MULTIDISCIPLINARY OR GEOGRAPHY PHYSICAL OR GEOGRAPHY OR ENGINEERING MANUFACTURING OR LAW OR MULTIDISCIPLINARY SCIENCES OR NUTRITION DIETETICS OR SOCIAL SCIENCES MATHEMATICAL METHODS OR ARCHITECTURE) AND [excluding]: WEB OF SCIENCE CATEGORIES: (PATHOLOGY OR LITERATURE OR PHILOSOPHY OR MATERIALS SCIENCE CHARACTERIZATION TESTING OR DEMOGRAPHY OR PSYCHOLOGY PSYCHOANALYSIS OR MATERIALS SCIENCE TEXTILES OR MEDICINE RESEARCH EXPERIMENTAL OR SUBSTANCE ABUSE OR MATHEMATICS INTERDISCIPLINARY APPLICATIONS OR ARCHAEOLOGY OR THERMODYNAMICS OR MEDICAL LABORATORY TECHNOLOGY OR ASTRONOMY ASTROPHYSICS OR ZOOLOGY OR METALLURGY METALLURGICAL ENGINEERING OR HORTICULTURE OR ACOUSTICS OR MICROBIOLOGY OR IMMUNOLOGY OR AGRICULTURAL ENGINEERING OR MINING MINERAL PROCESSING OR PARASITOLOGY OR AGRONOMY OR OCEANOGRAPHY OR PHYSICS MULTIDISCIPLINARY OR ALLERGY OR PHYSICS ATOMIC MOLECULAR CHEMICAL OR STATISTICS PROBABILITY OR ANATOMY MORPHOLOGY OR PHYSIOLOGY OR TROPICAL MEDICINE OR

	BEHAVIORAL SCIENCES OR PLANT SCIENCES OR VETERINARY SCIENCES OR BIOCHEMISTRY MOLECULAR BIOLOGY OR POLYMER SCIENCE OR AUTOMATION CONTROL SYSTEMS OR BIOTECHNOLOGY APPLIED MICROBIOLOGY OR PRIMARY HEALTH CARE OR BIODIVERSITY CONSERVATION OR CHEMISTRY ANALYTICAL OR PSYCHOLOGY OR CHEMISTRY PHYSICAL OR CULTURAL STUDIES OR PSYCHOLOGY BIOLOGICAL OR DANCE OR FOLKLORE OR RHEUMATOLOGY OR ENGINEERING MARINE OR GEOCHEMISTRY GEOPHYSICS OR SPECTROSCOPY OR FISHERIES OR INFECTIOUS DISEASES OR SURGERY OR OPHTHALMOLOGY OR INTEGRATIVE COMPLEMENTARY MEDICINE OR UROLOGY NEPHROLOGY) AND [excluding]: SOURCE TITLES: (ELEARNING AND SOFTWARE FOR EDUCATION OR GENDER AND EDUCATION) AND [excluding]: DOCUMENT TYPES: (EARLY ACCESS OR EDITORIAL MATERIAL OR RETRACTED PUBLICATION OR PROCEEDINGS PAPER OR REVIEW OR BOOK REVIEW)
10	Database: Web of Science Core Collection (AB=("case study school") OR AB=("case study schools")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (ENERGY FUELS OR ENGINEERING BIOMEDICAL OR ARCHITECTURE OR GEOSCIENCES MULTIDISCIPLINARY OR ENGINEERING GEOLOGICAL OR ENGINEERING CIVIL OR LANGUAGE LINGUISTICS OR ENGINEERING MULTIDISCIPLINARY OR GEOGRAPHY OR LINGUISTICS OR HEALTH CARE SCIENCES SERVICES OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR MEDICINE RESEARCH EXPERIMENTAL OR HEALTH POLICY SERVICES OR ENVIRONMENTAL STUDIES OR METEOROLOGY ATMOSPHERIC SCIENCES OR HISTORY OR PSYCHOLOGY EDUCATIONAL OR MUSIC OR MANAGEMENT OR CONSTRUCTION BUILDING TECHNOLOGY OR POLITICAL SCIENCE OR NANOSCIENCE NANOTECHNOLOGY OR PSYCHOLOGY DEVELOPMENTAL OR NUTRITION DIETETICS OR ENVIRONMENTAL SCIENCES OR PEDIATRICS OR HOSPITALITY LEISURE SPORT TOURISM OR SOCIOLOGY OR RELIGION OR MEDICINE GENERAL INTERNAL OR BEHAVIORAL SCIENCES OR TOXICOLOGY OR SPORT SCIENCES OR BUSINESS OR WATER RESOURCES OR URBAN STUDIES) AND [excluding]: DOCUMENT TYPES: (PROCEEDINGS PAPER OR EARLY ACCESS) AND [excluding]: SOURCE TITLES: (AUSTRALIAN JOURNAL OF LANGUAGE AND LITERACY OR INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION OR PASTORAL CARE IN EDUCATION OR EUROPEAN PHYSICAL EDUCATION REVIEW OR PHYSICAL EDUCATION AND SPORT PEDAGOGY OR AUSTRALIAN JOURNAL OF ADULT LEARNING)
11	Database: Web of Science Core Collection (AB=("new school") OR AB=("new schools")) AND LANGUAGE: (English) Refined By:[excluding]: WEB OF SCIENCE CATEGORIES: (GEOSCIENCES MULTIDISCIPLINARY OR LAW OR HISTORY PHILOSOPHY OF SCIENCE OR LITERATURE OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR HUMANITIES MULTIDISCIPLINARY OR PHILOSOPHY OR ECONOMICS OR MUSIC OR COMPUTER SCIENCE ARTIFICIAL INTELLIGENCE OR SOCIAL SCIENCES INTERDISCIPLINARY OR POLITICAL SCIENCE OR COMPUTER SCIENCE SOFTWARE ENGINEERING OR HEALTH CARE SCIENCES SERVICES OR AREA STUDIES OR ENGINEERING INDUSTRIAL OR URBAN STUDIES OR INFORMATION SCIENCE LIBRARY SCIENCE OR ENGINEERING MECHANICAL OR HISTORY OF SOCIAL SCIENCES OR MULTIDISCIPLINARY SCIENCES OR MATERIALS SCIENCE MULTIDISCIPLINARY OR MANAGEMENT OR NUTRITION DIETETICS OR PSYCHOLOGY PSYCHOANALYSIS OR PSYCHOLOGY DEVELOPMENTAL OR COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR PSYCHOLOGY SOCIAL OR CONSTRUCTION BUILDING TECHNOLOGY OR COMPUTER SCIENCE THEORY METHODS OR REHABILITATION OR HISTORY OR ENGINEERING ENVIRONMENTAL OR SOCIAL ISSUES OR SOCIOLOGY OR GEOGRAPHY OR TELECOMMUNICATIONS OR ENGINEERING CIVIL OR GREEN SUSTAINABLE SCIENCE TECHNOLOGY OR ANTHROPOLOGY OR ENVIRONMENTAL SCIENCES OR OPERATIONS RESEARCH MANAGEMENT SCIENCE OR COMPUTER SCIENCE HARDWARE ARCHITECTURE OR RELIGION OR PHARMACOLOGY PHARMACY OR CRIMINOLOGY PENOLOGY OR PSYCHOLOGY MULTIDISCIPLINARY OR PSYCHOLOGY CLINICAL OR IMMUNOLOGY OR PSYCHOLOGY EDUCATIONAL OR PUBLIC ADMINISTRATION OR MEDICINE RESEARCH EXPERIMENTAL OR COMPUTER SCIENCE INFORMATION SYSTEMS OR ART OR METEOROLOGY ATMOSPHERIC SCIENCES OR ENERGY FUELS OR DENTISTRY ORAL SURGERY MEDICINE OR NEUROSCIENCES OR ENVIRONMENTAL STUDIES OR ETHICS OR PSYCHOLOGY OR MEDICINE GENERAL INTERNAL OR ETHNIC STUDIES OR PSYCHOLOGY APPLIED OR ASIAN STUDIES OR FAMILY STUDIES OR REMOTE SENSING OR ENGINEERING ELECTRICAL ELECTRONIC OR NURSING OR THEATER OR HEALTH POLICY SERVICES OR SPORT SCIENCES OR ACOUSTICS OR LINGUISTICS OR WATER RESOURCES OR ARCHAEOLOGY OR PEDIATRICS OR BIOLOGY OR BIOCHEMISTRY MOLECULAR BIOLOGY OR ARCHITECTURE OR COMMUNICATION OR BUSINESS FINANCE OR BUSINESS OR DEMOGRAPHY OR CLASSICS OR PSYCHIATRY OR DEVELOPMENT STUDIES OR CLINICAL NEUROLOGY OR REGIONAL URBAN PLANNING OR HOSPITALITY LEISURE SPORT TOURISM OR COMPUTER SCIENCE CYBERNETICS OR SOCIAL WORK OR INDUSTRIAL RELATIONS LABOR OR DANCE OR EDUCATION SPECIAL OR LANGUAGE LINGUISTICS OR ENGINEERING GEOLOGICAL OR ENGINEERING MULTIDISCIPLINARY) AND [excluding]: WEB OF SCIENCE CATEGORIES: (ENGINEERING AEROSPACE OR PHYSICS MULTIDISCIPLINARY OR LITERATURE AMERICAN OR POETRY OR MATERIALS SCIENCE PAPER WOOD OR MATHEMATICS APPLIED OR POLYMER SCIENCE OR MATHEMATICS OR METALLURGY METALLURGICAL ENGINEERING OR PRIMARY HEALTH CARE OR OPHTHALMOLOGY OR MINING MINERAL PROCESSING OR RADIOLOGY NUCLEAR MEDICINE MEDICAL IMAGING OR ALLERGY OR NUCLEAR SCIENCE TECHNOLOGY OR RESPIRATORY SYSTEM OR CHEMISTRY MEDICINAL OR OTORHINOLARYNGOLOGY OR SUBSTANCE ABUSE OR CHEMISTRY PHYSICAL OR PALEONTOLOGY OR SURGERY OR CULTURAL STUDIES OR PHYSICS APPLIED OR THERMODYNAMICS OR DERMATOLOGY OR PHYSICS ATOMIC MOLECULAR CHEMICAL OR WOMEN S STUDIES) AND [excluding]: DOCUMENT TYPES: (EARLY ACCESS OR REVIEW OR EDITORIAL MATERIAL OR PROCEEDINGS PAPER) AND [excluding]: SOURCE TITLES: (APUNTS EDUCACION FISICA Y DEPORTES OR AUSTRALASIAN JOURNAL OF EARLY CHILDHOOD OR PHYSICAL EDUCATION AND SPORT PEDAGOGY OR HISTORIA Y MEMORIA DE LA EDUCACION)

## Appendix 2B – Full Search Strings – SCOPUS

1	<p>ABS ("innovative school") OR ABS ("innovative schools") AND PUBYEAR &gt; 2009 AND SUBJAREA (soci) AND ( EXCLUDE ( EXACTSRCTITLE , "Indian Journal Of Forensic Medicine And Toxicology" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Computer Assisted Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Medical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Teachers College Record" ) OR EXCLUDE ( EXACTSRCTITLE , "Urban Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Australian Journal Of Adult Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Special Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Bylye Gody" ) OR EXCLUDE ( EXACTSRCTITLE , "Chemistry" ) OR EXCLUDE ( EXACTSRCTITLE , "Curriculum Studies In Health And Physical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Digital Literacy Tools And Methodologies For Information Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Digitalization Of Society And Socio Political Issues 1 Digital Communication And Culture" ) OR EXCLUDE ( EXACTSRCTITLE , "Education And The Culture Of Print In Modern America" ) OR EXCLUDE ( EXACTSRCTITLE , "Education For Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Encyclopedia Of E Leadership Counseling And Training" ) OR EXCLUDE ( EXACTSRCTITLE , "European Physical Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "IEEE 2nd International Smart Cities Conference Improving The Citizens Quality Of Life Isc2 2016 Proceedings" ) OR EXCLUDE ( EXACTSRCTITLE , "Indonesian Journal Of Applied Linguistics" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Inclusive Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Biosocial Science" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Urbanism" ) OR EXCLUDE ( EXACTSRCTITLE , "Language Teaching" ) OR EXCLUDE ( EXACTSRCTITLE , "Milli Egitim" ) OR EXCLUDE ( EXACTSRCTITLE , "New Economy" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Accountability" ) OR EXCLUDE ( EXACTKEYWORD , "Culture" ) OR EXCLUDE ( EXACTKEYWORD , "Human" ) OR EXCLUDE ( EXACTKEYWORD , "Humans" ) OR EXCLUDE ( EXACTKEYWORD , "In-service" ) OR EXCLUDE ( EXACTKEYWORD , "Induction" ) OR EXCLUDE ( EXACTKEYWORD , "Adaptation, Psychological" ) OR EXCLUDE ( EXACTKEYWORD , "Alternative Scheduling" ) OR EXCLUDE ( EXACTKEYWORD , "Animal" ) OR EXCLUDE ( EXACTKEYWORD , "Animal Assisted Therapy" ) OR EXCLUDE ( EXACTKEYWORD , "Animal-Assisted Interventions" ) OR EXCLUDE ( EXACTKEYWORD , "Animals" ) OR EXCLUDE ( EXACTKEYWORD , "Anti-seismic" ) OR EXCLUDE ( EXACTKEYWORD , "Architecture" ) OR EXCLUDE ( EXACTKEYWORD , "Block Scheduling" ) OR EXCLUDE ( EXACTKEYWORD , "Bonding, Human-Pet" ) OR EXCLUDE ( EXACTKEYWORD , "Bonds With Companion Animals/Pets" ) OR EXCLUDE ( EXACTKEYWORD , "Caregiver" ) OR EXCLUDE ( EXACTKEYWORD , "Democracy" ) OR EXCLUDE ( EXACTKEYWORD , "Democratic Transition" ) OR EXCLUDE ( EXACTKEYWORD , "Diagnosis" ) OR EXCLUDE ( EXACTKEYWORD , "Diplomacy Studies" ) OR EXCLUDE ( EXACTKEYWORD , "Diplomatic Relations" ) OR EXCLUDE ( EXACTKEYWORD , "Early Childhood Trauma" ) OR EXCLUDE ( EXACTKEYWORD , "Economic Development" ) OR EXCLUDE ( EXACTKEYWORD , "Energy Efficiency" ) OR EXCLUDE ( EXACTKEYWORD , "Enterprise" ) OR EXCLUDE ( EXACTKEYWORD , "Epistemology" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnicity" ) OR EXCLUDE ( EXACTKEYWORD , "Factors Influencing The Successful Implementation Of ICT" ) OR EXCLUDE ( EXACTKEYWORD , "Families Participation" ) OR EXCLUDE ( EXACTKEYWORD , "Fetal Alcohol Spectrum Disorder" ) OR EXCLUDE ( EXACTKEYWORD , "Frobelianism" ) OR EXCLUDE ( EXACTKEYWORD , "Functional Mixite" ) OR EXCLUDE ( EXACTKEYWORD , "Health And Mental Health Benefits" ) OR EXCLUDE ( EXACTKEYWORD , "Human-Animal Bonds" ) OR EXCLUDE ( EXACTKEYWORD , "Indigenous Knowledge" ) OR EXCLUDE ( EXACTKEYWORD , "Infrastructure" ) OR EXCLUDE ( EXACTKEYWORD , "Institutional Regulation" ) OR EXCLUDE ( EXACTKEYWORD , "Instrumentation" ) OR EXCLUDE ( EXACTKEYWORD , "Intercultural Exchange" ) OR EXCLUDE ( EXACTKEYWORD , "Internet" ) )</p>
2	<p>ABS ("effective school") OR ABS ("effective schools") AND PUBYEAR &gt; 2009 AND SUBJAREA (soci) AND ( EXCLUDE ( EXACTSRCTITLE , "Journal Of School Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Teachers College Record" ) OR EXCLUDE ( EXACTSRCTITLE , "Psychology In The Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "School Psychology Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Australian Journal Of Teacher Education" ) OR EXCLUDE ( EXACTSRCTITLE , "School Psychology International" ) OR EXCLUDE ( EXACTSRCTITLE , "American Journal Of Health Behavior" ) OR EXCLUDE ( EXACTSRCTITLE , "Elementary School Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Health Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Health Education Research" ) OR EXCLUDE ( EXACTSRCTITLE , "MMWR Surveillance Summaries Morbidity And Mortality Weekly Report Surveillance Summaries Cdc" ) OR EXCLUDE ( EXACTSRCTITLE , "School Mental Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Teaching And Teacher Education" ) OR EXCLUDE ( EXACTSRCTITLE , "AIDS Care Psychological And Socio Medical Aspects Of AIDS HIV" ) OR EXCLUDE ( EXACTSRCTITLE , "American Journal Of Health Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Disaster Prevention And Management An International Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Leadership Management And Governance In South Africa" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Policy Analysis Archives" ) OR EXCLUDE ( EXACTSRCTITLE , "European Physical Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Health Promotion International" ) OR EXCLUDE ( EXACTSRCTITLE , "International Encyclopedia Of The Social Behavioral Sciences Second Edition" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Applied School Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Emotional And Behavioral Disorders" )</p>



) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Choice" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Law And Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Library Philosophy And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Morbidity And Mortality Weekly Report" ) OR EXCLUDE ( EXACTSRCTITLE , "Remedial And Special Education" ) OR EXCLUDE ( EXACTSRCTITLE , "School Psychology Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Wiley Handbook Of Supervision" ) OR EXCLUDE ( EXACTSRCTITLE , "18th Americas Conference On Information Systems 2012 Amcis 2012" ) OR EXCLUDE ( EXACTSRCTITLE , "Academic Leadership" ) OR EXCLUDE ( EXACTSRCTITLE , "Advanced Science Letters" ) OR EXCLUDE ( EXACTSRCTITLE , "Advances In Learning And Behavioral Disabilities" ) OR EXCLUDE ( EXACTSRCTITLE , "Advances In Librarianship" ) OR EXCLUDE ( EXACTSRCTITLE , "American Journal Of Community Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Anthropologist" ) OR EXCLUDE ( EXACTSRCTITLE , "Arts Education Policy Review" ) OR EXCLUDE ( EXACTSRCTITLE , "At The Crossroads Special Educational Needs And Teacher Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Australian Journal Of Indigenous Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Behavioral Disorders" ) OR EXCLUDE ( EXACTSRCTITLE , "Bilingual Research Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Bulletin Of The Council For Research In Music Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Child And Adolescent Social Work Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Children And Youth Services Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Children S Reading Comprehension And Assessment" ) OR EXCLUDE ( EXACTSRCTITLE , "Citizenship Past Present And Future Perspectives" ) OR EXCLUDE ( EXACTSRCTITLE , "Clinical Child And Family Psychology Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Community Information Needs In A Broadband Media Age With Dvd" ) OR EXCLUDE ( EXACTSRCTITLE , "Culture Health And Sexuality" ) OR EXCLUDE ( EXACTSRCTITLE , "Developing Citizenship In The Curriculum" ) OR EXCLUDE ( EXACTSRCTITLE , "Discourse" ) OR EXCLUDE ( EXACTSRCTITLE , "Drugs Education Prevention And Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Childhood Education Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Finance And Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Encyclopedia Of E Leadership Counseling And Training" ) ) AND ( LIMIT-TO ( LANGUAGE , "English" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Human" ) OR EXCLUDE ( EXACTKEYWORD , "Management" ) OR EXCLUDE ( EXACTKEYWORD , "Professional Development" ) OR EXCLUDE ( EXACTKEYWORD , "Education Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Policy" ) OR EXCLUDE ( EXACTKEYWORD , "School Climate" ) OR EXCLUDE ( EXACTKEYWORD , "Female" ) OR EXCLUDE ( EXACTKEYWORD , "Male" ) OR EXCLUDE ( EXACTKEYWORD , "School Management" ) OR EXCLUDE ( EXACTKEYWORD , "Adult" ) OR EXCLUDE ( EXACTKEYWORD , "Culture" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership Development" ) OR EXCLUDE ( EXACTKEYWORD , "Collaboration" ) OR EXCLUDE ( EXACTKEYWORD , "Humans" ) OR EXCLUDE ( EXACTKEYWORD , "Inclusive Education" ) OR EXCLUDE ( EXACTKEYWORD , "Mental Health" ) OR EXCLUDE ( EXACTKEYWORD , "Administration" ) OR EXCLUDE ( EXACTKEYWORD , "Development" ) OR EXCLUDE ( EXACTKEYWORD , "Disability" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnicity" ) OR EXCLUDE ( EXACTKEYWORD , "Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Human Experiment" ) OR EXCLUDE ( EXACTKEYWORD , "Inclusion" ) OR EXCLUDE ( EXACTKEYWORD , "Job Satisfaction" ) OR EXCLUDE ( EXACTKEYWORD , "Partnership" ) OR EXCLUDE ( EXACTKEYWORD , "Social Class" ) OR EXCLUDE ( EXACTKEYWORD , "Special Education" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Training" ) OR EXCLUDE ( EXACTKEYWORD , "Technology" ) OR EXCLUDE ( EXACTKEYWORD , "Truancy" ) OR EXCLUDE ( EXACTKEYWORD , "Values" ) OR EXCLUDE ( EXACTKEYWORD , "Alcohol Consumption" ) OR EXCLUDE ( EXACTKEYWORD , "Alcohol Use" ) OR EXCLUDE ( EXACTKEYWORD , "Bullying" ) OR EXCLUDE ( EXACTKEYWORD , "Capacity Building" ) OR EXCLUDE ( EXACTKEYWORD , "Community" ) OR EXCLUDE ( EXACTKEYWORD , "Community Participation" ) OR EXCLUDE ( EXACTKEYWORD , "Contextual" ) OR EXCLUDE ( EXACTKEYWORD , "Control" ) OR EXCLUDE ( EXACTKEYWORD , "Data Collection" ) OR EXCLUDE ( EXACTKEYWORD , "Early Childhood Education" ) OR EXCLUDE ( EXACTKEYWORD , "Education For Sustainable Development" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Technology" ) OR EXCLUDE ( EXACTKEYWORD , "Equity" ) OR EXCLUDE ( EXACTKEYWORD , "Factor Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "ICT" ) OR EXCLUDE ( EXACTKEYWORD , "Information And Communication Technologies" ) OR EXCLUDE ( EXACTKEYWORD , "Information Use" ) OR EXCLUDE ( EXACTKEYWORD , "Intercultural Education" ) OR EXCLUDE ( EXACTKEYWORD , "International Development" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership Effectiveness" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership Style" ) OR EXCLUDE ( EXACTKEYWORD , "Major Clinical Study" ) OR EXCLUDE ( EXACTKEYWORD , "Manager" ) OR EXCLUDE ( EXACTKEYWORD , "Mentoring" ) OR EXCLUDE ( EXACTKEYWORD , "Multilevel" ) OR EXCLUDE ( EXACTKEYWORD , "Parents" ) OR EXCLUDE ( EXACTKEYWORD , "Personnel" ) OR EXCLUDE ( EXACTKEYWORD , "Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Preschool Education" ) OR EXCLUDE ( EXACTKEYWORD , "Prevention" ) OR EXCLUDE ( EXACTKEYWORD , "Professional Learning" ) OR EXCLUDE ( EXACTKEYWORD , "Program Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Resilience" ) OR EXCLUDE ( EXACTKEYWORD , "Sex Education" ) OR EXCLUDE ( EXACTKEYWORD , "Social And Emotional Learning" ) OR EXCLUDE ( EXACTKEYWORD , "Social Capital" ) OR EXCLUDE ( EXACTKEYWORD , "Stakeholders" ) OR EXCLUDE ( EXACTKEYWORD , "Substance Use" ) OR EXCLUDE ( EXACTKEYWORD , "Transformational Leadership" ) )

3 ABS ("improved school") OR ABS ("improved schools") AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Journal Of School Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Children And Youth Services Review" ) OR EXCLUDE ( EXACTSRCTITLE , "School Psychology International" ) OR EXCLUDE ( EXACTSRCTITLE , "American Behavioral Scientist" ) OR EXCLUDE ( EXACTSRCTITLE , "Child Care In Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Community Mental Health Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Evaluation And Program Planning" ) OR EXCLUDE ( EXACTSRCTITLE , "Geoforum" ) OR EXCLUDE ( EXACTSRCTITLE , "Health Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Disability Development And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Inclusive Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Iza Journal Of Migration" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Applied School Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Lgbt Youth" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Choice" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Violence" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Special Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Women And Minorities In Science And Engineering" ) OR EXCLUDE ( EXACTSRCTITLE , "Library Philosophy And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Psychology In The Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "Religion And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Review Of Development Economics" ) OR EXCLUDE ( EXACTSRCTITLE , "School Psychology Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Schools For Health And Sustainability Theory Research And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Social Science And Medicine" ) OR EXCLUDE ( EXACTSRCTITLE , "Sociological Inquiry" ) OR EXCLUDE ( EXACTSRCTITLE , "Ssm Population Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Traffic Safety" ) OR EXCLUDE ( EXACTSRCTITLE , "Transportation Land Use And Environmental Planning" ) OR EXCLUDE ( EXACTSRCTITLE , "Trauma And Juvenile Delinquency Theory Research And Interventions" ) OR EXCLUDE ( EXACTSRCTITLE , "Where Are They Now A Tenth Anniversary Retrospective A Special Issue Of The Journal Of Education For Students Placed At Risk" ) OR EXCLUDE ( EXACTSRCTITLE , "World Bank Economic Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Youth Violence And Juvenile Justice" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Female" ) OR EXCLUDE ( EXACTKEYWORD , "Human" ) OR EXCLUDE ( EXACTKEYWORD , "Male" ) OR EXCLUDE ( EXACTKEYWORD , "Child Welfare" ) OR EXCLUDE ( EXACTKEYWORD , "Adult" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Attainment" ) OR EXCLUDE ( EXACTKEYWORD , "Humans" ) OR EXCLUDE ( EXACTKEYWORD , "Kindergarten" ) OR EXCLUDE ( EXACTKEYWORD , "Major Clinical Study" ) OR EXCLUDE ( EXACTKEYWORD , "Perception" ) OR EXCLUDE ( EXACTKEYWORD , "Professional Development" ) OR EXCLUDE ( EXACTKEYWORD , "Randomized Controlled Trial" ) OR EXCLUDE ( EXACTKEYWORD , "Regression Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Rural China" ) OR EXCLUDE ( EXACTKEYWORD , "Accessibility" ) OR EXCLUDE ( EXACTKEYWORD , "Accountability" ) OR EXCLUDE ( EXACTKEYWORD , "Advisory" ) OR EXCLUDE ( EXACTKEYWORD , "Aid - Capacity Development, - Monitoring And Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Assessment Method" ) OR EXCLUDE ( EXACTKEYWORD , "Autoregulation" ) OR EXCLUDE ( EXACTKEYWORD , "Brainstorming" ) OR EXCLUDE ( EXACTKEYWORD , "Bullying" ) OR EXCLUDE ( EXACTKEYWORD , "Burn-out" ) OR EXCLUDE ( EXACTKEYWORD , "Capital Flow" ) OR EXCLUDE ( EXACTKEYWORD , "Case Report" ) OR EXCLUDE ( EXACTKEYWORD , "Charitable Giving" ) OR EXCLUDE ( EXACTKEYWORD , "Child Custody" ) OR EXCLUDE ( EXACTKEYWORD , "Child Labor" ) OR EXCLUDE ( EXACTKEYWORD , "Child Of Impaired Parents" ) OR EXCLUDE ( EXACTKEYWORD , "Civil Society" ) OR EXCLUDE ( EXACTKEYWORD , "Civil Society - Participation, - Partnership" ) OR EXCLUDE ( EXACTKEYWORD , "Climate" ) OR EXCLUDE ( EXACTKEYWORD , "Community Work" ) OR EXCLUDE ( EXACTKEYWORD , "Crime And Justice (adult And Juvenile)" ) OR EXCLUDE ( EXACTKEYWORD , "Crime Victim" ) OR EXCLUDE ( EXACTKEYWORD , "Crime Victims" ) OR EXCLUDE ( EXACTKEYWORD , "Critical Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural Diversity" ) OR EXCLUDE ( EXACTKEYWORD , "Custody" ) OR EXCLUDE ( EXACTKEYWORD , "Cyberbullying" ) OR EXCLUDE ( EXACTKEYWORD , "Decision Making" ) OR EXCLUDE ( EXACTKEYWORD , "Design Method" ) OR EXCLUDE ( EXACTKEYWORD , "Developing Countries" ) OR EXCLUDE ( EXACTKEYWORD , "Diverse Talent Recognition" ) OR EXCLUDE ( EXACTKEYWORD , "Donation" ) OR EXCLUDE ( EXACTKEYWORD , "Drug Dependence Treatment" ) OR EXCLUDE ( EXACTKEYWORD , "Early Childhood" ) OR EXCLUDE ( EXACTKEYWORD , "Early Childhood Education And Care (ECEC)" ) OR EXCLUDE ( EXACTKEYWORD , "Early Intervention" ) OR EXCLUDE ( EXACTKEYWORD , "Economic Activity" ) OR EXCLUDE ( EXACTKEYWORD , "Efficiency, Organizational" ) OR EXCLUDE ( EXACTKEYWORD , "Emigration" ) OR EXCLUDE ( EXACTKEYWORD , "Emotion" ) OR EXCLUDE ( EXACTKEYWORD , "Emotional And Behavioral Challenges" ) OR EXCLUDE ( EXACTKEYWORD , "Emotions" ) OR EXCLUDE ( EXACTKEYWORD , "Employees" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnic Group" ) OR EXCLUDE ( EXACTKEYWORD , "Family" ) OR EXCLUDE ( EXACTKEYWORD , "Female Teacher Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Flow" ) OR EXCLUDE ( EXACTKEYWORD , "Foster Care" ) OR EXCLUDE ( EXACTKEYWORD , "Foster Home Care" ) OR EXCLUDE ( EXACTKEYWORD , "Fundraise" ) OR EXCLUDE ( EXACTKEYWORD , "Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Gender And Diversity - Youth" ) OR EXCLUDE ( EXACTKEYWORD , "Health" ) OR EXCLUDE ( EXACTKEYWORD , "Home Visits" ) OR EXCLUDE ( EXACTKEYWORD , "Human Experiment" ) OR EXCLUDE ( EXACTKEYWORD , "Human Relation" ) OR EXCLUDE ( EXACTKEYWORD , "Human Rights" ) OR EXCLUDE ( EXACTKEYWORD , "Humanitarian Aid" ) OR EXCLUDE ( EXACTKEYWORD , "Interagency Collaboration" ) OR EXCLUDE ( EXACTKEYWORD , "Juvenile Delinquency" ) OR EXCLUDE ( EXACTKEYWORD , "LGBTQ Youth" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership Development" ) OR EXCLUDE ( EXACTKEYWORD , "Legal Aspect"

	) OR EXCLUDE ( EXACTKEYWORD , "Literacy" ) OR EXCLUDE ( EXACTKEYWORD , "Literacy Pedagogy" ) OR EXCLUDE ( EXACTKEYWORD , "Local Government" ) OR EXCLUDE ( EXACTKEYWORD , "Local Participation" ) OR EXCLUDE ( EXACTKEYWORD , "Low Income Population" ) OR EXCLUDE ( EXACTKEYWORD , "Management Process" ) OR EXCLUDE ( EXACTKEYWORD , "Management Processes" ) OR EXCLUDE ( EXACTKEYWORD , "Meditation" ) OR EXCLUDE ( EXACTKEYWORD , "Migration" ) OR EXCLUDE ( EXACTKEYWORD , "Millenium Development Goal" ) OR EXCLUDE ( EXACTKEYWORD , "Mindfulness" ) OR EXCLUDE ( EXACTKEYWORD , "Operation Process" ) OR EXCLUDE ( EXACTKEYWORD , "Operation Processes" ) OR EXCLUDE ( EXACTKEYWORD , "Opinion Study" ) OR EXCLUDE ( EXACTKEYWORD , "Organization And Management" ) OR EXCLUDE ( EXACTKEYWORD , "Orphan" ) OR EXCLUDE ( EXACTKEYWORD , "Outside Support Program" ) OR EXCLUDE ( EXACTKEYWORD , "Overcrowding" ) OR EXCLUDE ( EXACTKEYWORD , "Participatory Environment" )
4	ABS ( "best school" ) OR ABS ( "best schools" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Economics Of Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Child Indicators Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Educational Management Administration And Leadership" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Childhood Research Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Economics" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Scientific And Technology Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Spanish Journal Of Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Cities" ) OR EXCLUDE ( EXACTSRCTITLE , "Computers Environment And Urban Systems" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Education And Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Educacao E Pesquisa" ) OR EXCLUDE ( EXACTSRCTITLE , "Educacao E Sociedade" ) OR EXCLUDE ( EXACTSRCTITLE , "Estudios Pedagogicos" ) OR EXCLUDE ( EXACTSRCTITLE , "Race Ethnicity And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Espanola De Pedagogia" ) OR EXCLUDE ( EXACTSRCTITLE , "Schools For Health And Sustainability Theory Research And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Specialusis Ugdymas" ) OR EXCLUDE ( EXACTSRCTITLE , "Transportation Research Part D Transport And Environment" ) OR EXCLUDE ( EXACTSRCTITLE , "Youth And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Zeitschrift Fur Padagogik" ) OR EXCLUDE ( EXACTSRCTITLE , "AIDS Care Psychological And Socio Medical Aspects Of AIDS HIV" ) OR EXCLUDE ( EXACTSRCTITLE , "Able Gifted And Talented Underachievers Second Edition" ) OR EXCLUDE ( EXACTSRCTITLE , "Academic Ethics" ) OR EXCLUDE ( EXACTSRCTITLE , "Academic Leadership" ) OR EXCLUDE ( EXACTSRCTITLE , "Acta Paedagogica Vilnensia" ) OR EXCLUDE ( EXACTSRCTITLE , "Advances In Life Course Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Alcohol And Substance Abuse In Adolescence" ) OR EXCLUDE ( EXACTSRCTITLE , "Annals Of The American Academy Of Political And Social Science" ) OR EXCLUDE ( EXACTSRCTITLE , "Annual Review Of Criminology" ) OR EXCLUDE ( EXACTSRCTITLE , "Baltimore 68 Riots And Rebirth In An American City" ) OR EXCLUDE ( EXACTSRCTITLE , "Before The Fires An Oral History Of African American Life In The Bronx From The 1930s To The 1960s" ) OR EXCLUDE ( EXACTSRCTITLE , "Bordon" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Special Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Building And Environment" ) OR EXCLUDE ( EXACTSRCTITLE , "California Law Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Canadian Geographer" ) OR EXCLUDE ( EXACTSRCTITLE , "Changing World Religion Map Sacred Places Identities Practices And Politics" ) OR EXCLUDE ( EXACTSRCTITLE , "Child And Youth Care Forum" ) OR EXCLUDE ( EXACTSRCTITLE , "Collegium Antropologicum" ) OR EXCLUDE ( EXACTSRCTITLE , "Comunicar" ) OR EXCLUDE ( EXACTSRCTITLE , "Confronting Suburban Poverty In America" ) OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Cultural Religious And Political Contestations The Multicultural Challenge" ) OR EXCLUDE ( EXACTSRCTITLE , "Culture Health And Sexuality" ) OR EXCLUDE ( EXACTSRCTITLE , "Curriculo Sem Fronteiras" ) OR EXCLUDE ( EXACTSRCTITLE , "Dados" ) OR EXCLUDE ( EXACTSRCTITLE , "Devenir" ) OR EXCLUDE ( EXACTSRCTITLE , "Digest Of Middle East Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Duke Law Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Dve Domovini" ) OR EXCLUDE ( EXACTSRCTITLE , "Economic And Political Weekly" ) OR EXCLUDE ( EXACTSRCTITLE , "Economic Development Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Economics And Sociology" ) OR EXCLUDE ( EXACTSRCTITLE , "Elearning And Software For Education Conference" ) OR EXCLUDE ( EXACTSRCTITLE , "Estudios Sobre Educacion" ) OR EXCLUDE ( EXACTSRCTITLE , "Ethnic And Racial Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Ethnography And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "European Journal For Sport And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Family Education And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Future Of Cities And Regions Simulation Scenario And Visioning Governance And Scale" ) OR EXCLUDE ( EXACTSRCTITLE , "Gms Journal For Medical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Health Promotion Perspectives" ) OR EXCLUDE ( EXACTSRCTITLE , "Housing Finance Reform In America" ) OR EXCLUDE ( EXACTSRCTITLE , "IEEE Technology And Society Magazine" ) OR EXCLUDE ( EXACTSRCTITLE , "Ic4e 2010 2010 International Conference On E Education E Business E Management And E Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "Icce 2018 26th International Conference On Computers In Education Main Conference Proceedings" ) OR EXCLUDE ( EXACTSRCTITLE , "Imagination First Unlocking The Power Of Possibility" ) OR EXCLUDE ( EXACTSRCTITLE , "Impact Of Immigration On Children S Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Indonesian Journal Of Applied Linguistics" ) OR EXCLUDE ( EXACTSRCTITLE , "Instructional Science" ) OR EXCLUDE ( EXACTSRCTITLE , "International Community And Statebuilding Getting Its Act Together" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Behavioral Development" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Developmental Sciences" ) OR EXCLUDE (

	<p>EXACTSRCTITLE , "International Journal Of Special Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Issues In Teaching Using ICT" ) OR EXCLUDE ( EXACTSRCTITLE , "Japanese Journal Of Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Joint International Iqip Sefi Annual Conference 2010" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal For The Education Of The Gifted" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Black Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Child And Family Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Cross Cultural Psychology" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Human" ) OR EXCLUDE ( EXACTKEYWORD , "Female" ) OR EXCLUDE ( EXACTKEYWORD , "School Choice" ) OR EXCLUDE ( EXACTKEYWORD , "Adolescent" ) OR EXCLUDE ( EXACTKEYWORD , "Humans" ) OR EXCLUDE ( EXACTKEYWORD , "Male" ) OR EXCLUDE ( EXACTKEYWORD , "Article" ) OR EXCLUDE ( EXACTKEYWORD , "Housing Market" ) OR EXCLUDE ( EXACTKEYWORD , "Major Clinical Study" ) OR EXCLUDE ( EXACTKEYWORD , "Psychology" ) OR EXCLUDE ( EXACTKEYWORD , "School Climate" ) OR EXCLUDE ( EXACTKEYWORD , "Accountability" ) OR EXCLUDE ( EXACTKEYWORD , "Human Experiment" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Organization And Management" ) OR EXCLUDE ( EXACTKEYWORD , "School Management" ) OR EXCLUDE ( EXACTKEYWORD , "Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Hedonic Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "House Prices" ) OR EXCLUDE ( EXACTKEYWORD , "Interview" ) OR EXCLUDE ( EXACTKEYWORD , "Kindergarten" ) OR EXCLUDE ( EXACTKEYWORD , "Neighborhood" ) OR EXCLUDE ( EXACTKEYWORD , "Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Preschool" ) OR EXCLUDE ( EXACTKEYWORD , "Race" ) OR EXCLUDE ( EXACTKEYWORD , "Segregation" ) OR EXCLUDE ( EXACTKEYWORD , "Spatial Distribution" ) OR EXCLUDE ( EXACTKEYWORD , "Transformational Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Accessibility" ) OR EXCLUDE ( EXACTKEYWORD , "Acculturation" ) OR EXCLUDE ( EXACTKEYWORD , "Adult" ) OR EXCLUDE ( EXACTKEYWORD , "Assessment" ) OR EXCLUDE ( EXACTKEYWORD , "Autonomy" ) OR EXCLUDE ( EXACTKEYWORD , "Child Welfare" ) OR EXCLUDE ( EXACTKEYWORD , "Commuting" ) OR EXCLUDE ( EXACTKEYWORD , "Education Law" ) OR EXCLUDE ( EXACTKEYWORD , "Efficiency" ) OR EXCLUDE ( EXACTKEYWORD , "Executive Function" ) OR EXCLUDE ( EXACTKEYWORD , "Gender Differences" ) OR EXCLUDE ( EXACTKEYWORD , "Homeowner" ) OR EXCLUDE ( EXACTKEYWORD , "Housing" ) OR EXCLUDE ( EXACTKEYWORD , "Housing Price" ) OR EXCLUDE ( EXACTKEYWORD , "Housing Rent" ) OR EXCLUDE ( EXACTKEYWORD , "Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Income" ) OR EXCLUDE ( EXACTKEYWORD , "Inequality" ) OR EXCLUDE ( EXACTKEYWORD , "Integration" ) OR EXCLUDE ( EXACTKEYWORD , "Investment" ) OR EXCLUDE ( EXACTKEYWORD , "Language" ) OR EXCLUDE ( EXACTKEYWORD , "Maternal Involvement" ) OR EXCLUDE ( EXACTKEYWORD , "Migration" ) OR EXCLUDE ( EXACTKEYWORD , "Mother" ) OR EXCLUDE ( EXACTKEYWORD , "Numerical Model" ) OR EXCLUDE ( EXACTKEYWORD , "Perception" ) OR EXCLUDE ( EXACTKEYWORD , "Physiology" ) OR EXCLUDE ( EXACTKEYWORD , "Poverty" ) OR EXCLUDE ( EXACTKEYWORD , "Preschool Child" ) OR EXCLUDE ( EXACTKEYWORD , "Protective Factors" ) OR EXCLUDE ( EXACTKEYWORD , "Racism" ) OR EXCLUDE ( EXACTKEYWORD , "Regulation" ) OR EXCLUDE ( EXACTKEYWORD , "Residential Location" ) OR EXCLUDE ( EXACTKEYWORD , "Satisfaction" ) OR EXCLUDE ( EXACTKEYWORD , "Skill" ) OR EXCLUDE ( EXACTKEYWORD , "Social Justice" ) OR EXCLUDE ( EXACTKEYWORD , "Sociology" ) OR EXCLUDE ( EXACTKEYWORD , "Spatial Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Sustainability" ) OR EXCLUDE ( EXACTKEYWORD , "Training" ) OR EXCLUDE ( EXACTKEYWORD , "Travel Behavior" ) OR EXCLUDE ( EXACTKEYWORD , "Urban Planning" ) OR EXCLUDE ( EXACTKEYWORD , "Violence" ) OR EXCLUDE ( EXACTKEYWORD , "Willingness To Pay" ) OR EXCLUDE ( EXACTKEYWORD , "(Be)longing" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Procrastination" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Stress Scale" ) OR EXCLUDE ( EXACTKEYWORD , "Accident Prevention" ) OR EXCLUDE ( EXACTKEYWORD , "Accountability Movement" ) OR EXCLUDE ( EXACTKEYWORD , "Addiction" ) )</p>
5	<p>ABS ( "better school" ) OR ABS ( "better schools" ) AND PUBYEAR &gt; 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Economics Of Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Policy Analysis Archives" ) OR EXCLUDE ( EXACTSRCTITLE , "Children And Youth Services Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Childhood Research Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Economics" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Scientific And Technology Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Spanish Journal Of Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Cities" ) OR EXCLUDE ( EXACTSRCTITLE , "Computers Environment And Urban Systems" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Education And Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Educacao E Pesquisa" ) OR EXCLUDE ( EXACTSRCTITLE , "Educacao E Sociedade" ) OR EXCLUDE ( EXACTSRCTITLE , "Estudios Pedagogicos" ) OR EXCLUDE ( EXACTSRCTITLE , "Geoforum" ) OR EXCLUDE ( EXACTSRCTITLE , "Housing Policy Debate" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Inclusive Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Choice" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Neighborhood And Life Chances How Place Matters In Modern America" ) OR EXCLUDE ( EXACTSRCTITLE , "Procedia Social And Behavioral Sciences" ) OR EXCLUDE ( EXACTSRCTITLE , "Profesorado" ) OR EXCLUDE ( EXACTSRCTITLE , "Race Ethnicity And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Espanola De Pedagogia" ) OR EXCLUDE ( EXACTSRCTITLE , "Schools For Health And Sustainability Theory Research And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Specialusis Ugdymas" ) OR EXCLUDE ( EXACTSRCTITLE , "Transportation Research Part D Transport And Environment" ) OR EXCLUDE ( EXACTSRCTITLE , "Youth And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Zeitschrift Fur Padagogik" ) OR EXCLUDE ( EXACTSRCTITLE , "AIDS Care Psychological And Socio Medical Aspects</p>

Of AIDS HIV") OR EXCLUDE ( EXACTSRCTITLE , "Able Gifted And Talented Underachievers Second Edition") OR EXCLUDE ( EXACTSRCTITLE , "Academic Ethics") OR EXCLUDE ( EXACTSRCTITLE , "Academic Leadership") OR EXCLUDE ( EXACTSRCTITLE , "Acta Paedagogica Vilnensia") OR EXCLUDE ( EXACTSRCTITLE , "Advances In Life Course Research") OR EXCLUDE ( EXACTSRCTITLE , "Alcohol And Substance Abuse In Adolescence" ) OR EXCLUDE ( EXACTSRCTITLE , "America Latina Hoy") OR EXCLUDE ( EXACTSRCTITLE , "American Foundations Roles And Contributions") OR EXCLUDE ( EXACTSRCTITLE , "Americas") OR EXCLUDE ( EXACTSRCTITLE , "Annals Of The American Academy Of Political And Social Science") OR EXCLUDE ( EXACTSRCTITLE , "Annual Review Of Criminology") OR EXCLUDE ( EXACTSRCTITLE , "Baltimore 68 Riots And Rebirth In An American City") OR EXCLUDE ( EXACTSRCTITLE , "Before The Fires An Oral History Of African American Life In The Bronx From The 1930s To The 1960s") OR EXCLUDE ( EXACTSRCTITLE , "Bordon") OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Special Education") OR EXCLUDE ( EXACTSRCTITLE , "Building And Environment") OR EXCLUDE ( EXACTSRCTITLE , "California Law Review") OR EXCLUDE ( EXACTSRCTITLE , "Canadian Geographer") OR EXCLUDE ( EXACTSRCTITLE , "Center For Educational Policy Studies Journal") OR EXCLUDE ( EXACTSRCTITLE , "Changing World Religion Map Sacred Places Identities Practices And Politics") OR EXCLUDE ( EXACTSRCTITLE , "Child And Youth Care Forum") OR EXCLUDE ( EXACTSRCTITLE , "Collegium Antropologicum") OR EXCLUDE ( EXACTSRCTITLE , "Compare") OR EXCLUDE ( EXACTSRCTITLE , "Comunicar") OR EXCLUDE ( EXACTSRCTITLE , "Confronting Suburban Poverty In America") OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Educational Psychology") OR EXCLUDE ( EXACTSRCTITLE , "Cultural Religious And Political Contestations The Multicultural Challenge") OR EXCLUDE ( EXACTSRCTITLE , "Culture Health And Sexuality") OR EXCLUDE ( EXACTSRCTITLE , "Curriculo Sem Fronteiras") OR EXCLUDE ( EXACTSRCTITLE , "Dados") OR EXCLUDE ( EXACTSRCTITLE , "Devenir") OR EXCLUDE ( EXACTSRCTITLE , "Digest Of Middle East Studies") OR EXCLUDE ( EXACTSRCTITLE , "Duke Law Journal") OR EXCLUDE ( EXACTSRCTITLE , "Dve Domovini") OR EXCLUDE ( EXACTSRCTITLE , "Early Childhood Education Journal") OR EXCLUDE ( EXACTSRCTITLE , "Economic And Political Weekly") OR EXCLUDE ( EXACTSRCTITLE , "Economic Development Quarterly") OR EXCLUDE ( EXACTSRCTITLE , "Economics And Sociology") OR EXCLUDE ( EXACTSRCTITLE , "Educational Research For Policy And Practice") OR EXCLUDE ( EXACTSRCTITLE , "Elearning And Software For Education Conference") OR EXCLUDE ( EXACTSRCTITLE , "Estudios Sobre Educacion") OR EXCLUDE ( EXACTSRCTITLE , "Ethnic And Racial Studies") OR EXCLUDE ( EXACTSRCTITLE , "Ethnography And Education") OR EXCLUDE ( EXACTSRCTITLE , "European Journal For Sport And Society") OR EXCLUDE ( EXACTSRCTITLE , "European Journal Of Development Research") OR EXCLUDE ( EXACTSRCTITLE , "Family Education And Society") OR EXCLUDE ( EXACTSRCTITLE , "Future Of Cities And Regions Simulation Scenario And Visioning Governance And Scale") OR EXCLUDE ( EXACTSRCTITLE , "Gms Journal For Medical Education") OR EXCLUDE ( EXACTSRCTITLE , "Health Promotion Perspectives") OR EXCLUDE ( EXACTSRCTITLE , "Housing Finance Reform In America") OR EXCLUDE ( EXACTSRCTITLE , "IEEE Technology And Society Magazine") OR EXCLUDE ( EXACTSRCTITLE , "Ic4e 2010 2010 International Conference On E Education E Business E Management And E Learning") OR EXCLUDE ( EXACTSRCTITLE , "Icce 2018 26th International Conference On Computers In Education Main Conference Proceedings") OR EXCLUDE ( EXACTSRCTITLE , "Impact Of Immigration On Children S Development") OR EXCLUDE ( EXACTSRCTITLE , "Indonesian Journal Of Applied Linguistics") OR EXCLUDE ( EXACTSRCTITLE , "Instructional Science") OR EXCLUDE ( EXACTSRCTITLE , "International Community And Statebuilding Getting Its Act Together") OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Behavioral Development") OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Developmental Sciences") OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Early Years Education") OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Special Education") OR EXCLUDE ( EXACTSRCTITLE , "Issues In Teaching Using ICT") OR EXCLUDE ( EXACTSRCTITLE , "Japanese Journal Of Educational Psychology") OR EXCLUDE ( EXACTSRCTITLE , "Joint International Iqip Sefi Annual Conference 2010") OR EXCLUDE ( EXACTSRCTITLE , "Journal For The Education Of The Gifted") OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Black Studies") OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Child And Family Studies") OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Cross Cultural Psychology") OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Early Childhood Research") ) AND ( EXCLUDE ( EXACTKEYWORD , "Human") OR EXCLUDE ( EXACTKEYWORD , "Female") OR EXCLUDE ( EXACTKEYWORD , "Male") OR EXCLUDE ( EXACTKEYWORD , "School Choice") OR EXCLUDE ( EXACTKEYWORD , "Humans") OR EXCLUDE ( EXACTKEYWORD , "Article") OR EXCLUDE ( EXACTKEYWORD , "Leadership") OR EXCLUDE ( EXACTKEYWORD , "Gender") OR EXCLUDE ( EXACTKEYWORD , "Major Clinical Study") OR EXCLUDE ( EXACTKEYWORD , "Organization And Management") OR EXCLUDE ( EXACTKEYWORD , "School Climate") OR EXCLUDE ( EXACTKEYWORD , "School Management") OR EXCLUDE ( EXACTKEYWORD , "Accountability") OR EXCLUDE ( EXACTKEYWORD , "Children") OR EXCLUDE ( EXACTKEYWORD , "Decision Making") OR EXCLUDE ( EXACTKEYWORD , "Equity") OR EXCLUDE ( EXACTKEYWORD , "Hedonic Analysis") OR EXCLUDE ( EXACTKEYWORD , "Housing Market") OR EXCLUDE ( EXACTKEYWORD , "Human Experiment") OR EXCLUDE ( EXACTKEYWORD , "Neighborhood") OR EXCLUDE ( EXACTKEYWORD , "Policy") OR EXCLUDE ( EXACTKEYWORD , "Psychology") OR EXCLUDE ( EXACTKEYWORD , "Accessibility") OR EXCLUDE ( EXACTKEYWORD , "Acculturation") OR EXCLUDE ( EXACTKEYWORD , "Achievement Gap") OR EXCLUDE ( EXACTKEYWORD , "Assessment") OR EXCLUDE ( EXACTKEYWORD , "Autonomy") OR EXCLUDE ( EXACTKEYWORD , "Building Capacity") OR EXCLUDE ( EXACTKEYWORD , "Education Law") OR EXCLUDE (

	<p>EXACTKEYWORD , "Educational Attainment" ) OR EXCLUDE ( EXACTKEYWORD , "Family" ) OR EXCLUDE ( EXACTKEYWORD , "Friend" ) OR EXCLUDE ( EXACTKEYWORD , "Gender Differences" ) OR EXCLUDE ( EXACTKEYWORD , "House Prices" ) OR EXCLUDE ( EXACTKEYWORD , "Housing Price" ) OR EXCLUDE ( EXACTKEYWORD , "Housing Rent" ) OR EXCLUDE ( EXACTKEYWORD , "Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Income" ) OR EXCLUDE ( EXACTKEYWORD , "Integration" ) OR EXCLUDE ( EXACTKEYWORD , "Migration" ) OR EXCLUDE ( EXACTKEYWORD , "Model" ) OR EXCLUDE ( EXACTKEYWORD , "Numerical Model" ) OR EXCLUDE ( EXACTKEYWORD , "Perceptions" ) OR EXCLUDE ( EXACTKEYWORD , "Performance Assessment" ) OR EXCLUDE ( EXACTKEYWORD , "Physiology" ) OR EXCLUDE ( EXACTKEYWORD , "Poverty" ) OR EXCLUDE ( EXACTKEYWORD , "Protective Factors" ) OR EXCLUDE ( EXACTKEYWORD , "Race" ) OR EXCLUDE ( EXACTKEYWORD , "Residential Location" ) OR EXCLUDE ( EXACTKEYWORD , "Segregation" ) OR EXCLUDE ( EXACTKEYWORD , "Social Capital" ) OR EXCLUDE ( EXACTKEYWORD , "Social Justice" ) OR EXCLUDE ( EXACTKEYWORD , "Social Support" ) OR EXCLUDE ( EXACTKEYWORD , "Sociology" ) OR EXCLUDE ( EXACTKEYWORD , "Spatial Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Sustainability" ) OR EXCLUDE ( EXACTKEYWORD , "Travel Behavior" ) OR EXCLUDE ( EXACTKEYWORD , "Video Game" ) OR EXCLUDE ( EXACTKEYWORD , "Violence" ) OR EXCLUDE ( EXACTKEYWORD , "Willingness To Pay" ) OR EXCLUDE ( EXACTKEYWORD , "(Be)longing" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Procrastination" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Stress Scale" ) OR EXCLUDE ( EXACTKEYWORD , "Accident Prevention" ) OR EXCLUDE ( EXACTKEYWORD , "Accountability Movement" ) OR EXCLUDE ( EXACTKEYWORD , "Addiction" ) OR EXCLUDE ( EXACTKEYWORD , "Adult" ) OR EXCLUDE ( EXACTKEYWORD , "Air Pollutant" ) OR EXCLUDE ( EXACTKEYWORD , "Air Pollutants" ) OR EXCLUDE ( EXACTKEYWORD , "Air Pollution, Indoor" ) OR EXCLUDE ( EXACTKEYWORD , "Alcohol Drinking" ) OR EXCLUDE ( EXACTKEYWORD , "Alcohol Misuse" ) OR EXCLUDE ( EXACTKEYWORD , "American Dream" ) OR EXCLUDE ( EXACTKEYWORD , "Anal Canal" ) OR EXCLUDE ( EXACTKEYWORD , "Anal Lesions" ) OR EXCLUDE ( EXACTKEYWORD , "Analysis Of Narratives" ) OR EXCLUDE ( EXACTKEYWORD , "Anchoring Vignette Method" ) OR EXCLUDE ( EXACTKEYWORD , "Animal" ) OR EXCLUDE ( EXACTKEYWORD , "Animals" ) OR EXCLUDE ( EXACTKEYWORD , "Applied Psychology" ) OR EXCLUDE ( EXACTKEYWORD , "Arabic-English Bilingual Programmes" ) OR EXCLUDE ( EXACTKEYWORD , "Assortative Matching" ) OR EXCLUDE ( EXACTKEYWORD , "Attainment" ) OR EXCLUDE ( EXACTKEYWORD , "Attendance Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Attributions" ) OR EXCLUDE ( EXACTKEYWORD , "Austin" ) )</p>
6	<p>ABS ( "21st century school" ) OR ABS ( "21st century schools" ) AND PUBYEAR &gt; 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "School Library Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Adult And Continuing Education Concepts Methodologies Tools And Applications" ) OR EXCLUDE ( EXACTSRCTITLE , "Arts Education Policy Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Bulletin Of The Technical Committee On Learning Technology" ) OR EXCLUDE ( EXACTSRCTITLE , "Campus Virtuales" ) OR EXCLUDE ( EXACTSRCTITLE , "Current Issues In Language Planning" ) OR EXCLUDE ( EXACTSRCTITLE , "Didactica Slovenica Pedagogska Obzorja" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Policy Analysis Archives" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Space And Urban Planning Education As A Component Of The City" ) OR EXCLUDE ( EXACTSRCTITLE , "Encyclopedia Of E Leadership Counseling And Training" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Digital Learning In Teacher Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Social Studies Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Milli Egitim" ) OR EXCLUDE ( EXACTSRCTITLE , "Social Work United States" ) OR EXCLUDE ( EXACTSRCTITLE , "Teacher Education And Special Education" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Architectural Design" ) OR EXCLUDE ( EXACTKEYWORD , "Business, Antonio Gramsci, Peter Hall" ) OR EXCLUDE ( EXACTKEYWORD , "Democracy" ) OR EXCLUDE ( EXACTKEYWORD , "Disability" ) OR EXCLUDE ( EXACTKEYWORD , "Globalization" ) OR EXCLUDE ( EXACTKEYWORD , "Glocalization" ) OR EXCLUDE ( EXACTKEYWORD , "Gutmann" ) OR EXCLUDE ( EXACTKEYWORD , "Horace Mann" ) OR EXCLUDE ( EXACTKEYWORD , "Interculturality" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership Literacy" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership Preparation" ) OR EXCLUDE ( EXACTKEYWORD , "Management" ) OR EXCLUDE ( EXACTKEYWORD , "Market Emulation" ) OR EXCLUDE ( EXACTKEYWORD , "Parental Response To Disability" ) OR EXCLUDE ( EXACTKEYWORD , "Printing" ) OR EXCLUDE ( EXACTKEYWORD , "Social And Emotional Learning" ) OR EXCLUDE ( EXACTKEYWORD , "Textbooks" ) OR EXCLUDE ( EXACTKEYWORD , "Underlying Principles" ) )</p>
7	<p>ABS ( "different school" ) OR ABS ( "different schools" ) AND PUBYEAR &gt; 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Computers And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Hacettepe Egitim Dergisi" ) OR EXCLUDE ( EXACTSRCTITLE , "Teachers College Record" ) OR EXCLUDE ( EXACTSRCTITLE , "Egitim Ve Bilim" ) OR EXCLUDE ( EXACTSRCTITLE , "Physical Education And Sport Pedagogy" ) OR EXCLUDE ( EXACTSRCTITLE , "Sustainability Switzerland" ) OR EXCLUDE ( EXACTSRCTITLE , "Anthropologist" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Education And Information Technologies" ) OR EXCLUDE ( EXACTSRCTITLE , "Eurasia Journal Of Mathematics Science And Technology Education" ) OR EXCLUDE ( EXACTSRCTITLE , "European Journal Of Psychology Of Education" ) OR EXCLUDE ( EXACTSRCTITLE , "European Physical Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Inclusive Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Kuram Ve Uygulamada Egitim Bilimleri" ) OR EXCLUDE ( EXACTSRCTITLE , "Elementary Education Online" ) OR EXCLUDE ( EXACTSRCTITLE , "Reading And Writing" ) OR EXCLUDE ( EXACTSRCTITLE , "Turkish Online Journal Of</p>

Educational Technology" ) OR EXCLUDE ( EXACTSRCTITLE , "Zeitschrift Fur Erziehungswissenschaft" ) OR EXCLUDE ( EXACTSRCTITLE , "Children And Youth Services Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Electronic Journal Of Research In Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Health Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Environmental And Science Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Science And Mathematics Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Milli Egitim" ) OR EXCLUDE ( EXACTSRCTITLE , "Proceedings Frontiers In Education Conference Fie" ) OR EXCLUDE ( EXACTSRCTITLE , "Retos" ) OR EXCLUDE ( EXACTSRCTITLE , "Unterrichtswissenschaft" ) OR EXCLUDE ( EXACTSRCTITLE , "African Journal Of Research In Mathematics Science And Technology Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Asian Social Science" ) OR EXCLUDE ( EXACTSRCTITLE , "Chemistry Education Research And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Economics Of Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Educational Administration Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "English Language Teaching" ) OR EXCLUDE ( EXACTSRCTITLE , "Environmental Education Research" ) OR EXCLUDE ( EXACTSRCTITLE , "European Journal Of Special Needs Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Bilingual Education And Bilingualism" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Mathematical Education In Science And Technology" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Educational Administration" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Teaching In Physical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Research In Science And Technological Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista De Cercetare Si Interventie Sociala" ) OR EXCLUDE ( EXACTSRCTITLE , "Sport Education And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "American Journal Of Pharmaceutical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "BMC Medical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Bordon" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Religious Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Building And Environment" ) OR EXCLUDE ( EXACTSRCTITLE , "Cumhuriyet Ilahiyat Dergisi" ) OR EXCLUDE ( EXACTSRCTITLE , "Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "European Journal Of Dental Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Health Education Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Indonesian Journal Of Applied Linguistics" ) OR EXCLUDE ( EXACTSRCTITLE , "Integrative Psychological And Behavioral Science" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Multilingualism" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Scientific And Technology Research" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Special Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Biological Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Chemical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Educational Cultural And Psychological Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Choice" ) OR EXCLUDE ( EXACTSRCTITLE , "Opcion" ) OR EXCLUDE ( EXACTSRCTITLE , "Orbis Scholae" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Brasileira De Educacao Especial" ) OR EXCLUDE ( EXACTSRCTITLE , "School Psychology Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Zdm Mathematics Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Zeitschrift Fur Entwicklungspsychologie Und Padagogische Psychologie" ) OR EXCLUDE ( EXACTSRCTITLE , "2017 Conference On Information Communication Technology And Society Ictas 2017 Proceedings" ) OR EXCLUDE ( EXACTSRCTITLE , "Academic Medicine" ) OR EXCLUDE ( EXACTSRCTITLE , "Accident Analysis And Prevention" ) OR EXCLUDE ( EXACTSRCTITLE , "Advanced Science Letters" ) OR EXCLUDE ( EXACTSRCTITLE , "Applied Ergonomics" ) OR EXCLUDE ( EXACTSRCTITLE , "Arts Education Policy Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Asian Journal Of University Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Austrian Educational Computing" ) OR EXCLUDE ( EXACTSRCTITLE , "Bolema Mathematics Education Bulletin" ) OR EXCLUDE ( EXACTSRCTITLE , "Bulletin Of The Council For Research In Music Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Case Studies In Adapted Physical Education Empowering Critical Thinking" ) OR EXCLUDE ( EXACTSRCTITLE , "Children S Geographies" ) OR EXCLUDE ( EXACTSRCTITLE , "Procedia Social And Behavioral Sciences" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Educational Management" ) OR EXCLUDE ( EXACTSRCTITLE , "Chinese Education And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Citizenship Social And Economics Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Compare" ) OR EXCLUDE ( EXACTSRCTITLE , "Comunicar" ) OR EXCLUDE ( EXACTSRCTITLE , "Conceptualising Learning In Applied Linguistics" ) OR EXCLUDE ( EXACTSRCTITLE , "Interchange" ) OR EXCLUDE ( EXACTSRCTITLE , "Intercultural Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of English Language And Literature Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of The Book" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Indian Philosophy" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Institutional Research South East Asia" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Language And Literature" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Research In Music Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Second Language Writing" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Technology And Science Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Jurnal Pendidikan IPA Indonesia" ) OR EXCLUDE ( EXACTSRCTITLE , "L1 Educational Studies In Language And Literature" ) OR EXCLUDE ( EXACTSRCTITLE , "Land Use Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Language Learning Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Man In India" ) OR EXCLUDE ( EXACTSRCTITLE , "Papers" ) OR EXCLUDE ( EXACTSRCTITLE , "Pedagogische Studien" ) OR EXCLUDE ( EXACTSRCTITLE , "Professional Development In Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Prospects" ) OR EXCLUDE ( EXACTSRCTITLE , "Research In Post Compulsory Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Second Language Learning And Teaching" ) OR

EXCLUDE ( EXACTSRCTITLE , "Young Consumers" ) OR EXCLUDE ( EXACTSRCTITLE , "2016 Management And Innovation Technology International Conference Miticon 2016" ) OR EXCLUDE ( EXACTSRCTITLE , "2018 Congreso Internacional De Innovacion Y Tendencias En Ingenieria Coniiti 2018 Proceedings" ) OR EXCLUDE ( EXACTSRCTITLE , "A Closer Look At Russia And Its Influence In The World" ) OR EXCLUDE ( EXACTSRCTITLE , "A Foucauldian Approach To International Law Descriptive Thoughts For Normative Issues" ) OR EXCLUDE ( EXACTSRCTITLE , "Acta Scientiae" ) OR EXCLUDE ( EXACTSRCTITLE , "Advances In Race And Ethnicity In Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Advancing Global Bioethics" ) OR EXCLUDE ( EXACTSRCTITLE , "African Journal Of Hospitality Tourism And Leisure" ) OR EXCLUDE ( EXACTSRCTITLE , "Age Of Human Rights Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Al Shajarah" ) OR EXCLUDE ( EXACTSRCTITLE , "American Sociologist" ) OR EXCLUDE ( EXACTSRCTITLE , "Annals Of The Fondazione Luigi Einaudi" ) OR EXCLUDE ( EXACTSRCTITLE , "Applied Econometrics And International Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Applied Economic Perspectives And Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Applied Linguistics" ) OR EXCLUDE ( EXACTSRCTITLE , "Applied Psycholinguistics" ) OR EXCLUDE ( EXACTSRCTITLE , "Applied Research In Quality Of Life" ) OR EXCLUDE ( EXACTSRCTITLE , "Applied Spatial Analysis And Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Arab Law Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Argumentation Library" ) OR EXCLUDE ( EXACTSRCTITLE , "Ashgate Research Companion To International Criminal Law Critical Perspectives" ) OR EXCLUDE ( EXACTSRCTITLE , "Asia Pacific Law Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Asian Journal Of Comparative Law" ) OR EXCLUDE ( EXACTSRCTITLE , "Australasian Journal Of Educational Technology" ) OR EXCLUDE ( EXACTSRCTITLE , "Australasian Journal Of Linguistics" ) OR EXCLUDE ( EXACTSRCTITLE , "Azania" ) OR EXCLUDE ( EXACTSRCTITLE , "Banks And Bank Systems" ) OR EXCLUDE ( EXACTSRCTITLE , "Bilingual Research Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Community Justice" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Social Work" ) OR EXCLUDE ( EXACTSRCTITLE , "Bulletin Suisse De Linguistique Appliquee" ) OR EXCLUDE ( EXACTSRCTITLE , "Business Law And Ethics Concepts Methodologies Tools And Applications" ) OR EXCLUDE ( EXACTSRCTITLE , "Cadmio" ) OR EXCLUDE ( EXACTSRCTITLE , "Cakrawala Pendidikan" ) OR EXCLUDE ( EXACTSRCTITLE , "Cases On Educational Technology Integration In Urban Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "Central Asia And The Caucasus" ) OR EXCLUDE ( EXACTSRCTITLE , "Changing English Studies In Culture And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Changing World Religion Map Sacred Places Identities Practices And Politics" ) OR EXCLUDE ( EXACTSRCTITLE , "Chinese Journal Of International Politics" ) OR EXCLUDE ( EXACTSRCTITLE , "College And Undergraduate Libraries" ) OR EXCLUDE ( EXACTSRCTITLE , "Community Work And Family" ) OR EXCLUDE ( EXACTSRCTITLE , "Comparative Perspectives On Early School Leaving In The European Union" ) OR EXCLUDE ( EXACTSRCTITLE , "Comparative Population Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Family Therapy" ) OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Issues In Child Welfare Practice" ) ) AND ( LIMIT-TO ( LANGUAGE , "English" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Human" ) OR EXCLUDE ( EXACTKEYWORD , "Female" ) OR EXCLUDE ( EXACTKEYWORD , "Male" ) OR EXCLUDE ( EXACTKEYWORD , "Humans" ) OR EXCLUDE ( EXACTKEYWORD , "Adolescent" ) OR EXCLUDE ( EXACTKEYWORD , "Professional Development" ) OR EXCLUDE ( EXACTKEYWORD , "E-learning" ) OR EXCLUDE ( EXACTKEYWORD , "Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Engineering Education" ) OR EXCLUDE ( EXACTKEYWORD , "Human Experiment" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "School Choice" ) OR EXCLUDE ( EXACTKEYWORD , "Assessment" ) OR EXCLUDE ( EXACTKEYWORD , "Major Clinical Study" ) OR EXCLUDE ( EXACTKEYWORD , "Surveys" ) OR EXCLUDE ( EXACTKEYWORD , "Mathematics" ) OR EXCLUDE ( EXACTKEYWORD , "Psychology" ) OR EXCLUDE ( EXACTKEYWORD , "Questionnaire" ) OR EXCLUDE ( EXACTKEYWORD , "Adult" ) OR EXCLUDE ( EXACTKEYWORD , "Technology" ) OR EXCLUDE ( EXACTKEYWORD , "Adolescence" ) OR EXCLUDE ( EXACTKEYWORD , "Education Computing" ) OR EXCLUDE ( EXACTKEYWORD , "Inclusion" ) OR EXCLUDE ( EXACTKEYWORD , "Physical Education" ) OR EXCLUDE ( EXACTKEYWORD , "Attitude" ) OR EXCLUDE ( EXACTKEYWORD , "Bullying" ) OR EXCLUDE ( EXACTKEYWORD , "Design" ) OR EXCLUDE ( EXACTKEYWORD , "Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Computational Thinking" ) OR EXCLUDE ( EXACTKEYWORD , "Distributed Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Education Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Procedures" ) OR EXCLUDE ( EXACTKEYWORD , "Segregation" ) OR EXCLUDE ( EXACTKEYWORD , "Self-efficacy" ) OR EXCLUDE ( EXACTKEYWORD , "Sustainable Development" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Education" ) OR EXCLUDE ( EXACTKEYWORD , "Adolescents" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse" ) OR EXCLUDE ( EXACTKEYWORD , "Language" ) OR EXCLUDE ( EXACTKEYWORD , "Literacy" ) OR EXCLUDE ( EXACTKEYWORD , "Mathematics Education" ) OR EXCLUDE ( EXACTKEYWORD , "Medical School" ) OR EXCLUDE ( EXACTKEYWORD , "Policy Implementation" ) OR EXCLUDE ( EXACTKEYWORD , "Social Justice" ) OR EXCLUDE ( EXACTKEYWORD , "Social Network" ) OR EXCLUDE ( EXACTKEYWORD , "Societies And Institutions" ) OR EXCLUDE ( EXACTKEYWORD , "Surveys And Questionnaires" ) OR EXCLUDE ( EXACTKEYWORD , "Young Adult" ) OR EXCLUDE ( EXACTKEYWORD , "Attitudes" ) OR EXCLUDE ( EXACTKEYWORD , "Culture" ) OR EXCLUDE ( EXACTKEYWORD , "Distance Education" ) OR EXCLUDE ( EXACTKEYWORD , "Early Childhood Education" ) OR EXCLUDE ( EXACTKEYWORD , "Equity" ) OR EXCLUDE ( EXACTKEYWORD , "Factor Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Formative Assessment" ) OR EXCLUDE ( EXACTKEYWORD , "Gender Differences" ) OR EXCLUDE ( EXACTKEYWORD , "ICT" ) OR EXCLUDE ( EXACTKEYWORD , "Information And Communication Technologies" ) OR EXCLUDE ( EXACTKEYWORD , "Information Processing" ) OR EXCLUDE (



EXACTKEYWORD , "Integration" ) OR EXCLUDE ( EXACTKEYWORD , "Islamic Law" ) OR EXCLUDE ( EXACTKEYWORD , "Mentoring" ) OR EXCLUDE ( EXACTKEYWORD , "Parental Involvement" ) OR EXCLUDE ( EXACTKEYWORD , "Psychological Aspect" ) OR EXCLUDE ( EXACTKEYWORD , "Science" ) OR EXCLUDE ( EXACTKEYWORD , "Socioeconomic Factors" ) OR EXCLUDE ( EXACTKEYWORD , "Virtual Reality" ) OR EXCLUDE ( EXACTKEYWORD , "Youth" ) OR EXCLUDE ( EXACTKEYWORD , "Age" ) OR EXCLUDE ( EXACTKEYWORD , "Age Factors" ) OR EXCLUDE ( EXACTKEYWORD , "Communication" ) OR EXCLUDE ( EXACTKEYWORD , "Computational Thinkings" ) OR EXCLUDE ( EXACTKEYWORD , "Computer Aided Instruction" ) OR EXCLUDE ( EXACTKEYWORD , "Cyberbullying" ) OR EXCLUDE ( EXACTKEYWORD , "Decision-making" ) OR EXCLUDE ( EXACTKEYWORD , "Diversity" ) OR EXCLUDE ( EXACTKEYWORD , "Economic Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Engineering" ) OR EXCLUDE ( EXACTKEYWORD , "Environmental Education" ) OR EXCLUDE ( EXACTKEYWORD , "Epistemology" ) OR EXCLUDE ( EXACTKEYWORD , "Ethics" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnicity" ) OR EXCLUDE ( EXACTKEYWORD , "Expectation" ) OR EXCLUDE ( EXACTKEYWORD , "Facebook" ) OR EXCLUDE ( EXACTKEYWORD , "Geography" ) OR EXCLUDE ( EXACTKEYWORD , "Geometry" ) OR EXCLUDE ( EXACTKEYWORD , "Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Inclusive Education" ) OR EXCLUDE ( EXACTKEYWORD , "Inequality" ) OR EXCLUDE ( EXACTKEYWORD , "Information Literacy" ) OR EXCLUDE ( EXACTKEYWORD , "International Relations" ) OR EXCLUDE ( EXACTKEYWORD , "Reading Comprehension" ) OR EXCLUDE ( EXACTKEYWORD , "Special Education" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Reading" ) OR EXCLUDE ( EXACTKEYWORD , "Scientific Literacy" ) OR EXCLUDE ( EXACTKEYWORD , "Social Interaction" ) OR EXCLUDE ( EXACTKEYWORD , "Theoretical Study" ) OR EXCLUDE ( EXACTKEYWORD , "Accountability" ) OR EXCLUDE ( EXACTKEYWORD , "Autism" ) OR EXCLUDE ( EXACTKEYWORD , "Bilingualism" ) OR EXCLUDE ( EXACTKEYWORD , "Child Protection" ) OR EXCLUDE ( EXACTKEYWORD , "Citizenship" ) OR EXCLUDE ( EXACTKEYWORD , "Colonialism" ) OR EXCLUDE ( EXACTKEYWORD , "Conversation Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural Studies" ) OR EXCLUDE ( EXACTKEYWORD , "Enactment" ) OR EXCLUDE ( EXACTKEYWORD , "Enterprise Education" ) OR EXCLUDE ( EXACTKEYWORD , "Entrepreneurship Education" ) OR EXCLUDE ( EXACTKEYWORD , "Environmental Economics" ) OR EXCLUDE ( EXACTKEYWORD , "Environmental Values" ) OR EXCLUDE ( EXACTKEYWORD , "Health" ) OR EXCLUDE ( EXACTKEYWORD , "Historical Geography" ) OR EXCLUDE ( EXACTKEYWORD , "History Of Science" ) OR EXCLUDE ( EXACTKEYWORD , "Human Rights Education" ) OR EXCLUDE ( EXACTKEYWORD , "Intercultural" ) OR EXCLUDE ( EXACTKEYWORD , "Mobility" ) OR EXCLUDE ( EXACTKEYWORD , "Multimedia" ) OR EXCLUDE ( EXACTKEYWORD , "Nature Of Science" ) OR EXCLUDE ( EXACTKEYWORD , "Neighborhood" ) OR EXCLUDE ( EXACTKEYWORD , "New Materialism" ) OR EXCLUDE ( EXACTKEYWORD , "Online" ) OR EXCLUDE ( EXACTKEYWORD , "Parents" ) OR EXCLUDE ( EXACTKEYWORD , "Perspectives" ) OR EXCLUDE ( EXACTKEYWORD , "Philosophy" ) OR EXCLUDE ( EXACTKEYWORD , "Physical Activity" ) OR EXCLUDE ( EXACTKEYWORD , "Physics Education" ) OR EXCLUDE ( EXACTKEYWORD , "Psychotherapy" ) OR EXCLUDE ( EXACTKEYWORD , "Reading Literacy" ) OR EXCLUDE ( EXACTKEYWORD , "Relational" ) OR EXCLUDE ( EXACTKEYWORD , "Relevance" ) OR EXCLUDE ( EXACTKEYWORD , "Religious Education" ) OR EXCLUDE ( EXACTKEYWORD , "Rural Development" ) OR EXCLUDE ( EXACTKEYWORD , "School Segregation" ) OR EXCLUDE ( EXACTKEYWORD , "Social Media" ) OR EXCLUDE ( EXACTKEYWORD , "Social Networks" ) OR EXCLUDE ( EXACTKEYWORD , "Social Support" ) OR EXCLUDE ( EXACTKEYWORD , "Spatial Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Student Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Support" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Attrition" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Perception" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Retention" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Views" ) OR EXCLUDE ( EXACTKEYWORD , "Tracking" ) OR EXCLUDE ( EXACTKEYWORD , "Violence" ) OR EXCLUDE ( EXACTKEYWORD , "Abd Al-Samad Al-Palimbani" ) OR EXCLUDE ( EXACTKEYWORD , "Eurasians" ) OR EXCLUDE ( EXACTKEYWORD , "Westernizers" ) OR EXCLUDE ( EXACTKEYWORD , "Sukuk Market" ) OR EXCLUDE ( EXACTKEYWORD , "A Level Qualification" ) OR EXCLUDE ( EXACTKEYWORD , "ANSI/NISO Z39.14 (R2015) Standards" ) OR EXCLUDE ( EXACTKEYWORD , "APOS Framework" ) OR EXCLUDE ( EXACTKEYWORD , "APOS Theory" ) OR EXCLUDE ( EXACTKEYWORD , "Abu L-Fat Al-Maghribi" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Advising" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Choices" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Procrastination" ) OR EXCLUDE ( EXACTKEYWORD , "Acceleration Hypothesis" ) OR EXCLUDE ( EXACTKEYWORD , "Access To English" ) OR EXCLUDE ( EXACTKEYWORD , "Accidents In Schools" ) OR EXCLUDE ( EXACTKEYWORD , "Acoustic Measurements" ) OR EXCLUDE ( EXACTKEYWORD , "Adaptive Competencies For Sustainability" ) OR EXCLUDE ( EXACTKEYWORD , "Adaptive Foresight" ) OR EXCLUDE ( EXACTKEYWORD , "Administration" ) OR EXCLUDE ( EXACTKEYWORD , "Adolescent Friendship" ) OR EXCLUDE ( EXACTKEYWORD , "Adolescent Health" ) OR EXCLUDE ( EXACTKEYWORD , "Affect In Preschoolers" ) OR EXCLUDE ( EXACTKEYWORD , "Affirmative Media" ) OR EXCLUDE ( EXACTKEYWORD , "Africa Islamic Education" ) OR EXCLUDE ( EXACTKEYWORD , "Africa Muslim Education" ) OR EXCLUDE ( EXACTKEYWORD , "Agency" ) OR EXCLUDE ( EXACTKEYWORD , "Al-Yaqut Fi Ilm Al-kalam" ) OR EXCLUDE ( EXACTKEYWORD , "Allamah Al- Illi" ) OR EXCLUDE ( EXACTKEYWORD , "Ambitious History Teaching" ) OR EXCLUDE ( EXACTKEYWORD , "Android (operating System)" ) OR EXCLUDE ( EXACTKEYWORD , "Android Applications" ) OR EXCLUDE ( EXACTKEYWORD , "Android System" ) OR EXCLUDE ( EXACTKEYWORD , "Android Systems" ) OR EXCLUDE (

EXACTKEYWORD , "Animalia" ) OR EXCLUDE ( EXACTKEYWORD , "Animation Video" ) OR EXCLUDE ( EXACTKEYWORD , "Anti-depressants" ) OR EXCLUDE ( EXACTKEYWORD , "Apprentices" ) OR EXCLUDE ( EXACTKEYWORD , "Appropriation" ) OR EXCLUDE ( EXACTKEYWORD , "Arab-islamic Education" ) OR EXCLUDE ( EXACTKEYWORD , "Archaeology And History" ) OR EXCLUDE ( EXACTKEYWORD , "Architecture" ) OR EXCLUDE ( EXACTKEYWORD , "Armaments Cooperation" ) OR EXCLUDE ( EXACTKEYWORD , "Art" ) OR EXCLUDE ( EXACTKEYWORD , "Art Education" ) OR EXCLUDE ( EXACTKEYWORD , "Artificial Intelligence" ) OR EXCLUDE ( EXACTKEYWORD , "Arts" ) OR EXCLUDE ( EXACTKEYWORD , "Asylum Seekers" ) OR EXCLUDE ( EXACTKEYWORD , "Atomic Structure" ) OR EXCLUDE ( EXACTKEYWORD , "Attainment 8" ) OR EXCLUDE ( EXACTKEYWORD , "Attendance Systems" ) OR EXCLUDE ( EXACTKEYWORD , "Attitude To Croatian Language" ) OR EXCLUDE ( EXACTKEYWORD , "Attitude Towards Institutional Authority" ) OR EXCLUDE ( EXACTKEYWORD , "Audiovisual" ) OR EXCLUDE ( EXACTKEYWORD , "Augmented Reality" ) OR EXCLUDE ( EXACTKEYWORD , "Austronesian Languages" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Action Research" ) OR EXCLUDE ( EXACTKEYWORD , "Activity Pattern" ) OR EXCLUDE ( EXACTKEYWORD , "Alternative Modes Of Representation" ) OR EXCLUDE ( EXACTKEYWORD , "AttEntion Deficit Hyperactivity Disorder (ADHD)" ) OR EXCLUDE ( EXACTKEYWORD , "Autism Intervention" ) OR EXCLUDE ( EXACTKEYWORD , "Automatic Voice" ) OR EXCLUDE ( EXACTKEYWORD , "Back Stage" ) OR EXCLUDE ( EXACTKEYWORD , "Backpack" ) OR EXCLUDE ( EXACTKEYWORD , "Backpack Weight" ) OR EXCLUDE ( EXACTKEYWORD , "Basic Psychological Needs" ) OR EXCLUDE ( EXACTKEYWORD , "Baterias" ) OR EXCLUDE ( EXACTKEYWORD , "Batteries" ) OR EXCLUDE ( EXACTKEYWORD , "Bayh-Dole" ) OR EXCLUDE ( EXACTKEYWORD , "Behavior" ) OR EXCLUDE ( EXACTKEYWORD , "Behaviour Models" ) OR EXCLUDE ( EXACTKEYWORD , "Big Five" ) OR EXCLUDE ( EXACTKEYWORD , "Big-fish-little-pond Effect (BFLPE)" ) OR EXCLUDE ( EXACTKEYWORD , "Bildung" ) OR EXCLUDE ( EXACTKEYWORD , "Bioecological Model" ) OR EXCLUDE ( EXACTKEYWORD , "Biographies" ) OR EXCLUDE ( EXACTKEYWORD , "Blocked Opportunities" ) OR EXCLUDE ( EXACTKEYWORD , "Blockly" ) OR EXCLUDE ( EXACTKEYWORD , "Bony Age" ) OR EXCLUDE ( EXACTKEYWORD , "Boundary Crossing" ) OR EXCLUDE ( EXACTKEYWORD , "Boxplots" ) OR EXCLUDE ( EXACTKEYWORD , "Bullying's Acts" ) OR EXCLUDE ( EXACTKEYWORD , "Bureaucracy" ) OR EXCLUDE ( EXACTKEYWORD , "Bus Transportation" ) OR EXCLUDE ( EXACTKEYWORD , "Buses" ) OR EXCLUDE ( EXACTKEYWORD , "Calculus" ) OR EXCLUDE ( EXACTKEYWORD , "Career Reform" ) OR EXCLUDE ( EXACTKEYWORD , "Categorization" ) OR EXCLUDE ( EXACTKEYWORD , "Catholic And State Schooling" ) OR EXCLUDE ( EXACTKEYWORD , "Catholic School Advantage" ) OR EXCLUDE ( EXACTKEYWORD , "Catholic Schools" ) OR EXCLUDE ( EXACTKEYWORD , "Causes" ) OR EXCLUDE ( EXACTKEYWORD , "Certification" ) OR EXCLUDE ( EXACTKEYWORD , "Challenges" ) OR EXCLUDE ( EXACTKEYWORD , "Chemical Models" ) OR EXCLUDE ( EXACTKEYWORD , "Childcare" ) OR EXCLUDE ( EXACTKEYWORD , "Childhood" ) OR EXCLUDE ( EXACTKEYWORD , "Children's Drawings" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese As A Foreign Language (CFL)" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese Children" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese Immersion" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese Independent Schools" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese Language" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese Value" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese Vernacular Schools" ) OR EXCLUDE ( EXACTKEYWORD , "Choking Prevention" ) OR EXCLUDE ( EXACTKEYWORD , "Citizenship Learning" ) OR EXCLUDE ( EXACTKEYWORD , "City-border" ) OR EXCLUDE ( EXACTKEYWORD , "Civic Competence" ) OR EXCLUDE ( EXACTKEYWORD , "Civism" ) ) AND ( EXCLUDE ( EXACTSRCTITLE , "Contemporary Levant" ) OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Review Of The Middle East" ) OR EXCLUDE ( EXACTSRCTITLE , "Crime Prevention And Community Safety" ) OR EXCLUDE ( EXACTSRCTITLE , "Critical Qualitative Health Research Exploring Philosophies Politics And Practices" ) OR EXCLUDE ( EXACTSRCTITLE , "Cultural Competence Elements Developments And Emerging Trends" ) OR EXCLUDE ( EXACTSRCTITLE , "Deaf Students And The Qualitative Similarity Hypothesis Understanding Language And Literacy Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Defense And Security Analysis" ) OR EXCLUDE ( EXACTSRCTITLE , "Demographic Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Development Of Criminal And Antisocial Behavior Theory Research And Practical Applications" ) OR EXCLUDE ( EXACTSRCTITLE , "Dutch Journal Of Applied Linguistics" ) OR EXCLUDE ( EXACTSRCTITLE , "Early China" ) OR EXCLUDE ( EXACTSRCTITLE , "Economia" ) OR EXCLUDE ( EXACTSRCTITLE , "Ernst Cassirer On Form And Technology Contemporary Readings" ) OR EXCLUDE ( EXACTSRCTITLE , "Ethnicities" ) OR EXCLUDE ( EXACTSRCTITLE , "Ethnography And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Evidence Based Library And Information Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "First Do No Self Harm Understanding And Promoting Physician Stress Resilience" ) OR EXCLUDE ( EXACTSRCTITLE , "Hague Journal On The Rule Of Law" ) OR EXCLUDE ( EXACTSRCTITLE , "Hamdard Islamicus" ) OR EXCLUDE ( EXACTSRCTITLE , "Handbook Of Public Policy Analysis Theory Politics And Methods" ) OR EXCLUDE ( EXACTSRCTITLE , "Handbook Of Research In Second Language Teaching And Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "Health Issues In Chinese Contexts" ) OR EXCLUDE ( EXACTSRCTITLE , "History Of Economic Ideas" ) OR EXCLUDE ( EXACTSRCTITLE , "History Of Education And Children S Literature" ) OR EXCLUDE ( EXACTSRCTITLE , "Huang Di Nei Jing Su Wen An Annotated Translation Of Huang Di S Inner Classic Basic Questions" ) OR EXCLUDE ( EXACTSRCTITLE , "Human Arenas" ) OR EXCLUDE ( EXACTSRCTITLE , "Human Rights In The United States Beyond Exceptionalism" ) OR EXCLUDE ( EXACTSRCTITLE , "International Handbook Of Migration Minorities And Education Understanding Cultural And Social Differences In Processes Of Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Art And Design

	Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Human Movement And Sports Sciences" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Training Research" ) OR EXCLUDE ( EXACTSRCTITLE , "International Perspectives On The Teaching And Learning Of Mathematical Modelling" ) OR EXCLUDE ( EXACTSRCTITLE , "Islamic Perspectives On Marketing And Consumer Behavior Planning Implementation And Control" ) OR EXCLUDE ( EXACTSRCTITLE , "Iup Journal Of English Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Iup Journal Of History And Culture" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Academic Librarianship" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Architectural Education" ) )
8	ABS ( "alternative school" ) OR ABS ( "alternative schools" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Preventing School Failure" ) OR EXCLUDE ( EXACTSRCTITLE , "Behavioral Disorders" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Inclusive Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Education And Urban Society" ) OR EXCLUDE ( EXACTSRCTITLE , "School Psychology Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Special Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Psychology In The Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "Race Ethnicity And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Teachers College Record" ) OR EXCLUDE ( EXACTSRCTITLE , "Child And Adolescent Social Work Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Children And Youth Services Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Critical Examinations Of School Violence And Disturbance In K 12 Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Discourse" ) OR EXCLUDE ( EXACTSRCTITLE , "History Of Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Adolescence And Youth" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Applied Behavior Analysis" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Education For Students Placed At Risk" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Psychoeducational Assessment" ) OR EXCLUDE ( EXACTSRCTITLE , "Remedial And Special Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Urban Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Youth Justice" ) OR EXCLUDE ( EXACTSRCTITLE , "Advances In Learning And Behavioral Disabilities" ) OR EXCLUDE ( EXACTSRCTITLE , "American Journal Of Community Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Annals Of Tourism Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Applied Geography" ) OR EXCLUDE ( EXACTSRCTITLE , "Archnet Ijar" ) OR EXCLUDE ( EXACTSRCTITLE , "Australian Journal Of Guidance And Counselling" ) OR EXCLUDE ( EXACTSRCTITLE , "Australian Journal Of Indigenous Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Canadian Geographer" ) OR EXCLUDE ( EXACTSRCTITLE , "Cases On Instructional Technology In Gifted And Talented Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Challenges Associated With Cross Cultural And At Risk Student Engagement" ) OR EXCLUDE ( EXACTSRCTITLE , "Childhood In The Past" ) OR EXCLUDE ( EXACTSRCTITLE , "Citizenship Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Clinical Social Work Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Communication Disorders Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Computer Supported Collaborative Learning Conference Cscl" ) OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Economic Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Justice Review Issues In Criminal Social And Restorative Justice" ) OR EXCLUDE ( EXACTSRCTITLE , "Convergence" ) OR EXCLUDE ( EXACTSRCTITLE , "Crime And Delinquency" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Policy And Racial Biopolitics In Multicultural Cities" ) OR EXCLUDE ( EXACTSRCTITLE , "Evangelicals And Democracy In America" ) OR EXCLUDE ( EXACTSRCTITLE , "Handbook Of Research On Digital Tools For Writing Instruction In K 12 Settings" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal For Research In Vocational Education And Training" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Assessment And Evaluation" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Children S Spirituality" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Humanities Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Information And Learning Technology" ) OR EXCLUDE ( EXACTSRCTITLE , "Intervention In School And Clinic" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Adolescent And Adult Literacy" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Disability Policy Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Emotional And Behavioral Disorders" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Ethnicity In Substance Abuse" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of European Industrial Training" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Evidence Based Social Work" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Extension" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Human Behavior In The Social Environment" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Human Trafficking" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Hunger And Environmental Nutrition" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Korean Academy Of Community Health Nursing" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Psychologists And Counsellors In Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Language Matters" ) OR EXCLUDE ( EXACTSRCTITLE , "Language Speech And Hearing Services In Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "Language Testing In Asia" ) OR EXCLUDE ( EXACTSRCTITLE , "Leadership And Policy In Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "Mathematics Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Medical Anthropology Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Nonformal Education And Civil Society In Japan" ) OR EXCLUDE ( EXACTSRCTITLE , "Nordic Journal Of Music Therapy" ) OR EXCLUDE ( EXACTSRCTITLE , "Pedagogische Studien" ) OR EXCLUDE ( EXACTSRCTITLE , "Polity" ) OR EXCLUDE ( EXACTSRCTITLE , "Potchefstroom Electronic Law Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Procedia Social And Behavioral Sciences" ) OR EXCLUDE ( EXACTSRCTITLE , "Proceedings Of The 8th Research In Engineering Education Symposium Rees 2019 Making Connections" ) OR EXCLUDE ( EXACTSRCTITLE , "Reading And Writing Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Regional Science And Urban Economics" ) OR EXCLUDE ( EXACTSRCTITLE , "Research In Social Problems

	<p>And Public Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Research Studies In Music Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Rethinking Punishment In The Era Of Mass Incarceration" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Critica De Ciencias Sociais" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista De Economia Mundial" ) OR EXCLUDE ( EXACTSRCTITLE , "School Mental Health" ) OR EXCLUDE ( EXACTSRCTITLE , "School Practitioner S Concise Companion To Preventing Dropout And Attendance Problems" ) OR EXCLUDE ( EXACTSRCTITLE , "School Psychology International" ) OR EXCLUDE ( EXACTSRCTITLE , "Sex Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Sociological Inquiry" ) OR EXCLUDE ( EXACTSRCTITLE , "Sociological Research Online" ) OR EXCLUDE ( EXACTSRCTITLE , "Solution Focused Brief Therapy A Handbook Of Evidence Based Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Space And Polity" ) OR EXCLUDE ( EXACTSRCTITLE , "Sport Education And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Synergies Espagne" ) OR EXCLUDE ( EXACTSRCTITLE , "Temple Law Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Zeitschrift Fur Erziehungswissenschaft" ) OR EXCLUDE ( EXACTSRCTITLE , "Zeitschrift Fur Padagogik" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Teen Mothers" ) OR EXCLUDE ( EXACTKEYWORD , "Accountability" ) OR EXCLUDE ( EXACTKEYWORD , "At-risk Students" ) OR EXCLUDE ( EXACTKEYWORD , "Equity" ) OR EXCLUDE ( EXACTKEYWORD , "Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Neoliberalism" ) OR EXCLUDE ( EXACTKEYWORD , "Phenomenology" ) OR EXCLUDE ( EXACTKEYWORD , "Policy Implementation" ) OR EXCLUDE ( EXACTKEYWORD , "School Social Work" ) OR EXCLUDE ( EXACTKEYWORD , "Social Justice" ) OR EXCLUDE ( EXACTKEYWORD , "U.S./Mexico Border" ) OR EXCLUDE ( EXACTKEYWORD , "ANT" ) OR EXCLUDE ( EXACTKEYWORD , "Absenteeism" ) OR EXCLUDE ( EXACTKEYWORD , "Action Research" ) OR EXCLUDE ( EXACTKEYWORD , "Adjustment" ) OR EXCLUDE ( EXACTKEYWORD , "Affective Justice" ) OR EXCLUDE ( EXACTKEYWORD , "African American" ) OR EXCLUDE ( EXACTKEYWORD , "Agency" ) OR EXCLUDE ( EXACTKEYWORD , "Anxiety" ) OR EXCLUDE ( EXACTKEYWORD , "Arms Race" ) OR EXCLUDE ( EXACTKEYWORD , "Aspiration" ) OR EXCLUDE ( EXACTKEYWORD , "Assemblage" ) OR EXCLUDE ( EXACTKEYWORD , "Asylum Seekers" ) OR EXCLUDE ( EXACTKEYWORD , "Biographical Interviews" ) OR EXCLUDE ( EXACTKEYWORD , "Biographical Journal" ) OR EXCLUDE ( EXACTKEYWORD , "Black Girls" ) OR EXCLUDE ( EXACTKEYWORD , "Black Men" ) OR EXCLUDE ( EXACTKEYWORD , "Capitalist Crisis" ) OR EXCLUDE ( EXACTKEYWORD , "Caring" ) OR EXCLUDE ( EXACTKEYWORD , "Certification Requirements" ) OR EXCLUDE ( EXACTKEYWORD , "Citizenship" ) OR EXCLUDE ( EXACTKEYWORD , "Commissioned Alternative Schools" ) OR EXCLUDE ( EXACTKEYWORD , "Community" ) OR EXCLUDE ( EXACTKEYWORD , "Community-based Art Education" ) OR EXCLUDE ( EXACTKEYWORD , "Computer Programs" ) OR EXCLUDE ( EXACTKEYWORD , "Concept Mapping" ) OR EXCLUDE ( EXACTKEYWORD , "Conditioning" ) OR EXCLUDE ( EXACTKEYWORD , "Confucian Revival" ) OR EXCLUDE ( EXACTKEYWORD , "Contributive Justice" ) OR EXCLUDE ( EXACTKEYWORD , "Coping Styles" ) OR EXCLUDE ( EXACTKEYWORD , "Corporatization" ) OR EXCLUDE ( EXACTKEYWORD , "Critical Analysis Of Preparation Programs" ) OR EXCLUDE ( EXACTKEYWORD , "Critical Hope" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Culture" ) OR EXCLUDE ( EXACTKEYWORD , "Defense" ) OR EXCLUDE ( EXACTKEYWORD , "Delinquency" ) OR EXCLUDE ( EXACTKEYWORD , "Depression" ) OR EXCLUDE ( EXACTKEYWORD , "Differential Effects" ) OR EXCLUDE ( EXACTKEYWORD , "Differentiated Instruction" ) OR EXCLUDE ( EXACTKEYWORD , "Director Lottig's Diary" ) OR EXCLUDE ( EXACTKEYWORD , "Disadvantaged Students" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Economic Status" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Equity" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Reintegration" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Resilience" ) OR EXCLUDE ( EXACTKEYWORD , "Entrepreneurship" ) OR EXCLUDE ( EXACTKEYWORD , "Ethics Of Care" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnicity" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnicity And Race" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnographic Methods" ) OR EXCLUDE ( EXACTKEYWORD , "Exclusionary Discipline" ) OR EXCLUDE ( EXACTKEYWORD , "Expulsion" ) OR EXCLUDE ( EXACTKEYWORD , "Expulsions" ) OR EXCLUDE ( EXACTKEYWORD , "Externalities" ) OR EXCLUDE ( EXACTKEYWORD , "Feminism" ) OR EXCLUDE ( EXACTKEYWORD , "Flowering" ) OR EXCLUDE ( EXACTKEYWORD , "Foucault" ) OR EXCLUDE ( EXACTKEYWORD , "Globalisation" ) OR EXCLUDE ( EXACTKEYWORD , "Grassroots Organizing And Activism" ) OR EXCLUDE ( EXACTKEYWORD , "Hermeneutic Phenomenology" ) OR EXCLUDE ( EXACTKEYWORD , "Heterodox" ) OR EXCLUDE ( EXACTKEYWORD , "History Of Thought" ) OR EXCLUDE ( EXACTKEYWORD , "Hybridity" ) OR EXCLUDE ( EXACTKEYWORD , "Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Imperialism" ) OR EXCLUDE ( EXACTKEYWORD , "Indigenous Australian Students" ) OR EXCLUDE ( EXACTKEYWORD , "Inequality" ) OR EXCLUDE ( EXACTKEYWORD , "Institutionalism" ) OR EXCLUDE ( EXACTKEYWORD , "Institutions" ) OR EXCLUDE ( EXACTKEYWORD , "Intercultural Sensitivity" ) OR EXCLUDE ( EXACTKEYWORD , "Latinas" ) OR EXCLUDE ( EXACTKEYWORD , "Leaders" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership For Sustainability" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership Preparation" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership Preparation Research" ) OR EXCLUDE ( EXACTKEYWORD , "Lebensgemeinschaftsschulen Hamburg" ) OR EXCLUDE ( EXACTKEYWORD , "Linguistics Background" ) )</p>
9	<p>ABS ( ( "school" AND "case studies" ) OR ( "schools" AND "case studies" ) ) AND PUBYEAR &gt; 2009 AND SUBJAREA ( soci )</p>
10	<p>ABS ( "case study school" ) OR ABS ( "case study schools" ) AND PUBYEAR &gt; 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "International Journal Of Inclusive Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Professional Development In Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Archnet Ijar" ) OR EXCLUDE ( EXACTSRCTITLE , "Compare" ) OR</p>

EXCLUDE ( EXACTSRCTITLE , "Journal Of Green Building" ) OR EXCLUDE ( EXACTSRCTITLE , "Leadership And Policy In Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "Physical Education And Sport Pedagogy" ) OR EXCLUDE ( EXACTSRCTITLE , "Sport Education And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Teacher Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Teachers College Record" ) OR EXCLUDE ( EXACTSRCTITLE , "5th IEEE International Smart Cities Conference Isc2 2019" ) OR EXCLUDE ( EXACTSRCTITLE , "Australian Journal Of Adult Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "Australian Journal Of Teacher Education" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Educational Technology" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Religious Education" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Sociology Of Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Contemporary Issues In Early Childhood" ) OR EXCLUDE ( EXACTSRCTITLE , "Cultura Y Educacion" ) OR EXCLUDE ( EXACTSRCTITLE , "Cultures Of Schooling Pedagogies For Cultural Difference And Social Access" ) OR EXCLUDE ( EXACTSRCTITLE , "Curriculum Studies In Health And Physical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Discourse" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Education And Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Years Second Language Education International Perspectives On Theory And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Educating For Diversity And Social Justice" ) OR EXCLUDE ( EXACTSRCTITLE , "Environmental Education Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Ethnography And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "European Physical Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Evaluation And Program Planning" ) OR EXCLUDE ( EXACTSRCTITLE , "Facilities" ) OR EXCLUDE ( EXACTSRCTITLE , "Geoforum" ) OR EXCLUDE ( EXACTSRCTITLE , "Global Change Peace And Security" ) OR EXCLUDE ( EXACTSRCTITLE , "Globalisation Societies And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Science Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of British Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Education For Students Placed At Risk" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Education For Teaching" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Music Technology And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Research In Reading" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Research In Special Educational Needs" ) OR EXCLUDE ( EXACTSRCTITLE , "Language And Power In Post Colonial Schooling Ideologies In Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Language Learning Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Literacy" ) OR EXCLUDE ( EXACTSRCTITLE , "Multiple Perspectives On Difficulties In Learning Literacy And Numeracy" ) OR EXCLUDE ( EXACTSRCTITLE , "Pastoral Care In Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Research Studies In Music Education" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Attainment" ) OR EXCLUDE ( EXACTKEYWORD , "International Baccalaureate" ) OR EXCLUDE ( EXACTKEYWORD , "Professional Development" ) OR EXCLUDE ( EXACTKEYWORD , "Reading" ) OR EXCLUDE ( EXACTKEYWORD , "Accountability" ) OR EXCLUDE ( EXACTKEYWORD , "Citizenship Education" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnicity" ) OR EXCLUDE ( EXACTKEYWORD , "Literacy" ) OR EXCLUDE ( EXACTKEYWORD , "Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Professional Learning" ) OR EXCLUDE ( EXACTKEYWORD , "Reading Comprehension" ) OR EXCLUDE ( EXACTKEYWORD , "Undergraduate" ) OR EXCLUDE ( EXACTKEYWORD , "Values Education" ) OR EXCLUDE ( EXACTKEYWORD , "Active Storytelling" ) OR EXCLUDE ( EXACTKEYWORD , "Appraisal" ) OR EXCLUDE ( EXACTKEYWORD , "Basil Bernstein" ) OR EXCLUDE ( EXACTKEYWORD , "Bilingualism" ) OR EXCLUDE ( EXACTKEYWORD , "Black Caribbean" ) OR EXCLUDE ( EXACTKEYWORD , "COVID-19" ) OR EXCLUDE ( EXACTKEYWORD , "Capital" ) OR EXCLUDE ( EXACTKEYWORD , "Children With Special Educational Needs" ) OR EXCLUDE ( EXACTKEYWORD , "Children With Special Needs" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese Kindergarten" ) OR EXCLUDE ( EXACTKEYWORD , "Cisgenderism" ) OR EXCLUDE ( EXACTKEYWORD , "Colorblindness" ) OR EXCLUDE ( EXACTKEYWORD , "Critical Global Citizenship Education" ) OR EXCLUDE ( EXACTKEYWORD , "Critical Realism" ) OR EXCLUDE ( EXACTKEYWORD , "Dance" ) OR EXCLUDE ( EXACTKEYWORD , "Data" ) OR EXCLUDE ( EXACTKEYWORD , "Data Use" ) OR EXCLUDE ( EXACTKEYWORD , "Democracy" ) OR EXCLUDE ( EXACTKEYWORD , "Democratic Education" ) OR EXCLUDE ( EXACTKEYWORD , "Democratisation" ) OR EXCLUDE ( EXACTKEYWORD , "Demographic Change" ) OR EXCLUDE ( EXACTKEYWORD , "Deprivation" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse" ) OR EXCLUDE ( EXACTKEYWORD , "Education Computing" ) OR EXCLUDE ( EXACTKEYWORD , "Education For The Disadvantaged" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Inequality" ) OR EXCLUDE ( EXACTKEYWORD , "Elite Universities" ) OR EXCLUDE ( EXACTKEYWORD , "Employers" ) OR EXCLUDE ( EXACTKEYWORD , "English As An Additional Language" ) OR EXCLUDE ( EXACTKEYWORD , "Equality" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnic Background" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnocentrism" ) OR EXCLUDE ( EXACTKEYWORD , "External Agencies" ) OR EXCLUDE ( EXACTKEYWORD , "Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Girls' Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Global Citizenship Education" ) OR EXCLUDE ( EXACTKEYWORD , "Globalisation" ) OR EXCLUDE ( EXACTKEYWORD , "Good Citizen" ) OR EXCLUDE ( EXACTKEYWORD , "Graph Colouring" ) OR EXCLUDE ( EXACTKEYWORD , "Heteronormativity" ) OR EXCLUDE ( EXACTKEYWORD , "Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Ideology" ) OR EXCLUDE ( EXACTKEYWORD , "Inclusive Education" ) OR EXCLUDE ( EXACTKEYWORD , "Indigenous" ) OR EXCLUDE ( EXACTKEYWORD , "International Mindedness" ) OR EXCLUDE ( EXACTKEYWORD , "International-mindedness" ) OR EXCLUDE ( EXACTKEYWORD , "Language And Logic" ) OR EXCLUDE ( EXACTKEYWORD , "Language Diversity" ) OR EXCLUDE ( EXACTKEYWORD , "Licensed Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Life History Research" ) OR EXCLUDE ( EXACTKEYWORD , "Logistic Regression" ) OR EXCLUDE ( EXACTKEYWORD , "Male Teacher" ) OR EXCLUDE ( EXACTKEYWORD , "Management And

	Deployment Of Support Staff" ) OR EXCLUDE ( EXACTKEYWORD , "Mathematics") OR EXCLUDE ( EXACTKEYWORD , "Mathematics Education") OR EXCLUDE ( EXACTKEYWORD , "Mathematics Learning" ) )
11	ABS ( "new school" ) OR ABS ( "new schools" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Historia Da Educacao" ) OR EXCLUDE ( EXACTSRCTITLE , "Teachers College Record" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Choice" ) OR EXCLUDE ( EXACTSRCTITLE , "Paedagogica Historica" ) OR EXCLUDE ( EXACTSRCTITLE , "Academic Medicine" ) OR EXCLUDE ( EXACTSRCTITLE , "American Journal Of Pharmaceutical Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Economics Of Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Curriculo Sem Fronteiras" ) OR EXCLUDE ( EXACTSRCTITLE , "History Of Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of School Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Sciences De L Education Pour L Ere Nouvelle" ) OR EXCLUDE ( EXACTSRCTITLE , "Voprosy Obrazovaniya" ) OR EXCLUDE ( EXACTSRCTITLE , "Apunts Educacion Fisica Y Deportes" ) OR EXCLUDE ( EXACTSRCTITLE , "Education And Urban Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Policy Analysis Archives" ) OR EXCLUDE ( EXACTSRCTITLE , "Historia Y Memoria De La Educacion" ) OR EXCLUDE ( EXACTSRCTITLE , "History Of Education And Children S Literature" ) OR EXCLUDE ( EXACTSRCTITLE , "Integrated Education In Conflicted Societies" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Education Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Urban Affairs" ) OR EXCLUDE ( EXACTSRCTITLE , "Marketing The Green School Form Function And The Future" ) OR EXCLUDE ( EXACTSRCTITLE , "Medical Teacher" ) OR EXCLUDE ( EXACTSRCTITLE , "Procedia Social And Behavioral Sciences" ) OR EXCLUDE ( EXACTSRCTITLE , "Analele Banatului Arheologie Istorie" ) OR EXCLUDE ( EXACTSRCTITLE , "Archnet Ijar" ) OR EXCLUDE ( EXACTSRCTITLE , "British Journal Of Sociology Of Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Cadernos Cedes" ) OR EXCLUDE ( EXACTSRCTITLE , "Cadernos De Pesquisa" ) OR EXCLUDE ( EXACTSRCTITLE , "Child Indicators Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Children And Youth Services Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Dili Xuebao Acta Geographica Sinica" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Childhood Research Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Ensaio" ) OR EXCLUDE ( EXACTSRCTITLE , "Eurasia Journal Of Mathematics Science And Technology Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Art And Design Education" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Disaster Risk Reduction" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Early Years Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal De La Societe Des Oceanistes" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Early Adolescence" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Philosophy Of Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Public Affairs" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Real Estate Practice And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Silk" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Urban Economics" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Youth And Adolescence" ) OR EXCLUDE ( EXACTSRCTITLE , "Man In India" ) OR EXCLUDE ( EXACTSRCTITLE , "Management In Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Mediterranean Journal Of Social Sciences" ) OR EXCLUDE ( EXACTSRCTITLE , "Music Scholarship" ) OR EXCLUDE ( EXACTSRCTITLE , "Nordic Journal Of Digital Literacy" ) OR EXCLUDE ( EXACTSRCTITLE , "Obrazovanie I Nauka" ) OR EXCLUDE ( EXACTSRCTITLE , "Pastoral Care In Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Planning" ) OR EXCLUDE ( EXACTSRCTITLE , "Proceedings Of The European Conference On E Learning Ecel" ) OR EXCLUDE ( EXACTSRCTITLE , "Professional Development In Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Public Budgeting And Finance" ) OR EXCLUDE ( EXACTSRCTITLE , "Qualitative Report" ) OR EXCLUDE ( EXACTSRCTITLE , "Race Ethnicity And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Proyecto Progreso Arquitectura" ) OR EXCLUDE ( EXACTSRCTITLE , "Sport Education And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Sustainability Switzerland" ) OR EXCLUDE ( EXACTSRCTITLE , "Sustainable Cities And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Teaching And Learning For Intercultural Understanding Engaging Young Hearts And Minds" ) OR EXCLUDE ( EXACTSRCTITLE , "Teaching Of Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Teoria De La Educacion" ) OR EXCLUDE ( EXACTSRCTITLE , "Turk Kulturu Ve Haci Bektas Veli Arastirma Dergisi" ) OR EXCLUDE ( EXACTSRCTITLE , "Turkbilig" ) OR EXCLUDE ( EXACTSRCTITLE , "Tydskrif Vir Geesteswetenskappe" ) OR EXCLUDE ( EXACTSRCTITLE , "Urban Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Welcoming Linguistic Diversity In Early Childhood Classrooms Learning From International Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "2013 Tac Conference And Exhibition Transportation Better Faster Safer Tac Atc 2013" ) OR EXCLUDE ( EXACTSRCTITLE , "2016 3rd Mec International Conference On Big Data And Smart City Icbdsc 2016" ) OR EXCLUDE ( EXACTSRCTITLE , "2016 IEEE International Conference On Emerging Technologies And Innovative Business Practices For The Transformation Of Societies Emergitech 2016" ) OR EXCLUDE ( EXACTSRCTITLE , "A Neuro Psychoanalytical Dialogue For Bridging Freud And The Neurosciences" ) OR EXCLUDE ( EXACTSRCTITLE , "AWWA Amta Membrane Technology Conference And Exposition 2012" ) OR EXCLUDE ( EXACTSRCTITLE , "Academic Psychiatry" ) OR EXCLUDE ( EXACTSRCTITLE , "Acta Ethnographica Hungarica" ) OR EXCLUDE ( EXACTSRCTITLE , "Acta Paedagogica Vilnensia" ) OR EXCLUDE ( EXACTSRCTITLE , "Actes De La Recherche En Sciences Sociales" ) OR EXCLUDE ( EXACTSRCTITLE , "Action In Teacher Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Advances In Librarianship" ) OR EXCLUDE ( EXACTSRCTITLE , "Advances In Medical Education And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "African Journal Of Hospitality Tourism And Leisure" ) OR EXCLUDE ( EXACTSRCTITLE , "American Journal Of Community Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "American Journal Of Evaluation" ) OR EXCLUDE ( EXACTSRCTITLE , "Annales Anali Za Istrske In Mediteranske Studije Series Historia Et Sociologia" ) OR EXCLUDE (

EXACTSRCTITLE, "Anthropologica" ) OR EXCLUDE ( EXACTSRCTITLE, "Anthropologist" ) OR EXCLUDE ( EXACTSRCTITLE, "Antipode" ) OR EXCLUDE ( EXACTSRCTITLE, "Applied Geography" ) OR EXCLUDE ( EXACTSRCTITLE, "Architecture And Culture" ) OR EXCLUDE ( EXACTSRCTITLE, "Archives Of Natural History" ) OR EXCLUDE ( EXACTSRCTITLE, "Asian American Studies Now A Critical Reader" ) OR EXCLUDE ( EXACTSRCTITLE, "Asian And Pacific Migration Journal" ) OR EXCLUDE ( EXACTSRCTITLE, "Assessing Mathematical Literacy The Pisa Experience" ) OR EXCLUDE ( EXACTSRCTITLE, "Astra Salvensis" ) OR EXCLUDE ( EXACTSRCTITLE, "Australasian Journal Of Early Childhood" ) OR EXCLUDE ( EXACTSRCTITLE, "Australian Journal Of Early Childhood" ) OR EXCLUDE ( EXACTSRCTITLE, "Australian Journal Of Environmental Education" ) OR EXCLUDE ( EXACTSRCTITLE, "Australian Journal Of Guidance And Counselling" ) OR EXCLUDE ( EXACTSRCTITLE, "Australian Journal Of Indigenous Education" ) OR EXCLUDE ( EXACTSRCTITLE, "Australian Journal Of Political Science" ) OR EXCLUDE ( EXACTSRCTITLE, "Australian Journal Of Teacher Education" ) OR EXCLUDE ( EXACTSRCTITLE, "BMC Medical Education" ) OR EXCLUDE ( EXACTSRCTITLE, "Beyond The Sociology Of Development Economy And Society In Latin America And Africa" ) OR EXCLUDE ( EXACTSRCTITLE, "Bioscope South Asian Screen Studies" ) OR EXCLUDE ( EXACTSRCTITLE, "Brazilian Journal Of International Law" ) ) AND ( EXCLUDE ( EXACTKEYWORD, "Human" ) OR EXCLUDE ( EXACTKEYWORD, "Article" ) OR EXCLUDE ( EXACTKEYWORD, "Female" ) OR EXCLUDE ( EXACTKEYWORD, "Leadership" ) OR EXCLUDE ( EXACTKEYWORD, "Male" ) OR EXCLUDE ( EXACTKEYWORD, "Humans" ) OR EXCLUDE ( EXACTKEYWORD, "Transition" ) OR EXCLUDE ( EXACTKEYWORD, "Adolescent" ) OR EXCLUDE ( EXACTKEYWORD, "Engineering Education" ) OR EXCLUDE ( EXACTKEYWORD, "At-risk Youths" ) OR EXCLUDE ( EXACTKEYWORD, "Design" ) OR EXCLUDE ( EXACTKEYWORD, "History" ) OR EXCLUDE ( EXACTKEYWORD, "School Buildings" ) OR EXCLUDE ( EXACTKEYWORD, "School Choice" ) OR EXCLUDE ( EXACTKEYWORD, "Diversity" ) OR EXCLUDE ( EXACTKEYWORD, "Human Experiment" ) OR EXCLUDE ( EXACTKEYWORD, "Medical Education" ) OR EXCLUDE ( EXACTKEYWORD, "Poverty" ) OR EXCLUDE ( EXACTKEYWORD, "Assessment" ) OR EXCLUDE ( EXACTKEYWORD, "Decision Making" ) OR EXCLUDE ( EXACTKEYWORD, "Information Processing" ) OR EXCLUDE ( EXACTKEYWORD, "Physical Education" ) OR EXCLUDE ( EXACTKEYWORD, "School Building" ) OR EXCLUDE ( EXACTKEYWORD, "Social Justice" ) OR EXCLUDE ( EXACTKEYWORD, "Urban Planning" ) OR EXCLUDE ( EXACTKEYWORD, "Young Adult" ) OR EXCLUDE ( EXACTKEYWORD, "Youth" ) OR EXCLUDE ( EXACTKEYWORD, "Accountability" ) OR EXCLUDE ( EXACTKEYWORD, "Adult" ) OR EXCLUDE ( EXACTKEYWORD, "Belonging" ) OR EXCLUDE ( EXACTKEYWORD, "Case Study" ) OR EXCLUDE ( EXACTKEYWORD, "Citizenship Education" ) OR EXCLUDE ( EXACTKEYWORD, "Clinical Article" ) OR EXCLUDE ( EXACTKEYWORD, "Education Computing" ) OR EXCLUDE ( EXACTKEYWORD, "Equity" ) OR EXCLUDE ( EXACTKEYWORD, "Government" ) OR EXCLUDE ( EXACTKEYWORD, "History Of Education" ) OR EXCLUDE ( EXACTKEYWORD, "Inclusive Education" ) OR EXCLUDE ( EXACTKEYWORD, "International Development" ) OR EXCLUDE ( EXACTKEYWORD, "Landscape" ) OR EXCLUDE ( EXACTKEYWORD, "Literacy" ) OR EXCLUDE ( EXACTKEYWORD, "Parent" ) OR EXCLUDE ( EXACTKEYWORD, "Parents" ) OR EXCLUDE ( EXACTKEYWORD, "Policy Implementation" ) OR EXCLUDE ( EXACTKEYWORD, "Psychological Aspect" ) OR EXCLUDE ( EXACTKEYWORD, "Psychology" ) OR EXCLUDE ( EXACTKEYWORD, "Public Policy" ) OR EXCLUDE ( EXACTKEYWORD, "Questionnaire" ) OR EXCLUDE ( EXACTKEYWORD, "School Inspection" ) OR EXCLUDE ( EXACTKEYWORD, "Self-efficacy" ) OR EXCLUDE ( EXACTKEYWORD, "Societies And Institutions" ) OR EXCLUDE ( EXACTKEYWORD, "Sustainability" ) OR EXCLUDE ( EXACTKEYWORD, "Sustainable Development" ) OR EXCLUDE ( EXACTKEYWORD, "Technical Presentations" ) OR EXCLUDE ( EXACTKEYWORD, "Technology" ) OR EXCLUDE ( EXACTKEYWORD, "Adolescence" ) OR EXCLUDE ( EXACTKEYWORD, "Adolescents" ) OR EXCLUDE ( EXACTKEYWORD, "Architectural Design" ) OR EXCLUDE ( EXACTKEYWORD, "Architecture" ) OR EXCLUDE ( EXACTKEYWORD, "Autonomy" ) OR EXCLUDE ( EXACTKEYWORD, "Behaviour" ) OR EXCLUDE ( EXACTKEYWORD, "Bilingual Education" ) OR EXCLUDE ( EXACTKEYWORD, "Bullying" ) OR EXCLUDE ( EXACTKEYWORD, "Catering Service" ) OR EXCLUDE ( EXACTKEYWORD, "Computation Theory" ) OR EXCLUDE ( EXACTKEYWORD, "Critical Discourse Analysis" ) OR EXCLUDE ( EXACTKEYWORD, "Data Use" ) OR EXCLUDE ( EXACTKEYWORD, "Dental Education" ) OR EXCLUDE ( EXACTKEYWORD, "Disability" ) OR EXCLUDE ( EXACTKEYWORD, "Earthquake" ) OR EXCLUDE ( EXACTKEYWORD, "Economic Growth" ) OR EXCLUDE ( EXACTKEYWORD, "Education For Sustainability" ) OR EXCLUDE ( EXACTKEYWORD, "Education, Medical, Undergraduate" ) OR EXCLUDE ( EXACTKEYWORD, "Educational Attainment" ) OR EXCLUDE ( EXACTKEYWORD, "Educational Equity" ) OR EXCLUDE ( EXACTKEYWORD, "Educational Technology" ) OR EXCLUDE ( EXACTKEYWORD, "Emotion" ) OR EXCLUDE ( EXACTKEYWORD, "Emotions" ) OR EXCLUDE ( EXACTKEYWORD, "Environment" ) OR EXCLUDE ( EXACTKEYWORD, "Equal Opportunity" ) OR EXCLUDE ( EXACTKEYWORD, "Ethnography" ) OR EXCLUDE ( EXACTKEYWORD, "Families" ) OR EXCLUDE ( EXACTKEYWORD, "Food Services" ) OR EXCLUDE ( EXACTKEYWORD, "GIS" ) OR EXCLUDE ( EXACTKEYWORD, "Geographic Information Systems" ) OR EXCLUDE ( EXACTKEYWORD, "Governance" ) OR EXCLUDE ( EXACTKEYWORD, "Green Buildings" ) OR EXCLUDE ( EXACTKEYWORD, "Health Care Policy" ) OR EXCLUDE ( EXACTKEYWORD, "History Of Economic Thought" ) OR EXCLUDE ( EXACTKEYWORD, "Hygiene" ) OR EXCLUDE ( EXACTKEYWORD, "Inclusion" ) OR EXCLUDE ( EXACTKEYWORD, "Information Literacy" ) OR EXCLUDE ( EXACTKEYWORD, "Information Management" ) OR EXCLUDE ( EXACTKEYWORD, "Institutional Design" ) ) AND ( EXCLUDE ( EXACTKEYWORD, "China" ) OR EXCLUDE ( EXACTKEYWORD, "Social Impact" ) OR EXCLUDE ( EXACTKEYWORD, "Collaboration" ) OR EXCLUDE ( EXACTKEYWORD, "Complexity" ) OR EXCLUDE ( EXACTKEYWORD, "Education

Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Governance" ) OR EXCLUDE ( EXACTKEYWORD , "Europe" ) OR EXCLUDE ( EXACTKEYWORD , "Implementation Process" ) OR EXCLUDE ( EXACTKEYWORD , "Language" ) OR EXCLUDE ( EXACTKEYWORD , "Mobility" ) OR EXCLUDE ( EXACTKEYWORD , "New School For Social Research" ) OR EXCLUDE ( EXACTKEYWORD , "Ottoman Empire" ) OR EXCLUDE ( EXACTKEYWORD , "Policy Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Policy Implementation Strategies" ) OR EXCLUDE ( EXACTKEYWORD , "Principal Succession" ) OR EXCLUDE ( EXACTKEYWORD , "Public Education" ) OR EXCLUDE ( EXACTKEYWORD , "Qatar" ) OR EXCLUDE ( EXACTKEYWORD , "Reform" ) OR EXCLUDE ( EXACTKEYWORD , "Religious Education" ) OR EXCLUDE ( EXACTKEYWORD , "Saudi Arabia" ) OR EXCLUDE ( EXACTKEYWORD , "School Architecture" ) OR EXCLUDE ( EXACTKEYWORD , "Spain" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Adaptation" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Agency" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Retention" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Transfer" ) OR EXCLUDE ( EXACTKEYWORD , "1908 Olympics London" ) OR EXCLUDE ( EXACTKEYWORD , "1945-1960" ) OR EXCLUDE ( EXACTKEYWORD , "good Citizens" ) OR EXCLUDE ( EXACTKEYWORD , "political Brainwashing" ) OR EXCLUDE ( EXACTKEYWORD , "Cingane" ) OR EXCLUDE ( EXACTKEYWORD , "Absorbing Blocks" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Disengagement" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Reengagement" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Scientists" ) OR EXCLUDE ( EXACTKEYWORD , "Academies" ) OR EXCLUDE ( EXACTKEYWORD , "Access" ) OR EXCLUDE ( EXACTKEYWORD , "Accountability Systems" ) OR EXCLUDE ( EXACTKEYWORD , "Accumulation Process" ) OR EXCLUDE ( EXACTKEYWORD , "Acinonyx Jubatus" ) OR EXCLUDE ( EXACTKEYWORD , "Activities" ) OR EXCLUDE ( EXACTKEYWORD , "Actor Agency" ) OR EXCLUDE ( EXACTKEYWORD , "Adjustment" ) OR EXCLUDE ( EXACTKEYWORD , "Adjustment To University" ) OR EXCLUDE ( EXACTKEYWORD , "Adolescent Development" ) OR EXCLUDE ( EXACTKEYWORD , "Advaita Vedanta" ) OR EXCLUDE ( EXACTKEYWORD , "Advaitasiddhi" ) OR EXCLUDE ( EXACTKEYWORD , "Advocacy Coalitions" ) OR EXCLUDE ( EXACTKEYWORD , "Affect" ) OR EXCLUDE ( EXACTKEYWORD , "Affordance" ) OR EXCLUDE ( EXACTKEYWORD , "Affordances" ) OR EXCLUDE ( EXACTKEYWORD , "Agency" ) OR EXCLUDE ( EXACTKEYWORD , "Ailurogale melanoleuca" ) OR EXCLUDE ( EXACTKEYWORD , "Alignment To Standards" ) OR EXCLUDE ( EXACTKEYWORD , "Alternative Provision" ) OR EXCLUDE ( EXACTKEYWORD , "American Foundations" ) OR EXCLUDE ( EXACTKEYWORD , "Analytical Sociology" ) OR EXCLUDE ( EXACTKEYWORD , "Anarchist Movement" ) OR EXCLUDE ( EXACTKEYWORD , "And Strategies" ) OR EXCLUDE ( EXACTKEYWORD , "Antifascism" ) OR EXCLUDE ( EXACTKEYWORD , "Anxiety" ) OR EXCLUDE ( EXACTKEYWORD , "Appalachia" ) OR EXCLUDE ( EXACTKEYWORD , "Appreciation" ) OR EXCLUDE ( EXACTKEYWORD , "Architectural Drawing" ) OR EXCLUDE ( EXACTKEYWORD , "Architecture Teaching" ) OR EXCLUDE ( EXACTKEYWORD , "Arendt" ) OR EXCLUDE ( EXACTKEYWORD , "Assimilation" ) OR EXCLUDE ( EXACTKEYWORD , "Asymmetric Effects" ) OR EXCLUDE ( EXACTKEYWORD , "Austrian School Of Critical Political Economy" ) OR EXCLUDE ( EXACTKEYWORD , "Authoritarianism" ) OR EXCLUDE ( EXACTKEYWORD , "Autism" ) OR EXCLUDE ( EXACTKEYWORD , "Autonomy Orthodoxy" ) OR EXCLUDE ( EXACTKEYWORD , "Ayahuasca" ) OR EXCLUDE ( EXACTKEYWORD , "Balagangadhara" ) OR EXCLUDE ( EXACTKEYWORD , "Baseball" ) OR EXCLUDE ( EXACTKEYWORD , "Bauhaus" ) OR EXCLUDE ( EXACTKEYWORD , "Becoming" ) OR EXCLUDE ( EXACTKEYWORD , "Behavioral Biases" ) OR EXCLUDE ( EXACTKEYWORD , "Behavioral Economics" ) OR EXCLUDE ( EXACTKEYWORD , "Behaviour Problems" ) OR EXCLUDE ( EXACTKEYWORD , "Belts" ) OR EXCLUDE ( EXACTKEYWORD , "Bence Szabolcsi" ) OR EXCLUDE ( EXACTKEYWORD , "Bifurcation" ) OR EXCLUDE ( EXACTKEYWORD , "Bilingual Education Reform" ) OR EXCLUDE ( EXACTKEYWORD , "Biography" ) OR EXCLUDE ( EXACTKEYWORD , "Biophilic Design" ) OR EXCLUDE ( EXACTKEYWORD , "Bjelovar Medical High School" ) OR EXCLUDE ( EXACTKEYWORD , "Bjelovar Trade High School" ) OR EXCLUDE ( EXACTKEYWORD , "Black Counter-public" ) OR EXCLUDE ( EXACTKEYWORD , "Black Political Memory" ) OR EXCLUDE ( EXACTKEYWORD , "Black Radicalism" ) OR EXCLUDE ( EXACTKEYWORD , "Boundary Work" ) OR EXCLUDE ( EXACTKEYWORD , "Bourdieu's Thinking Tools" ) OR EXCLUDE ( EXACTKEYWORD , "Broadcast" ) OR EXCLUDE ( EXACTKEYWORD , "Building Construction" ) OR EXCLUDE ( EXACTKEYWORD , "Business And Management Education (BME)" ) OR EXCLUDE ( EXACTKEYWORD , "Campulung" ) OR EXCLUDE ( EXACTKEYWORD , "Capitalism" ) OR EXCLUDE ( EXACTKEYWORD , "Caribbean" ) OR EXCLUDE ( EXACTKEYWORD , "Carnegie Endowment For International Peace" ) OR EXCLUDE ( EXACTKEYWORD , "Caste" ) OR EXCLUDE ( EXACTKEYWORD , "Cecilia Meireles" ) OR EXCLUDE ( EXACTKEYWORD , "Centralization" ) OR EXCLUDE ( EXACTKEYWORD , "Challenges" ) OR EXCLUDE ( EXACTKEYWORD , "Chance Resemblances" ) OR EXCLUDE ( EXACTKEYWORD , "Change Management" ) OR EXCLUDE ( EXACTKEYWORD , "Change-related Self-efficacy" ) OR EXCLUDE ( EXACTKEYWORD , "Chaos" ) OR EXCLUDE ( EXACTKEYWORD , "Child Restraint Systems" ) OR EXCLUDE ( EXACTKEYWORD , "Children And Young People" ) OR EXCLUDE ( EXACTKEYWORD , "Chinese Communist Party" ) OR EXCLUDE ( EXACTKEYWORD , "Cinema-verite" ) OR EXCLUDE ( EXACTKEYWORD , "Cinematic Mimesis" ) OR EXCLUDE ( EXACTKEYWORD , "Citizenship And Civic Education" ) OR EXCLUDE ( EXACTKEYWORD , "City Technology Colleges" ) OR EXCLUDE ( EXACTKEYWORD , "Clarification" ) OR EXCLUDE ( EXACTKEYWORD , "Cluj (Kolozsvar)" ) OR EXCLUDE ( EXACTKEYWORD , "Cluster Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Coal" ) ) AND ( EXCLUDE ( EXACTSRCTITLE , "Research For Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Leadership And Policy In Schools" ) OR EXCLUDE ( EXACTSRCTITLE , "Blended Learning Environments For Adults Evaluations And Frameworks" ) OR EXCLUDE ( EXACTSRCTITLE , "Cambridge Handbook Of Surveillance Law" ) OR EXCLUDE ( EXACTSRCTITLE , "Career



Development For Exceptional Individuals" ) OR EXCLUDE ( EXACTSRCTITLE , "Chemistry" ) OR EXCLUDE ( EXACTSRCTITLE , "Children And Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Clinical Simulation In Nursing" ) OR EXCLUDE ( EXACTSRCTITLE , "Coalition Effect 2010 2015" ) OR EXCLUDE ( EXACTSRCTITLE , "Columbia Law Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Communication The Social Matrix Of Psychiatry" ) OR EXCLUDE ( EXACTSRCTITLE , "Community College Journal Of Research And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Congotronic" ) OR EXCLUDE ( EXACTSRCTITLE , "Constructing International Relations The Next Generation" ) OR EXCLUDE ( EXACTSRCTITLE , "Courts Social Science And School Desegregation" ) OR EXCLUDE ( EXACTSRCTITLE , "Critical Criminology" ) OR EXCLUDE ( EXACTSRCTITLE , "Critical Theory And Democracy Civil Society Dictatorship And Constitutionalism In Andrew Arato S Democratic Theory" ) OR EXCLUDE ( EXACTSRCTITLE , "Danubius" ) OR EXCLUDE ( EXACTSRCTITLE , "Demographic Research Monographs" ) OR EXCLUDE ( EXACTSRCTITLE , "Desarrollo Y Sociedad" ) OR EXCLUDE ( EXACTSRCTITLE , "Designing The Creative Child Playthings And Places In Midcentury America" ) OR EXCLUDE ( EXACTSRCTITLE , "Development And Change" ) OR EXCLUDE ( EXACTSRCTITLE , "Deviance Et Societe" ) OR EXCLUDE ( EXACTSRCTITLE , "Digital Scholarship In The Humanities" ) OR EXCLUDE ( EXACTSRCTITLE , "Disability And Mothering Liminal Spaces Of Embodied Knowledge" ) OR EXCLUDE ( EXACTSRCTITLE , "Discipline Moral Regulation And Schooling A Social History" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Education And Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Early Years" ) OR EXCLUDE ( EXACTSRCTITLE , "Economics In The Future Towards A New Paradigm" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Finance And Policy" ) OR EXCLUDE ( EXACTSRCTITLE , "Education In Rural America A Reassessment Of Conventional Wisdom" ) OR EXCLUDE ( EXACTSRCTITLE , "Educational Gameplay And Simulation Environments Case Studies And Lessons Learned" ) OR EXCLUDE ( EXACTSRCTITLE , "Educational Management Administration And Leadership" ) OR EXCLUDE ( EXACTSRCTITLE , "Educational Technology Research And Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Elementary School Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Emergent Feminisms Complicating A Postfeminist Media Culture" ) OR EXCLUDE ( EXACTSRCTITLE , "Encyclopedia Of E Leadership Counseling And Training" ) OR EXCLUDE ( EXACTSRCTITLE , "Equal Opportunities The Labour Market Integration Of The Children Of Immigrants" ) OR EXCLUDE ( EXACTSRCTITLE , "Equality Participation And Inclusion 2 Diverse Contexts" ) OR EXCLUDE ( EXACTSRCTITLE , "Etnografia E Ricerca Qualitativa" ) OR EXCLUDE ( EXACTSRCTITLE , "Fair Reader An Extra Review Of Press And Politics In The 90s" ) OR EXCLUDE ( EXACTSRCTITLE , "Fair Trade From The Ground Up New Markets For Social Justice" ) OR EXCLUDE ( EXACTSRCTITLE , "Foreign Language Annals" ) OR EXCLUDE ( EXACTSRCTITLE , "Formation Of School Subjects The Struggle For Creating An American Institution" ) OR EXCLUDE ( EXACTSRCTITLE , "Freedom Of Expression In Russia S New Mediasphere" ) OR EXCLUDE ( EXACTSRCTITLE , "French Language And National Identity 1930 1975" ) OR EXCLUDE ( EXACTSRCTITLE , "Friendships Cultural Variations Developmental Issues And Impact On Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Gertrud Bodenwieser And Vienna S Contribution To Ausdruckstanz" ) OR EXCLUDE ( EXACTSRCTITLE , "Glossae" ) OR EXCLUDE ( EXACTSRCTITLE , "Handbook Of Education Politics And Policy Second Edition" ) OR EXCLUDE ( EXACTSRCTITLE , "Handbook Of Global Urban Health" ) OR EXCLUDE ( EXACTSRCTITLE , "Handbook Of The London 2012 Olympic And Paralympic Games Volume One Making The Games" ) OR EXCLUDE ( EXACTSRCTITLE , "Historia Y Comunicacion Social" ) OR EXCLUDE ( EXACTSRCTITLE , "Human Behavior Theory And Social Work Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Human Beings In International Relations" ) OR EXCLUDE ( EXACTSRCTITLE , "Humanities And Social Sciences Reviews" ) OR EXCLUDE ( EXACTSRCTITLE , "Imagining The Mathematician Gender Race And Our Cultural Understanding Of Mathematics" ) OR EXCLUDE ( EXACTSRCTITLE , "International Handbook Of Migration Minorities And Education Understanding Cultural And Social Differences In Processes Of Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Early Childhood Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Heritage Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "International Perspectives On Early Childhood Education And Development" ) OR EXCLUDE ( EXACTSRCTITLE , "Islam Zeitschrift Fur Geschichte Und Kultur Des Islamischen Orients" ) OR EXCLUDE ( EXACTSRCTITLE , "Itinerario" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Des Economistes Et Des Etudes Humaines" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of British Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Contemporary Ethnography" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Education Finance" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Interlibrary Loan Document Delivery And Electronic Reserve" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of International Students" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Policy Analysis And Management" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Public Procurement" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Research On Christian Education" ) OR EXCLUDE ( EXACTSRCTITLE , "L1 Educational Studies In Language And Literature" ) OR EXCLUDE ( EXACTSRCTITLE , "Language Learning Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Law Making And The Scottish Parliament The Early Years" ) OR EXCLUDE ( EXACTSRCTITLE , "Leadership Quarterly" ) OR EXCLUDE ( EXACTSRCTITLE , "Library And Information Science Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Marxism Postcolonial Theory And The Future Of Critique Critical Engagements With Benita Parry" ) OR EXCLUDE ( EXACTSRCTITLE , "Michigan Law Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Migrant Britain Histories And Historiographies Essays In Honour Of Colin Holmes" ) OR EXCLUDE ( EXACTSRCTITLE , "Multicultural Education Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Multimathemacy Anthropology And Mathematics Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Nation Work Asian Elites And National Identities" ) OR EXCLUDE ( EXACTSRCTITLE , "Nepal In The 21st Century" ) OR EXCLUDE ( EXACTSRCTITLE , "New Modern Chinese Women And Gender Politics The Centennial Of The End Of The Qing Dynasty" ) OR

	<p>EXCLUDE ( EXACTSRCTITLE , "Nuclear Disarmament A Critical Assessment" ) OR EXCLUDE ( EXACTSRCTITLE , "On The Ground After September 11 Mental Health Responses And Practical Knowledge Gained" ) OR EXCLUDE ( EXACTSRCTITLE , "Oriental Studies" ) OR EXCLUDE ( EXACTSRCTITLE , "Other Road To Serfdom And The Path To Sustainable Democracy" ) OR EXCLUDE ( EXACTSRCTITLE , "Paleoconservatives New Voices Of The Old Right" ) OR EXCLUDE ( EXACTSRCTITLE , "Palgrave Handbook Of Altruism Morality And Social Solidarity Formulating A Field Of Study" ) OR EXCLUDE ( EXACTSRCTITLE , "Paradoxes In Education Learning In A Plural Society" ) OR EXCLUDE ( EXACTSRCTITLE , "Partial Answers" ) OR EXCLUDE ( EXACTSRCTITLE , "Physics Teacher" ) OR EXCLUDE ( EXACTSRCTITLE , "Politics And Religion" ) OR EXCLUDE ( EXACTSRCTITLE , "Portals Of Promise Transforming Beliefs And Practices Through A Curriculum Of Parents" ) OR EXCLUDE ( EXACTSRCTITLE , "Potchefstroom Electronic Law Journal" ) OR EXCLUDE ( EXACTSRCTITLE , "Power Order And Change In World Politics" ) OR EXCLUDE ( EXACTSRCTITLE , "Power Shifts And Global Governance Challenges From South And North" ) OR EXCLUDE ( EXACTSRCTITLE , "Proceedings Of The Laccei International Multi Conference For Engineering Education And Technology" ) OR EXCLUDE ( EXACTSRCTITLE , "Professional And Practice Based Learning" ) OR EXCLUDE ( EXACTSRCTITLE , "Przeglad Orientalistyczny" ) AND ( EXCLUDE ( EXACTKEYWORD , "College Basketball Coaching" ) OR EXCLUDE ( EXACTKEYWORD , "Comintern" ) OR EXCLUDE ( EXACTKEYWORD , "Community Involvement" ) OR EXCLUDE ( EXACTKEYWORD , "Community Networks" ) OR EXCLUDE ( EXACTKEYWORD , "Conceptual Progression" ) OR EXCLUDE ( EXACTKEYWORD , "Coping" ) OR EXCLUDE ( EXACTKEYWORD , "Correlation" ) OR EXCLUDE ( EXACTKEYWORD , "Critical Friend" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural Historical Activity Theory" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural Historical Psychology" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural-historical Theory" ) OR EXCLUDE ( EXACTKEYWORD , "Disenfranchised Youth" ) OR EXCLUDE ( EXACTKEYWORD , "Disengaged Students" ) OR EXCLUDE ( EXACTKEYWORD , "Dual System" ) OR EXCLUDE ( EXACTKEYWORD , "Education Workers" ) OR EXCLUDE ( EXACTKEYWORD , "Emergence" ) OR EXCLUDE ( EXACTKEYWORD , "Employability Resilience" ) OR EXCLUDE ( EXACTKEYWORD , "Equity In Education" ) OR EXCLUDE ( EXACTKEYWORD , "External Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Florida Building Code" ) OR EXCLUDE ( EXACTKEYWORD , "Francoism" ) OR EXCLUDE ( EXACTKEYWORD , "French For Specific Purposes (FSP)" ) OR EXCLUDE ( EXACTKEYWORD , "Fringe Belts" ) OR EXCLUDE ( EXACTKEYWORD , "Fujiwara No Shunzei" ) OR EXCLUDE ( EXACTKEYWORD , "Functional Rehabilitation" ) OR EXCLUDE ( EXACTKEYWORD , "Hip Hop" ) OR EXCLUDE ( EXACTKEYWORD , "Historico-geographical Approach" ) OR EXCLUDE ( EXACTKEYWORD , "Information Support" ) OR EXCLUDE ( EXACTKEYWORD , "Instituto Veritas" ) OR EXCLUDE ( EXACTKEYWORD , "Inter-university Cooperation" ) OR EXCLUDE ( EXACTKEYWORD , "Intercultural Competency" ) OR EXCLUDE ( EXACTKEYWORD , "Interdependence" ) OR EXCLUDE ( EXACTKEYWORD , "Interpersonal Relationships" ) OR EXCLUDE ( EXACTKEYWORD , "Iran" ) OR EXCLUDE ( EXACTKEYWORD , "Iranian Communist Party" ) OR EXCLUDE ( EXACTKEYWORD , "JWR Whitehand" ) OR EXCLUDE ( EXACTKEYWORD , "KUTV" ) OR EXCLUDE ( EXACTKEYWORD , "Kathy Acker" ) OR EXCLUDE ( EXACTKEYWORD , "Kinesiology" ) OR EXCLUDE ( EXACTKEYWORD , "Kinesiology Culture" ) OR EXCLUDE ( EXACTKEYWORD , "Kinesiology Education" ) OR EXCLUDE ( EXACTKEYWORD , "Kinesiology Teaching Methods" ) OR EXCLUDE ( EXACTKEYWORD , "Labor In Schools" ) OR EXCLUDE ( EXACTKEYWORD , "Land Reform Beneficiaries" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership And Context" ) OR EXCLUDE ( EXACTKEYWORD , "Levenshtein Algorithm" ) OR EXCLUDE ( EXACTKEYWORD , "Libraries" ) OR EXCLUDE ( EXACTKEYWORD , "Linguistic Progress" ) OR EXCLUDE ( EXACTKEYWORD , "Living Archives" ) OR EXCLUDE ( EXACTKEYWORD , "Logic Of Practice" ) OR EXCLUDE ( EXACTKEYWORD , "Man'yoshu" ) OR EXCLUDE ( EXACTKEYWORD , "Mediation Tool" ) OR EXCLUDE ( EXACTKEYWORD , "Mentoring" ) OR EXCLUDE ( EXACTKEYWORD , "Mentoring Programme" ) OR EXCLUDE ( EXACTKEYWORD , "Meritocratic Conception" ) OR EXCLUDE ( EXACTKEYWORD , "Mikohidari" ) OR EXCLUDE ( EXACTKEYWORD , "Minority Vulnerability" ) OR EXCLUDE ( EXACTKEYWORD , "Mise En Scene" ) OR EXCLUDE ( EXACTKEYWORD , "Morphological Regions" ) OR EXCLUDE ( EXACTKEYWORD , "Multiple Sites" ) OR EXCLUDE ( EXACTKEYWORD , "Neoliberalism" ) OR EXCLUDE ( EXACTKEYWORD , "New Play Development" ) OR EXCLUDE ( EXACTKEYWORD , "New Play Dramaturgy" ) OR EXCLUDE ( EXACTKEYWORD , "Nhimbe" ) OR EXCLUDE ( EXACTKEYWORD , "Nobility" ) OR EXCLUDE ( EXACTKEYWORD , "Occupy Wall Street" ) OR EXCLUDE ( EXACTKEYWORD , "Organizational Culture" ) OR EXCLUDE ( EXACTKEYWORD , "Oriental Studies" ) OR EXCLUDE ( EXACTKEYWORD , "Orientalism" ) OR EXCLUDE ( EXACTKEYWORD , "Parent Support Advisers" ) OR EXCLUDE ( EXACTKEYWORD , "Perceptions" ) OR EXCLUDE ( EXACTKEYWORD , "Place" ) OR EXCLUDE ( EXACTKEYWORD , "Playwriting" ) OR EXCLUDE ( EXACTKEYWORD , "Poetic Borrowing (honkadori)" ) OR EXCLUDE ( EXACTKEYWORD , "Poetic Commentaries (karon)" ) OR EXCLUDE ( EXACTKEYWORD , "Pre-service Science Teachers" ) OR EXCLUDE ( EXACTKEYWORD , "Punjab" ) OR EXCLUDE ( EXACTKEYWORD , "Punjab [Pakistan]" ) OR EXCLUDE ( EXACTKEYWORD , "Pupillary Journal" ) OR EXCLUDE ( EXACTKEYWORD , "Pupils With Severe And Profound Intellectual And/or Multiple Disabilities (PIMD)" ) OR EXCLUDE ( EXACTKEYWORD , "Qajar Dynasty" ) OR EXCLUDE ( EXACTKEYWORD , "Quality Assurance" ) OR EXCLUDE ( EXACTKEYWORD , "Racial Homophily" ) OR EXCLUDE ( EXACTKEYWORD , "Racial Stratification" ) OR EXCLUDE ( EXACTKEYWORD , "Record Linkage" ) OR EXCLUDE ( EXACTKEYWORD , "Reflective Practice" ) OR EXCLUDE ( EXACTKEYWORD , "Reproduction Of Social Inequality" ) )</p>
12	<p>ALL ( "escuela innovadora" ) OR ALL ( "escuelas innovadoras" ) AND PUBYEAR &gt; 2009 AND SUBJAREA ( soci )</p>

13	<p>ALL ("escuela efectiva") OR ALL ("escuelas efectivas") AND PUBYEAR &gt; 2009 AND SUBJAREA (soci) AND (EXCLUDE (EXACTSRCTITLE, "Psicoperspectivas") OR EXCLUDE (EXACTSRCTITLE, "Education Policy Analysis Archives") OR EXCLUDE (EXACTSRCTITLE, "Electronic Journal Of Research In Educational Psychology") OR EXCLUDE (EXACTSRCTITLE, "Ensaio") OR EXCLUDE (EXACTSRCTITLE, "Forum Qualitative Sozialforschung") OR EXCLUDE (EXACTSRCTITLE, "Opcion") OR EXCLUDE (EXACTSRCTITLE, "Reforma Y Democracia") OR EXCLUDE (EXACTSRCTITLE, "Revista Mexicana De Sociologia") OR EXCLUDE (EXACTSRCTITLE, "Revista Venezolana De Gerencia") OR EXCLUDE (EXACTSRCTITLE, "Sociologia Slovakia") OR EXCLUDE (EXACTSRCTITLE, "Trends And Issues In Interdisciplinary Behavior And Social Science Proceedings Of The 5th International Congress On Interdisciplinary Behavior And Social Science Icibos 2016")) AND (EXCLUDE (EXACTKEYWORD, "Resilience") OR EXCLUDE (EXACTKEYWORD, "Beliefs") OR EXCLUDE (EXACTKEYWORD, "Conversation Analysis") OR EXCLUDE (EXACTKEYWORD, "Discourse Analysis") OR EXCLUDE (EXACTKEYWORD, "Academic Segregation") OR EXCLUDE (EXACTKEYWORD, "After-school Programs") OR EXCLUDE (EXACTKEYWORD, "Analisis De La Conversacion") OR EXCLUDE (EXACTKEYWORD, "Classification And Regression Tree (CART)") OR EXCLUDE (EXACTKEYWORD, "Compensating For Inequalities") OR EXCLUDE (EXACTKEYWORD, "Conceptions") OR EXCLUDE (EXACTKEYWORD, "Consensus") OR EXCLUDE (EXACTKEYWORD, "Critical Discourse Analysis") OR EXCLUDE (EXACTKEYWORD, "Data Envelopment Analysis") OR EXCLUDE (EXACTKEYWORD, "Decentralization") OR EXCLUDE (EXACTKEYWORD, "Disabilities") OR EXCLUDE (EXACTKEYWORD, "Distribution") OR EXCLUDE (EXACTKEYWORD, "Econometric Analysis") OR EXCLUDE (EXACTKEYWORD, "Ethnic Group") OR EXCLUDE (EXACTKEYWORD, "Ethnography") OR EXCLUDE (EXACTKEYWORD, "Exchange") OR EXCLUDE (EXACTKEYWORD, "Experienced Principals") OR EXCLUDE (EXACTKEYWORD, "Fairness") OR EXCLUDE (EXACTKEYWORD, "Fathers") OR EXCLUDE (EXACTKEYWORD, "Focalized School Voucher") OR EXCLUDE (EXACTKEYWORD, "Governmentality") OR EXCLUDE (EXACTKEYWORD, "High-poverty Schools") OR EXCLUDE (EXACTKEYWORD, "Home Visit") OR EXCLUDE (EXACTKEYWORD, "Initial Training") OR EXCLUDE (EXACTKEYWORD, "Intercambio") OR EXCLUDE (EXACTKEYWORD, "Knowledge Management") OR EXCLUDE (EXACTKEYWORD, "Measurement Of") OR EXCLUDE (EXACTKEYWORD, "Mediacion") OR EXCLUDE (EXACTKEYWORD, "Mediation") OR EXCLUDE (EXACTKEYWORD, "Mixed Methods") OR EXCLUDE (EXACTKEYWORD, "Multilevel Analysis") OR EXCLUDE (EXACTKEYWORD, "Network Analysis") OR EXCLUDE (EXACTKEYWORD, "Performance In Mathematics") OR EXCLUDE (EXACTKEYWORD, "Poverty") OR EXCLUDE (EXACTKEYWORD, "Practicum") OR EXCLUDE (EXACTKEYWORD, "Preferential School Subvention Law") OR EXCLUDE (EXACTKEYWORD, "Privatization") OR EXCLUDE (EXACTKEYWORD, "Random Forest (RF)") OR EXCLUDE (EXACTKEYWORD, "Regression Analysis") OR EXCLUDE (EXACTKEYWORD, "Scholastic Integration") OR EXCLUDE (EXACTKEYWORD, "School Segregation") OR EXCLUDE (EXACTKEYWORD, "School Vulnerability") OR EXCLUDE (EXACTKEYWORD, "Special Aids"))</p>
14	<p>ALL ("escuela mejorada") OR ALL ("escuelas mejoradas") AND PUBYEAR &gt; 2009 AND SUBJAREA (soci)</p>
15	<p>ALL ("escuela mejor") OR ALL ("escuelas mejores") AND PUBYEAR &gt; 2009 AND SUBJAREA (soci)</p>
16	<p>ALL ("escuela del siglo XXI") OR ALL ("escuelas del siglo XXI") AND PUBYEAR &gt; 2009 AND SUBJAREA (soci) AND (EXCLUDE (EXACTSRCTITLE, "Sustainability Switzerland") OR EXCLUDE (EXACTSRCTITLE, "Power And Education") OR EXCLUDE (EXACTSRCTITLE, "Revista Proyecto Progreso Arquitectura") OR EXCLUDE (EXACTSRCTITLE, "Anales De Documentacion") OR EXCLUDE (EXACTSRCTITLE, "Children And Youth Services Review") OR EXCLUDE (EXACTSRCTITLE, "Civil Society Organizations In Latin American Education Case Studies And Perspectives On Advocacy") OR EXCLUDE (EXACTSRCTITLE, "Cuadernos De Musica Artes Visuales Y Artes Escenicas") OR EXCLUDE (EXACTSRCTITLE, "Early Childhood Education From An Intercultural And Bilingual Perspective") OR EXCLUDE (EXACTSRCTITLE, "Ensenanza De Las Ciencias") OR EXCLUDE (EXACTSRCTITLE, "Fronteiras") OR EXCLUDE (EXACTSRCTITLE, "Generos") OR EXCLUDE (EXACTSRCTITLE, "Handbook Of Research On Entrepreneurship In The Contemporary Knowledge Based Global Economy") OR EXCLUDE (EXACTSRCTITLE, "International Journal Of Bilingual Education And Bilingualism") OR EXCLUDE (EXACTSRCTITLE, "International Journal Of Sociology Of Education") OR EXCLUDE (EXACTSRCTITLE, "Movimento") OR EXCLUDE (EXACTSRCTITLE, "Opcion") OR EXCLUDE (EXACTSRCTITLE, "Ophthalmology Breakthroughs In Research And Practice") OR EXCLUDE (EXACTSRCTITLE, "Palgrave International Handbook On Adult And Lifelong Education And Learning") OR EXCLUDE (EXACTSRCTITLE, "Profesional De La Informacion") OR EXCLUDE (EXACTSRCTITLE, "Revista Cubana De Educacion Medica Superior") OR EXCLUDE (EXACTSRCTITLE, "Revista De Universidad Y Sociedad Del Conocimiento")) AND (EXCLUDE (EXACTKEYWORD, "Citizenship") OR EXCLUDE (EXACTKEYWORD, "Democracy") OR EXCLUDE (EXACTKEYWORD, "Ethnography") OR EXCLUDE (EXACTKEYWORD, "Inclusive Education") OR EXCLUDE (EXACTKEYWORD, "Inclusion") OR EXCLUDE (EXACTKEYWORD, "Intercultural Education") OR EXCLUDE (EXACTKEYWORD, "Media Literacy") OR EXCLUDE (EXACTKEYWORD, "Beliefs") OR EXCLUDE (EXACTKEYWORD, "Citizenship Education") OR EXCLUDE (EXACTKEYWORD, "Discourse Analysis") OR EXCLUDE (EXACTKEYWORD, "Empowerment") OR EXCLUDE (EXACTKEYWORD, "Entrepreneurship") OR EXCLUDE (EXACTKEYWORD, "Environmental Education") OR EXCLUDE (EXACTKEYWORD, "Immigration") OR EXCLUDE (EXACTKEYWORD, "Multiculturalism") OR EXCLUDE (EXACTKEYWORD, "Participation") OR EXCLUDE (EXACTKEYWORD, "Physical Education") OR EXCLUDE (EXACTKEYWORD, "Social Education")</p>

	) OR EXCLUDE ( EXACTKEYWORD , "Social Networks" ) OR EXCLUDE ( EXACTKEYWORD , "Accentuation" ) OR EXCLUDE ( EXACTKEYWORD , "Acculturation" ) OR EXCLUDE ( EXACTKEYWORD , "Anthropology Of Education" ) OR EXCLUDE ( EXACTKEYWORD , "Audiovisual Narratives" ) OR EXCLUDE ( EXACTKEYWORD , "Audiovisual Education" ) OR EXCLUDE ( EXACTKEYWORD , "Bachelor's Degree In Primary Education" ) OR EXCLUDE ( EXACTKEYWORD , "Benefits Of Mediation" ) OR EXCLUDE ( EXACTKEYWORD , "Bilingual Education" ) OR EXCLUDE ( EXACTKEYWORD , "Bilingualism" ) OR EXCLUDE ( EXACTKEYWORD , "Body" ) OR EXCLUDE ( EXACTKEYWORD , "Body Schema" ) OR EXCLUDE ( EXACTKEYWORD , "Climate Change" ) OR EXCLUDE ( EXACTKEYWORD , "Coeducation" ) OR EXCLUDE ( EXACTKEYWORD , "Coexistence" ) OR EXCLUDE ( EXACTKEYWORD , "Conservation" ) OR EXCLUDE ( EXACTKEYWORD , "Content And Language" ) OR EXCLUDE ( EXACTKEYWORD , "Controversial Issues" ) OR EXCLUDE ( EXACTKEYWORD , "Corporal Asset" ) OR EXCLUDE ( EXACTKEYWORD , "Corporal Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Corporate Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Corporeality" ) OR EXCLUDE ( EXACTKEYWORD , "Creative Democracy" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural Psychology" ) OR EXCLUDE ( EXACTKEYWORD , "Cybersecurity" ) OR EXCLUDE ( EXACTKEYWORD , "Design And Technology" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse" ) OR EXCLUDE ( EXACTKEYWORD , "Discrimination" ) OR EXCLUDE ( EXACTKEYWORD , "Disinformation" ) OR EXCLUDE ( EXACTKEYWORD , "Diversity" ) OR EXCLUDE ( EXACTKEYWORD , "Drama" ) OR EXCLUDE ( EXACTKEYWORD , "Eco-school" ) OR EXCLUDE ( EXACTKEYWORD , "Education And Physical Education" ) OR EXCLUDE ( EXACTKEYWORD , "Education In Emergencies" ) OR EXCLUDE ( EXACTKEYWORD , "Education Values" ) OR EXCLUDE ( EXACTKEYWORD , "Educational And School Psychology" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Axiology" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Tourism" ) OR EXCLUDE ( EXACTKEYWORD , "Emancipation" ) OR EXCLUDE ( EXACTKEYWORD , "Embodiment" ) OR EXCLUDE ( EXACTKEYWORD , "Emotions" ) OR EXCLUDE ( EXACTKEYWORD , "Employment Policies" ) OR EXCLUDE ( EXACTKEYWORD , "Entrepreneurial Competence" ) OR EXCLUDE ( EXACTKEYWORD , "Epistemological" ) OR EXCLUDE ( EXACTKEYWORD , "Ethics" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnic Minorities" ) )
17	ALL ( "escuela diferente" ) OR ALL ( "escuelas diferentes" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Gender And Education" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Inclusive Education" ) OR EXCLUDE ( EXACTKEYWORD , "Special Educational Needs" ) OR EXCLUDE ( EXACTKEYWORD , "Critic Physical Education" ) OR EXCLUDE ( EXACTKEYWORD , "Derecho A La Educacion" ) OR EXCLUDE ( EXACTKEYWORD , "Discrimination" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnicity" ) OR EXCLUDE ( EXACTKEYWORD , "Fairness" ) OR EXCLUDE ( EXACTKEYWORD , "Grammar" ) OR EXCLUDE ( EXACTKEYWORD , "Indigenous Education" ) OR EXCLUDE ( EXACTKEYWORD , "Indigenous Languages" ) OR EXCLUDE ( EXACTKEYWORD , "Individual And Socio-cultural Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Language Attitudes" ) OR EXCLUDE ( EXACTKEYWORD , "Left-handed" ) OR EXCLUDE ( EXACTKEYWORD , "Linguistic Rights" ) OR EXCLUDE ( EXACTKEYWORD , "Mapudungun" ) OR EXCLUDE ( EXACTKEYWORD , "Migrant Children" ) OR EXCLUDE ( EXACTKEYWORD , "Migration" ) OR EXCLUDE ( EXACTKEYWORD , "Poblacion Indigena" ) OR EXCLUDE ( EXACTKEYWORD , "Prisoner's Base Game" ) OR EXCLUDE ( EXACTKEYWORD , "Right-handed" ) OR EXCLUDE ( EXACTKEYWORD , "Social Inequality" ) OR EXCLUDE ( EXACTKEYWORD , "Social Justice" ) OR EXCLUDE ( EXACTKEYWORD , "Social Rights" ) OR EXCLUDE ( EXACTKEYWORD , "Socio-economic Level" ) OR EXCLUDE ( EXACTKEYWORD , "Special Education Needs" ) OR EXCLUDE ( EXACTKEYWORD , "Traditional Games" ) )
18	ALL ( "escuela alternativa" ) OR ALL ( "escuelas alternativas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Revista Internacional De Educacion Para La Justicia Social" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Conflict Resolution" ) OR EXCLUDE ( EXACTKEYWORD , "Mediation" ) OR EXCLUDE ( EXACTKEYWORD , "Agricultural Family Schools" ) OR EXCLUDE ( EXACTKEYWORD , "Democracy" ) OR EXCLUDE ( EXACTKEYWORD , "Peace Education" ) OR EXCLUDE ( EXACTKEYWORD , "Political Attitudes" ) OR EXCLUDE ( EXACTKEYWORD , "Violence" ) )
19	ALL ( "escuela" AND "estudio de caso" ) OR ALL ( "escuelas" AND "estudios de caso" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( LIMIT-TO ( LANGUAGE , "Spanish" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Physical Education" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Training" ) OR EXCLUDE ( EXACTKEYWORD , "ICT" ) OR EXCLUDE ( EXACTKEYWORD , "Teachers" ) OR EXCLUDE ( EXACTKEYWORD , "Inclusive Education" ) OR EXCLUDE ( EXACTKEYWORD , "Inclusion" ) OR EXCLUDE ( EXACTKEYWORD , "Teacher Education" ) OR EXCLUDE ( EXACTKEYWORD , "Environmental Education" ) OR EXCLUDE ( EXACTKEYWORD , "Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Digital Competence" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Technology" ) OR EXCLUDE ( EXACTKEYWORD , "University" ) OR EXCLUDE ( EXACTKEYWORD , "Leadership" ) OR EXCLUDE ( EXACTKEYWORD , "Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Identity" ) OR EXCLUDE ( EXACTKEYWORD , "Family" ) OR EXCLUDE ( EXACTKEYWORD , "Formative Assessment" ) OR EXCLUDE ( EXACTKEYWORD , "Training" ) OR EXCLUDE ( EXACTKEYWORD , "Heritage" ) OR EXCLUDE ( EXACTKEYWORD , "Interculturality" ) OR EXCLUDE ( EXACTKEYWORD , "Rural Education" ) OR EXCLUDE ( EXACTKEYWORD , "Community" ) OR EXCLUDE ( EXACTKEYWORD , "Diversity" ) OR EXCLUDE ( EXACTKEYWORD , "Social Justice" ) OR EXCLUDE ( EXACTKEYWORD , "Social Networks" ) OR EXCLUDE ( EXACTKEYWORD , "Citizenship" ) OR EXCLUDE ( EXACTKEYWORD , "Early Childhood Education" ) OR EXCLUDE ( EXACTKEYWORD , "Immigration" ) OR EXCLUDE ( EXACTKEYWORD , "Initial Teacher Training" ) OR EXCLUDE ( EXACTKEYWORD , "Methodology" ) OR EXCLUDE (

EXACTKEYWORD , "Participation") OR EXCLUDE ( EXACTKEYWORD , "Professional Development" ) OR EXCLUDE ( EXACTKEYWORD , "Scientific Competence") OR EXCLUDE ( EXACTKEYWORD , "State") OR EXCLUDE ( EXACTKEYWORD , "Digital Literacy") OR EXCLUDE ( EXACTKEYWORD , "Intercultural Education") OR EXCLUDE ( EXACTKEYWORD , "Music Education") OR EXCLUDE ( EXACTKEYWORD , "Public Policies") OR EXCLUDE ( EXACTKEYWORD , "School Coexistence" ) OR EXCLUDE ( EXACTKEYWORD , "Service-learning") OR EXCLUDE ( EXACTKEYWORD , "Social Representations" ) OR EXCLUDE ( EXACTKEYWORD , "Sustainability" ) OR EXCLUDE ( EXACTKEYWORD , "Sustainable Development" ) OR EXCLUDE ( EXACTKEYWORD , "Violence" ) OR EXCLUDE ( EXACTKEYWORD , "Adolescence" ) OR EXCLUDE ( EXACTKEYWORD , "Beliefs" ) OR EXCLUDE ( EXACTKEYWORD , "Citizen Participation" ) OR EXCLUDE ( EXACTKEYWORD , "Citizenship Education" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Inclusion" ) OR EXCLUDE ( EXACTKEYWORD , "Ethnography" ) OR EXCLUDE ( EXACTKEYWORD , "Families" ) OR EXCLUDE ( EXACTKEYWORD , "History Of Education" ) OR EXCLUDE ( EXACTKEYWORD , "Information And Communication Technologies" ) OR EXCLUDE ( EXACTKEYWORD , "Migration" ) OR EXCLUDE ( EXACTKEYWORD , "Online Learning" ) OR EXCLUDE ( EXACTKEYWORD , "Rural School" ) OR EXCLUDE ( EXACTKEYWORD , "Sport" ) OR EXCLUDE ( EXACTKEYWORD , "Teaching Profession" ) OR EXCLUDE ( EXACTKEYWORD , "Tourism" ) OR EXCLUDE ( EXACTKEYWORD , "Values" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Literacy" ) OR EXCLUDE ( EXACTKEYWORD , "Academic Writing" ) OR EXCLUDE ( EXACTKEYWORD , "Attitudes" ) OR EXCLUDE ( EXACTKEYWORD , "Augmented Reality" ) OR EXCLUDE ( EXACTKEYWORD , "Conceptions" ) OR EXCLUDE ( EXACTKEYWORD , "Content Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural Diversity" ) OR EXCLUDE ( EXACTKEYWORD , "Decision Making" ) OR EXCLUDE ( EXACTKEYWORD , "Disability" ) OR EXCLUDE ( EXACTKEYWORD , "Educational Inequality" ) OR EXCLUDE ( EXACTKEYWORD , "Environment" ) OR EXCLUDE ( EXACTKEYWORD , "Family Involvement" ) OR EXCLUDE ( EXACTKEYWORD , "Formative Evaluation" ) OR EXCLUDE ( EXACTKEYWORD , "Gender Perspective" ) OR EXCLUDE ( EXACTKEYWORD , "Heritage Education" ) OR EXCLUDE ( EXACTKEYWORD , "Linguistic Competence" ) OR EXCLUDE ( EXACTKEYWORD , "Management" ) OR EXCLUDE ( EXACTKEYWORD , "Mediation" ) OR EXCLUDE ( EXACTKEYWORD , "Narrative" ) OR EXCLUDE ( EXACTKEYWORD , "Perception" ) OR EXCLUDE ( EXACTKEYWORD , "Poverty" ) OR EXCLUDE ( EXACTKEYWORD , "Professional Training" ) OR EXCLUDE ( EXACTKEYWORD , "Reflection" ) OR EXCLUDE ( EXACTKEYWORD , "Rural Schools" ) OR EXCLUDE ( EXACTKEYWORD , "Scale" ) OR EXCLUDE ( EXACTKEYWORD , "School Dropout" ) OR EXCLUDE ( EXACTKEYWORD , "School Segregation" ) OR EXCLUDE ( EXACTKEYWORD , "School Violence" ) OR EXCLUDE ( EXACTKEYWORD , "Sexuality" ) OR EXCLUDE ( EXACTKEYWORD , "Social Education" ) OR EXCLUDE ( EXACTKEYWORD , "Social Inequality" ) ) AND ( EXCLUDE ( EXACTSRCTITLE , "Profesorado" ) OR EXCLUDE ( EXACTSRCTITLE , "Ensenanza De Las Ciencias" ) OR EXCLUDE ( EXACTSRCTITLE , "Education Policy Analysis Archives" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Interamericana De Bibliotecologia" ) OR EXCLUDE ( EXACTSRCTITLE , "Formacion Universitaria" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Espanola De Orientacion Y Psicopedagogia" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Venezolana De Gerencia" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Cubana De Educacion Medica Superior" ) OR EXCLUDE ( EXACTSRCTITLE , "Bolema Mathematics Education Bulletin" ) OR EXCLUDE ( EXACTSRCTITLE , "Mundo Agrario" ) OR EXCLUDE ( EXACTSRCTITLE , "Papeles De Poblacion" ) OR EXCLUDE ( EXACTSRCTITLE , "Proceedings Of The Laccei International Multi Conference For Engineering Education And Technology" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista De Ciencias Sociales" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista De La Educacion Superior" ) OR EXCLUDE ( EXACTSRCTITLE , "Cisci 2018 Decima Septima Conferencia Iberoamericana En Sistemas Cibernetica E Informatica Decimo Quinto Simposium Iberoamericano En Educacion Cibernetica E Informatica Sieni 2018 Memorias" ) OR EXCLUDE ( EXACTSRCTITLE , "Convergencia" ) OR EXCLUDE ( EXACTSRCTITLE , "Intangible Capital" ) OR EXCLUDE ( EXACTSRCTITLE , "Investigaciones Geograficas" ) OR EXCLUDE ( EXACTSRCTITLE , "Izquierdas" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Iberoamericana De Educacion Superior" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Pedagogia Universitaria Y Didactica Del Derecho" ) OR EXCLUDE ( EXACTSRCTITLE , "Apunts Educacion Fisica Y Deportes" ) OR EXCLUDE ( EXACTSRCTITLE , "Educacion Quimica" ) OR EXCLUDE ( EXACTSRCTITLE , "Futuro Del Pasado" ) OR EXCLUDE ( EXACTSRCTITLE , "Historia Social" ) OR EXCLUDE ( EXACTSRCTITLE , "Historia Y Comunicacion Social" ) OR EXCLUDE ( EXACTSRCTITLE , "Historia Y Memoria De La Educacion" ) OR EXCLUDE ( EXACTSRCTITLE , "Informacion Cultura Y Sociedad" ) OR EXCLUDE ( EXACTSRCTITLE , "International Journal Of Sociology Of Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Pixel Bit Revista De Medios Y Educacion" ) OR EXCLUDE ( EXACTSRCTITLE , "Prisma Social" ) OR EXCLUDE ( EXACTSRCTITLE , "Psicoperspectivas" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Cubana De Informacion En Ciencias De La Salud" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Internacional De Sociologia" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Mexicana De Sociologia" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Republicana" ) OR EXCLUDE ( EXACTSRCTITLE , "Texto Livre" ) OR EXCLUDE ( EXACTSRCTITLE , "Acta Bioethica" ) OR EXCLUDE ( EXACTSRCTITLE , "Anuario De Estudios Americanos" ) OR EXCLUDE ( EXACTSRCTITLE , "Avances De Investigacion En Educacion Matematica" ) OR EXCLUDE ( EXACTSRCTITLE , "Bellaterra Journal Of Teaching And Learning Language And Literature" ) OR EXCLUDE ( EXACTSRCTITLE , "Biblios" ) OR EXCLUDE ( EXACTSRCTITLE , "Bitacora Urbano Territorial" ) OR EXCLUDE ( EXACTSRCTITLE , "Cahiers Des Ameriques Latines" ) OR EXCLUDE ( EXACTSRCTITLE , "Calidoscopio" ) OR EXCLUDE ( EXACTSRCTITLE , "Ciriec Espana Revista De Economia Publica Social Y Cooperativa" ) OR EXCLUDE ( EXACTSRCTITLE , "Cuadernos De Geografia Revista

	Colombiana De Geografia" ) OR EXCLUDE ( EXACTSRCTITLE , "Cuadernos De Vivienda Y Urbanismo" ) OR EXCLUDE ( EXACTSRCTITLE , "Cultura De Los Cuidados" ) OR EXCLUDE ( EXACTSRCTITLE , "Discurso Y Sociedad" ) OR EXCLUDE ( EXACTSRCTITLE , "Educacion Matematica" ) OR EXCLUDE ( EXACTSRCTITLE , "Educacion Medica" ) OR EXCLUDE ( EXACTSRCTITLE , "Electronic Journal Of Research In Educational Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Estudios Demograficos Y Urbanos" ) OR EXCLUDE ( EXACTSRCTITLE , "Estudios Fronterizos" ) OR EXCLUDE ( EXACTSRCTITLE , "Estudios Geograficos" ) OR EXCLUDE ( EXACTSRCTITLE , "Estudios Sobre El Mensaje Periodistico" ) OR EXCLUDE ( EXACTSRCTITLE , "Etnografica" ) OR EXCLUDE ( EXACTSRCTITLE , "Forma Y Funcion" ) OR EXCLUDE ( EXACTSRCTITLE , "Forum Qualitative Sozialforschung" ) OR EXCLUDE ( EXACTSRCTITLE , "Fronteiras" ) OR EXCLUDE ( EXACTSRCTITLE , "Gazeta De Antropologia" ) OR EXCLUDE ( EXACTSRCTITLE , "Habitat Sustentable" ) OR EXCLUDE ( EXACTSRCTITLE , "Health And Addictions Salud Y Drogas" ) OR EXCLUDE ( EXACTSRCTITLE , "Historelo" ) OR EXCLUDE ( EXACTSRCTITLE , "Historia Brazil" ) OR EXCLUDE ( EXACTSRCTITLE , "Historia Da Educacao" ) OR EXCLUDE ( EXACTSRCTITLE , "Historia Regional" ) OR EXCLUDE ( EXACTSRCTITLE , "Index De Enfermeria" ) OR EXCLUDE ( EXACTSRCTITLE , "Investigaciones Geograficas Spain" ) OR EXCLUDE ( EXACTSRCTITLE , "Investigacoes Em Ensino De Ciencias" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Sport And Health Research" ) OR EXCLUDE ( EXACTSRCTITLE , "Juridicas" ) OR EXCLUDE ( EXACTSRCTITLE , "Kamchatka" ) OR EXCLUDE ( EXACTSRCTITLE , "Latin American Antiquity" ) OR EXCLUDE ( EXACTSRCTITLE , "Lengua Y Habla" ) OR EXCLUDE ( EXACTSRCTITLE , "Magallania" ) OR EXCLUDE ( EXACTSRCTITLE , "Mana Estudos De Antropologia Social" ) OR EXCLUDE ( EXACTSRCTITLE , "Mexican Studies Estudios Mexicanos" ) OR EXCLUDE ( EXACTSRCTITLE , "Migraciones Internacionales" ) OR EXCLUDE ( EXACTSRCTITLE , "On The W@terfront" ) OR EXCLUDE ( EXACTSRCTITLE , "Perfiles Latinoamericanos" ) OR EXCLUDE ( EXACTSRCTITLE , "Politica Criminal" ) OR EXCLUDE ( EXACTSRCTITLE , "Porta Linguarum" ) OR EXCLUDE ( EXACTSRCTITLE , "Problemas Del Desarrollo" ) OR EXCLUDE ( EXACTSRCTITLE , "Profesional De La Informacion" ) OR EXCLUDE ( EXACTSRCTITLE , "Psychology Society And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Cientifica General Jose Maria Cordova" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Criminalidad" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista De Antropologia" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista De Comunicacion" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista De Dialectologia Y Tradiciones Populares" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista De Urbanismo" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Electronica De Leeme" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Espanola De Investigaciones Sociologicas" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Espanola De Linguistica Aplicada" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista General De Informacion Y Documentacion" ) )
20	ALL ( "nueva escuela" ) OR ALL ( "nuevas escuelas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "International Archives Of The Photogrammetry Remote Sensing And Spatial Information Sciences ISPRS Archives" ) OR EXCLUDE ( EXACTSRCTITLE , "Nurse Education Today" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Proyecto Progreso Arquitectura" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Venezolana De Gerencia" ) OR EXCLUDE ( EXACTSRCTITLE , "Sustainability Switzerland" ) OR EXCLUDE ( EXACTSRCTITLE , "Elusive Unity Factionalism And The Limits Of Identity Politics In Yucatan Mexico" ) OR EXCLUDE ( EXACTSRCTITLE , "Euceet 2018 4th International Conference On Civil Engineering Education Challenges For The Third Millennium" ) OR EXCLUDE ( EXACTSRCTITLE , "Hahr Hispanic American Historical Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Imagining Asia In The Americas" ) OR EXCLUDE ( EXACTSRCTITLE , "Intimations Of Modernity Civil Culture In Nineteenth Century Cuba" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Iberian Women Writers" ) OR EXCLUDE ( EXACTSRCTITLE , "Mln Modern Language Notes" ) OR EXCLUDE ( EXACTSRCTITLE , "Psicoperspectivas" ) OR EXCLUDE ( EXACTSRCTITLE , "Relating To Rock Art In The Contemporary World Navigating Symbolism Meaning And Significance" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Interamericana De Bibliotecologia" ) OR EXCLUDE ( EXACTSRCTITLE , "State Bureaucracy And The Cuban Schools Power And Participation" ) OR EXCLUDE ( EXACTSRCTITLE , "Vic Arquitectura" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Architecture" ) OR EXCLUDE ( EXACTKEYWORD , "Franco Dictatorship" ) OR EXCLUDE ( EXACTKEYWORD , "Autobiographical Story" ) OR EXCLUDE ( EXACTKEYWORD , "Bolivian Maritime Claim" ) OR EXCLUDE ( EXACTKEYWORD , "Bureaucracy" ) OR EXCLUDE ( EXACTKEYWORD , "Colombian Armed Conflict" ) OR EXCLUDE ( EXACTKEYWORD , "Competiton: Markets" ) OR EXCLUDE ( EXACTKEYWORD , "Conquest Of The Desert" ) OR EXCLUDE ( EXACTKEYWORD , "Contemporary Aragonese Architecture" ) OR EXCLUDE ( EXACTKEYWORD , "Criminal Law Science" ) OR EXCLUDE ( EXACTKEYWORD , "Criminology" ) OR EXCLUDE ( EXACTKEYWORD , "Deaf" ) OR EXCLUDE ( EXACTKEYWORD , "Dignity" ) OR EXCLUDE ( EXACTKEYWORD , "Edgardo" ) OR EXCLUDE ( EXACTKEYWORD , "Emotional Indoctrination" ) OR EXCLUDE ( EXACTKEYWORD , "Evo Morales" ) OR EXCLUDE ( EXACTKEYWORD , "Fake News" ) OR EXCLUDE ( EXACTKEYWORD , "Fascism" ) OR EXCLUDE ( EXACTKEYWORD , "Franco Regime" ) OR EXCLUDE ( EXACTKEYWORD , "Francoism" ) OR EXCLUDE ( EXACTKEYWORD , "Gender" ) OR EXCLUDE ( EXACTKEYWORD , "Gender Stereotypes" ) OR EXCLUDE ( EXACTKEYWORD , "Health Education" ) OR EXCLUDE ( EXACTKEYWORD , "Health Policy" ) OR EXCLUDE ( EXACTKEYWORD , "Heresy" ) OR EXCLUDE ( EXACTKEYWORD , "Human Body" ) OR EXCLUDE ( EXACTKEYWORD , "Indigenous Education" ) OR EXCLUDE ( EXACTKEYWORD , "Indoctrination" ) OR EXCLUDE ( EXACTKEYWORD , "Italian Criminal Law" ) )
21	ALL ( "escuela inovadora" ) OR ALL ( "escolas inovadoras" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )

22	ALL ("escola eficaz") OR ALL ("escolas eficazes") AND PUBYEAR > 2009 AND SUBJAREA (soci) AND ( EXCLUDE ( EXACTSRCTITLE , "Revista Brasileira De Estudos De Populacao" ) OR EXCLUDE ( EXACTSRCTITLE , "Palgrave Handbook Of Race And Ethnic Inequalities In Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Regional Science Policy And Practice" ) OR EXCLUDE ( EXACTSRCTITLE , "Research In Social Stratification And Mobility" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Brasileira De Ciencias Do Esporte" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Da Educacao Fisica" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Environmental Justice" ) OR EXCLUDE ( EXACTKEYWORD , "Ergonomics" ) OR EXCLUDE ( EXACTKEYWORD , "Physical Activity" ) OR EXCLUDE ( EXACTKEYWORD , "Physical Education" ) OR EXCLUDE ( EXACTKEYWORD , "Residential Segregation" ) )
23	ALL ( "escola melhorada" ) OR ALL ( "escolas melhoradas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )
24	ALL ( "escola melhor" ) OR ALL ( "escolas melhores" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )
25	ALL ( "escola do século XXI" ) OR ALL ( "escolas do século XXI" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )
26	ALL ( "escola diferente" ) OR ALL ( "escolas diferentes" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )
27	ALL ( "escola alternativa" ) OR ALL ( "escolas alternativas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Interface Communication Health Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Hahr Hispanic American Historical Review" ) OR EXCLUDE ( EXACTSRCTITLE , "Motriz Revista De Educacao Fisica" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Brasileira De Ciencias Do Esporte" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Da Educacao Fisica" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Moral Education" ) OR EXCLUDE ( EXACTKEYWORD , "Drugs" ) OR EXCLUDE ( EXACTKEYWORD , "Rights" ) OR EXCLUDE ( EXACTKEYWORD , "Sexuality" ) OR EXCLUDE ( EXACTKEYWORD , "Values" ) OR EXCLUDE ( EXACTKEYWORD , "Blindness" ) OR EXCLUDE ( EXACTKEYWORD , "Democracy" ) OR EXCLUDE ( EXACTKEYWORD , "Ethical Education" ) OR EXCLUDE ( EXACTKEYWORD , "Ethics" ) OR EXCLUDE ( EXACTKEYWORD , "Gender And Sexualities" ) OR EXCLUDE ( EXACTKEYWORD , "Generosity" ) OR EXCLUDE ( EXACTKEYWORD , "Health Education" ) OR EXCLUDE ( EXACTKEYWORD , "LGBTQIA" ) OR EXCLUDE ( EXACTKEYWORD , "Labor Market" ) OR EXCLUDE ( EXACTKEYWORD , "Love" ) OR EXCLUDE ( EXACTKEYWORD , "Moral Development" ) OR EXCLUDE ( EXACTKEYWORD , "Morality" ) OR EXCLUDE ( EXACTKEYWORD , "Paralympic Sport" ) OR EXCLUDE ( EXACTKEYWORD , "Psychology Of Morality" ) OR EXCLUDE ( EXACTKEYWORD , "Race Relations" ) OR EXCLUDE ( EXACTKEYWORD , "Sex Education" ) OR EXCLUDE ( EXACTKEYWORD , "Sex Education (Author's Keywords)" ) OR EXCLUDE ( EXACTKEYWORD , "Sexual Behaviour" ) OR EXCLUDE ( EXACTKEYWORD , "Sexual Education" ) OR EXCLUDE ( EXACTKEYWORD , "Teenage Pregnancy" ) OR EXCLUDE ( EXACTKEYWORD , "Vision Disorders" ) )
28	ALL ( "escola estudo de caso" ) OR ALL ( "escolas estudo de caso" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )

29	<p>ALL ( "escola nova" ) OR ALL ( "escolas novas" ) AND PUBYEAR &gt; 2009 AND SUBJAREA ( soci ) AND ( EXCLUDE ( EXACTSRCTITLE , "Bolema Mathematics Education Bulletin" ) OR EXCLUDE ( EXACTSRCTITLE , "Apunts Educacion Fisica Y Deportes" ) OR EXCLUDE ( EXACTSRCTITLE , "Perspectivas Em Ciencia Da Informacao" ) OR EXCLUDE ( EXACTSRCTITLE , "Analyzing Political Change In Africa" ) OR EXCLUDE ( EXACTSRCTITLE , "Educational Research The Attraction Of Psychology" ) OR EXCLUDE ( EXACTSRCTITLE , "Gender And Education" ) OR EXCLUDE ( EXACTSRCTITLE , "Journal Of Consumer Culture" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Brasileira De Ciencias Do Esporte" ) OR EXCLUDE ( EXACTSRCTITLE , "Revista Estudos Feministas" ) OR EXCLUDE ( EXACTSRCTITLE , "Sustainability Switzerland" ) ) AND ( EXCLUDE ( EXACTKEYWORD , "Educational Psychology" ) OR EXCLUDE ( EXACTKEYWORD , "Escola Nova" ) OR EXCLUDE ( EXACTKEYWORD , "Hygiene" ) OR EXCLUDE ( EXACTKEYWORD , "Psychology" ) OR EXCLUDE ( EXACTKEYWORD , "Rhetoric" ) OR EXCLUDE ( EXACTKEYWORD , "Sociology Of Education" ) OR EXCLUDE ( EXACTKEYWORD , "Special Education" ) OR EXCLUDE ( EXACTKEYWORD , "Appropriation" ) OR EXCLUDE ( EXACTKEYWORD , "Helena Antipoff" ) OR EXCLUDE ( EXACTKEYWORD , "History Of Mathematics Education In Brazil" ) OR EXCLUDE ( EXACTKEYWORD , "Hope" ) OR EXCLUDE ( EXACTKEYWORD , "Lourenco Filho" ) OR EXCLUDE ( EXACTKEYWORD , "Pragmatism" ) OR EXCLUDE ( EXACTKEYWORD , "Rural Education" ) OR EXCLUDE ( EXACTKEYWORD , "Anarchist Education" ) OR EXCLUDE ( EXACTKEYWORD , "Anarchist Movement" ) OR EXCLUDE ( EXACTKEYWORD , "Applied Linguistics" ) OR EXCLUDE ( EXACTKEYWORD , "Architecture" ) OR EXCLUDE ( EXACTKEYWORD , "Art Of Governing" ) OR EXCLUDE ( EXACTKEYWORD , "Autobiographical Writings" ) OR EXCLUDE ( EXACTKEYWORD , "Bakhtin And The Circle" ) OR EXCLUDE ( EXACTKEYWORD , "Binet-Simon Test" ) OR EXCLUDE ( EXACTKEYWORD , "Body" ) OR EXCLUDE ( EXACTKEYWORD , "Body Education" ) OR EXCLUDE ( EXACTKEYWORD , "Brazilian Books" ) OR EXCLUDE ( EXACTKEYWORD , "Brazilian Cinema" ) OR EXCLUDE ( EXACTKEYWORD , "Brazilian Culture" ) OR EXCLUDE ( EXACTKEYWORD , "Catechisms" ) OR EXCLUDE ( EXACTKEYWORD , "Catholic Pedagogy" ) OR EXCLUDE ( EXACTKEYWORD , "Children's Literature" ) OR EXCLUDE ( EXACTKEYWORD , "Circulation" ) OR EXCLUDE ( EXACTKEYWORD , "Circulation Of Reading Models" ) OR EXCLUDE ( EXACTKEYWORD , "Controlled Management Of Exclusion" ) OR EXCLUDE ( EXACTKEYWORD , "Cultural Heritage" ) OR EXCLUDE ( EXACTKEYWORD , "Dance" ) OR EXCLUDE ( EXACTKEYWORD , "Darcy Ribeiro" ) OR EXCLUDE ( EXACTKEYWORD , "Democratizacao Do Ensino Superior" ) OR EXCLUDE ( EXACTKEYWORD , "Disabled Person" ) OR EXCLUDE ( EXACTKEYWORD , "Disciplinary Societies And Control" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse Analysis" ) OR EXCLUDE ( EXACTKEYWORD , "Discourse Analysis/semiotics" ) OR EXCLUDE ( EXACTKEYWORD , "Documentary Cinema" ) OR EXCLUDE ( EXACTKEYWORD , "Double-Museum Method" ) OR EXCLUDE ( EXACTKEYWORD , "Education In Ottoman Empire" ) OR EXCLUDE ( EXACTKEYWORD , "Education Of The Abnormal" ) OR EXCLUDE ( EXACTKEYWORD , "Education Of The Body" ) )</p>
----	---



## Appendix 3A – Breakdown of all the results obtained with RCAAP

Search Strings	Number of publications obtained using the Search Criteria	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
"escola inovadora" OU "escolas inovadoras"	22	1	1
"escola eficaz" OU "escolas eficazes"	28	0	0
"escola melhorada" OU "escolas melhoradas"	0	0	0
"escola melhor" OU "escolas melhores"	23	0	0
"escola do século XXI" OU "escolas do século XXI"	32	0	0
"escola diferente" OU "escolas diferentes"	67	1	0
"escola alternativa" OU "escolas alternativas"	2	0	0
"escola estudo de caso" OU "escolas estudo de caso"	11	0	0
"escola nova" OU "escolas novas"	107	0	0
<b>Totals</b>	<b>292</b>	<b>2</b>	<b>1</b>

## Appendix 3B – Breakdown of all the results obtained with Google Scholar

Keywords/Search Strings	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
"innovative school"	3	1
"effective school"	0	0
"improved school"	0	0
"best school"	2	1
"better school"	0	0
"21st century school"	2	0
"different school"	0	0
"alternative school"	2	0
"school" AND "case studies"	3	0
"case study school"	1	0
"new school"	0	0
"innovative schools"	11	0
"effective schools"	1	0
"improved schools"	0	0
"best schools"	5	0
"better schools"	0	0
"21st century schools"	3	2
"different schools"	2	1
"alternative schools"	3	0
"schools" AND "case studies"	2	0
"case study schools"	0	0
"new schools"	0	0

Appendix 3B – Breakdown of all the results obtained with Google Scholar  
(Cont.)

Keywords/Search Strings	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
"escuela innovadora" OR "escuelas innovadoras"	14	2
"escuela efectiva" OR "escuelas efectivas"	0	0
"escuela mejorada" OR "escuelas mejoradas"	1	0
"escuela mejor" OR "escuelas mejores"	0	0
"escuela del siglo XXI" OR "escuelas del siglo XXI"	3	1
"escuela diferente" OR "escuelas diferentes"	0	0
"escuela alternativa" OR "escuelas alternativas"	3	0
("escuela" AND "estudio de caso") OR ("escuelas" AND "estudios de caso")	2	0
"nueva escuela" OR "nuevas escuelas"	1	0
"escola inovadora" OR "escolas inovadoras"	16	4
"escola eficaz" OR "escolas eficazes"	1	0
"escola melhorada" OR "escolas melhoradas"	0	0
"escola melhor" OR "escolas melhores"	0	0
"escola do século XXI" OR "escolas do século XXI"	0	0
"escola diferente" OR "escolas diferentes"	2	2
"escola alternativa" OR "escolas alternativas"	4	3
"escola estudo de caso" OR "escolas estudo de caso"	1	0
"escola nova" OR "escolas novas"	0	0
<b>Totals</b>	<b>88</b>	<b>17</b>

## Appendix 3C – Breakdown of all the results obtained with EBSCO

Keywords/Search Strings	Number of publications obtained using the Search Criteria	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
"innovative school" OR "innovative schools"	150	24	3
"effective school" OR "effective schools"	642	10	0
"improved school" OR "improved schools"	114	3	0
"best school" OR "best schools"	163	7	0
"better school" OR "better schools"	213	2	0
"21st century school" OR "21st century schools"	85	2	0
"different school" OR "different schools"	233	0	0
"alternative school" OR "alternative schools"	360	18	2
"school" AND "case studies" OR "schools" AND "case studies"	283	5	0
"case study school" OR "case study schools"	97	4	1
"new school" OR "new schools"	206	0	0

Appendix 3C – Breakdown of all the results obtained with EBSCO (Cont.)

Keywords/Search Strings	Number of publications obtained using the Search Criteria	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
"escuela innovadora" OR "escuelas innovadoras"	73	6	0
"escuela efectiva" OR "escuelas efectivas"	62	4	0
"escuela mejorada" OR "escuelas mejoradas"	1	0	0
"escuela mejor" OR "escuelas mejores"	37	0	0
"escuela del siglo XXI" OR "escuelas del siglo XXI"	73	2	0
"escuela diferente" OR "escuelas diferentes"	50	2	0
"escuela alternativa" OR "escuelas alternativas"	31	3	1
("escuela" AND "estudio de caso") OR ("escuelas" AND "estudios de caso")	116	3	0
"nueva escuela" OR "nuevas escuelas"	52	0	0
"escola inovadora" OR "escolas inovadoras"	9	3	0
"escola eficaz" OR "escolas eficazes"	28	0	0
"escola melhorada" OR "escolas melhoradas"	0	0	0
"escola melhor" OR "escolas melhores"	9	0	0
"escola do século XXI" OR "escolas do século XXI"	26	1	0
"escola diferente" OR "escolas diferentes"	29	0	0
"escola alternativa" OR "escolas alternativas"	7	1	1
"escola estudo de caso" OR "escolas estudo de caso"	1	0	0
"escola nova" OR "escolas novas"	74	1	0
<b>Totals</b>	<b>3224</b>	<b>101</b>	<b>8</b>

## Appendix 3D – Breakdown of all the results obtained with WoS

Search Strings	Number of publications obtained using the Search Criteria	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
AB=("innovative school") OR AB=("innovative schools")	39	11	2
AB=("effective school") OR AB=("effective schools")	223	9	0
AB=("improved school") OR AB=("improved schools")	27	1	0
AB=("best school") OR AB=("best schools")	19	0	0
AB=("better school") OR AB=("better schools")	68	0	0
AB=("21st century school") OR AB=("21st century schools")	28	1	0
AB=("different school") OR AB=("different schools")	434	6	0
AB=("alternative school") OR AB=("alternative schools")	57	7	2
AB=("school" AND "case studies") OR AB=("schools" AND "case studies")	704	17	1
AB=("case study school") OR AB=("case study schools")	84	3	0
AB=("new school") OR AB=("new schools")	145	7	1
Totals	1828	62	6

## Appendix 3E – Breakdown of all the results obtained with SCOPUS

Search Strings	Number of publications obtained using the Search Criteria	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
ABS ("innovative school") OR ABS ("innovative schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	49	13	0
ABS ("effective school") OR ABS ("effective schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	185	10	0
ABS ("improved school") OR ABS ("improved schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	14	0	0
ABS ("best school") OR ABS ("best schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	156	2	0
ABS "better school" ) OR ABS ("better schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	138	3	1
ABS ("21st century school") OR ABS "21st century schools" ) AND PUBYEAR > 2009 AND SUBJAREA (soci)	13	0	0
ABS ("different school") OR ABS ("different schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	363	3	0
ABS ("alternative school") OR ABS ("alternative schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	29	2	0
ABS ("school" AND "case studies") OR ("schools" AND "case studies")) AND PUBYEAR > 2009 AND SUBJAREA (soci)	*6	-	-
ABS ("case study school") OR ABS ("case study schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	29	6	0
ABS ("new school") OR ABS ("new schools") AND PUBYEAR > 2009 AND SUBJAREA (soci)	88	4	1

<sup>6</sup> Not applicable (excessive number of publications obtained)

Appendix 3E – Breakdown of all the results obtained with SCOPUS (Cont.)

Search Strings	Number of publications obtained using the Search Criteria	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
ALL ( "escuela innovadora" ) OR ALL ( "escuelas innovadoras" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	15	0	0
ALL ( "escuela efectiva" ) OR ALL ( "escuelas efectivas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	18	1	0
ALL ( "escuela mejorada" ) OR ALL ( "escuelas mejoradas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	0	0	0
ALL ( "escuela mejor" ) OR ALL ( "escuelas mejores" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	2	0	0
ALL ( "escuela del siglo XXI" ) OR ALL ( "escuelas del siglo XXI" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	39	1	0
ALL ( "escuela diferente" ) OR ALL ( "escuelas diferentes" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	9	0	0
ALL ( "escuela alternativa" ) OR ALL ( "escuelas alternativas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	8	3	0
ALL ( "escuela" AND "estudio de caso" ) OR ALL ( "escuelas" AND "estudios de caso" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	210	2	1
ALL ( "nueva escuela" ) OR ALL ( "nuevas escuelas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	59	3	0



Appendix 3E – Breakdown of all the results obtained with SCOPUS (Cont.)

Search Strings	Number of publications obtained using the Search Criteria	Number of publications selected for full reading after screening the title OR title and abstract	Selected publications for information extraction after full reading (Screening Process)
ALL ( "escola inovadora" ) OR ALL ( "escolas inovadoras" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	5	0	0
ALL ( "escola eficaz" ) OR ALL ( "escolas eficazes" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	37	1	0
ALL ( "escola melhorada" ) OR ALL ( "escolas melhoradas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	0	0	0
ALL ( "escola melhor" ) OR ALL ( "escolas melhores" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	7	0	0
ALL ( "escola do século XXI" ) OR ALL ( "escolas do século XXI" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	16	1	0
ALL ( "escola diferente" ) OR ALL ( "escolas diferentes" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	6	2	2
ALL ( "escola alternativa" ) OR ALL ( "escolas alternativas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	18	0	0
ALL ( "escola estudo de caso" ) OR ALL ( "escolas estudo de caso" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	4	1	1
ALL ( "escola nova" ) OR ALL ( "escolas novas" ) AND PUBYEAR > 2009 AND SUBJAREA ( soci )	95	2	0
Totals	1612	60	6

## References

Alves, J. M. (2017). Autonomia e Flexibilidade: pensar e praticar outros modos de gestão curricular e organizacional. In Palmeirão, C. & Alves, J. M. (coords.) *Construir a autonomia e a flexibilização curricular: os desafios da escola e dos professores*, 6-14. Porto: Universidade Católica Editora.

Alves, J. M. (2021a). Uma gramática generativa e transformacional para gerar outra escola. In Palmeirão, C. & Alves, J. M. (coords.) *Mudança em Movimento, Escolas em Tempo de Incerteza*, 25-48. Porto: Universidade Católica Editora.

Alves, J. M. (2021b). Os efeitos da pandemia e a escola com futuro: proposições para a construção de outra escola. In Conselho Nacional de Educação (2021). *Estado da Educação 2020*. (pp.288-299). Lisboa: CNE.

Alves, J. M., & Baptista, C. (2018). Da urgência da reinvenção da escola. *EDUCA-International Catholic Journal of Education*, (4), 127-143.

Alves, J. M. & Cabral, I. (2017). *Uma outra escola é possível - Mudar as regras da gramática escolar e os modos de trabalho pedagógico*. Porto: Faculdade de Educação e Psicologia da Universidade Católica Portuguesa.

Ancess, J., Rogers, B., Duncan Grand, D., & Darling-Hammond, L. (2019). *Teaching the Way Students Learn Best: Lessons from Bronxdale High School*. Palo Alto, California: Learning Policy Institute.

Azevedo, J. (2010). Apresentação in Azevedo, J., & Alves, J. (Orgs). *Projecto Fénix–Mais Sucesso para todos: Memórias e dinâmicas de construção do sucesso escolar*. Porto: Faculdade de Educação e Psicologia.

Azevedo, J. (2011). *Liberdade e Política Pública de Educação: ensaio sobre um novo compromisso social pela educação*. Vila Nova de Gaia: Fundação Manuel Leão.

Barrera, T. (2016). *O movimento brasileiro de renovação educacional no início do século XXI*. Doctoral dissertation, Universidade de São Paulo.

Bautista, G., et al (2020). Dimensiones y principios para el diseño de espacios educativos desde la investigación. In Lindín, C., Esteban, M. B., Bergmann, J. C. F., Castells, N., & Rivera-Vargas, P. (Eds.) *Llibre d'actes de la I Conferència Internacional de Recerca en Educació. Educació 2019: reptes, tendències i compromisos*, 684-689. Albacete: LiberLibro.

Beane, J. A. (2000). Integração curricular: a essência de uma escola democrática. In actas do IV colóquio sobre questões curriculares, J. Morgado, J. Viana (org.). *Currículo sem Fronteiras*, 3(2), 91-110.

Behrend, T. S., Ford, M. R., Ross, K. M., Han, E. M., Peters Burton, E., & Spillane, N. K. (2014). *Gary and Jerri-Ann Jacobs High Tech High: A case study of an inclusive STEM-focused high school in San Diego, California*. George Washington University, OSPrI Report.

Blanco, R. & Messina, G. (2000). *Estado del arte sobre las innovaciones educativas en América Latina*. Colombia: Convenio Andrés Bello-UNESCO.

Bolívar, A. (2008). Otra alternativa de innovación, las comunidades profesionales de aprendizaje. In Ponencia en *XIII Congreso de UECOPE - Educar: Innovar para la transformación social*, 22-24.

Bolívar, A., & Murillo, F. J. (2017). El efecto escuela: un reto de liderazgo para el aprendizaje y la equidad. Mejoramiento y liderazgo en la escuela. *Once Miradas*, 71-112.

Brown, S. (2018). *Best practices in 21st century learning environments: A study of two P21 exemplar schools*. California: Brandman University.

Cabral, I. (2013). *Gramática escolar e (in)sucesso – os casos do Projeto Fénix, Turma Mais e ADI*. Dissertação de Doutoramento em Ciências da Educação, Faculdade de Educação e Psicologia da Universidade Católica Portuguesa.

Cabral, I. & Alves, J. M. (2016). O labirinto escolar: ensaio de resgate In Palmeirão, C. & Alves, J. M., (Coords.) *Promoção do Sucesso Educativo: Estratégias de Inclusão, Inovação e Melhoria – Conhecimento, formação e ação*, 40-64. Porto: Universidade Católica Editora.

Cabral, I., & Alves, J. M. (2018). *Inovação pedagógica e mudança educativa - Da teoria à(s) prática(s)*. Porto: Faculdade de Educação e Psicologia da Universidade Católica Portuguesa.

Calvet, N. L. (2021). Innovación y cambio en los centros escolares: algunas experiencias pioneras. In Aleandri, G., Calvet, N. & Cavero, O. (eds.) *Experiencias y aprendizajes a lo largo de la vida*, 107-122. Roma: Università degli Studi Roma Tre. Lleida: Edicions de la Universitat de Lleida.

Calvo, A. H. (2016). *Viaje a la escuela del siglo XXI: así trabajan los colegios más innovadores del mundo*. Fundación Telefónica.

Canário, R. (2005). *O que é a Escola? – Um “olhar” sociológico*. Porto: Porto Editora.

Chen, D. (2010). Schooling as a knowledge system: lessons from Cramim experimental school. *Mind, Brain, and Education*, 4(1), 8-19.

Chew, J. O. A., & Andrews, D. (2010). Enabling teachers to become pedagogical leaders: Case studies of two IDEAS schools in Singapore and Australia. *Educational Research for Policy and Practice*, 9(1), 59-74.

Chiappe, A., Samper, A. M. T. D., Wills, A. E., & Restrepo, I. (2019). Rethinking 21st century schools: the quest for lifelong learning ecosystems. *Ensaio: Avaliação e Políticas Públicas em Educação*, (28), 521-544.

Cupeiro, S. V., & Penedo, S. L. (2016). Escuela, TIC e innovación educativa. *Digital Education Review*, (30), 248-261.

Darling-Hammond, L., Ancess, J., & Ort, S. W. (2002). Reinventing high school: Outcomes of the coalition campus schools project. *American Educational Research Journal*, 39(3), 639-673.

Duke, D. L. (2013). Are we pushing for greatness?. *Phi Delta Kappan*, 94(5), 45-49.

Elmore, R. F. (1992). Why Restructuring Alone Won't Improve Teaching. *Educational Leadership*, 49(7), 44-48.

Elmore, R. F. (2000). Building a new structure for school leadership. *American Educator*, 1-9.

Elmore, R. F. (2010). *Mejorando la escuela desde la sala de clases*. Santiago: Fundación Chile.

European Commission (2018). *Supporting School Innovation Across Europe, Final Report to DG Education and Culture of the Luxembourg European Commission*. Publications Office of the European Union.

Figueiredo, A. D. (2021). Que futuro para a educação pós pandemia? Um balanço projetivo. in Conselho Nacional de Educação. *Estado da Educação 2020*. (pp.252-259). Lisboa: CNE.

Fink, D. & Stoll, L. (2005). Educational Change: Easier Said than Done In Hargreaves, A. (Ed.). *Extending educational change: International handbook of educational change* (Vol. 2). Netherlands: Springer.

Fino, C. N. (2016). Inovação pedagógica e ortodoxia curricular. *Revista Tempos e Espaços em Educação*, 9, 13-22.

Formosinho, J. (1988). Organizar a escola para o sucesso educativo. In CRSE, *Medidas que promovam o Sucesso Educativo*, 105-136. Lisboa: GEP/ME.

Formosinho, J., & Machado, J. (2008). Currículo e organização: as equipas educativas como modelo de organização pedagógica. *Currículo sem fronteiras*, 8(1), 5-16.

Fullan, M. (2013). Commentary: The new pedagogy: Students and teachers as learning partners. *Learning landscapes*, 6(2), 23-29.

Fullan, M. (2016). *The new meaning of educational change* (5th edition). New York: Routledge.

Fullan, M., & Langworthy, M. (2013). *Towards a new end: New pedagogies for deep learning*. Seattle, Washington: Collaborative Impact.

Fullan, M., & Langworthy, M. (2014). *A rich seam: How new pedagogies find deep learning*. MaRS Discovery District.

Fullan, M., & Stiegelbauer, S. (1991). *El nuevo significado del cambio educativo*. Londres: Casell.

Gaspar, M. I. & Roldão, M. C. (2007). *Elementos do Desenvolvimento Curricular*. Lisboa: Universidade Aberta.

Giles, C., & Hargreaves, A. (2006). The sustainability of innovative schools as learning organizations and professional learning communities during standardized reform. *Educational Administration Quarterly*, 42(1), 124-156.

Gómez, F. J. P., & Andrés-Candelas, M. (2018). Actualidad de la renovación pedagógica en la Comunidad de Madrid: un estudio a través de centros escolares representativos. *Educação e Pesquisa*, 44.

Gorospe, J. M. & Asunción, M. A. (2010). ¿Qué hacen las escuelas innovadoras con la tecnología?: Las TIC al servicio de la escuela y la comunidad en el Colegio Amara Berri. *Teoría de la Educación. Educación y Cultura en la Sociedad de la Información*, 11(1), 230-261.

Greany, T. (2018). Innovation is possible, it's just not easy: Improvement, innovation and legitimacy in England's autonomous and accountable school system. *Educational Management Administration & Leadership*, 46(1), 65-85.

Griswold, J., & Riordan, R. (2016). Another innovation from High Tech High-embedded teacher training. *Phi Delta Kappan*, 97(7), 25-29.

Hadar, L., Hotam, Y. & Kizel, A. (2018). No school is an island: negotiation between alternative education ideals and mainstream education - the case of Violin school. *Pedagogy, Culture & Society*, 26(1), 69-85.

Hargreaves, A. (1992). Cultures of teaching: a focus for change. In Hargreaves, A., & Fullan, M. (eds.). *Teacher Development and Educational Change*, 216-240. London: Falmer Press.

Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurity*. Teachers College Press.

Hargreaves, A. (2005). Pushing the boundaries of educational change (Introd.). In Hargreaves, A. (Ed.). *Extending educational change: International Handbook of Educational Change*. Netherlands: Springer.

Hargreaves, A. (2007). The long and short of educational change. *Education Canada*, 47(3), 16-23.

Hargreaves, A. (2009). A decade of educational change and a defining moment of opportunity - an introduction. *Journal of educational change*, 10(2-3), 89-100.

Hargreaves, A., Earl, L., Moore, S. & Manning, S. (2001). *Learning to Change – Teaching Beyond Subjects and Standards*. San Francisco: Jossey-Bass.

Hargreaves, A., & Fink, D. (2006). Estrategias de cambio y mejora en educación caracterizadas por su relevancia, difusión y continuidad en el tiempo. *Revista de educación*, 339(84), 43-58.

Hargreaves, A., & Fullan, M. (1998). *What's worth fighting for out there*. New York, NY: Teachers College Press.

Hargreaves, A., Lieberman, A., Fullan, M., Hopkins, D. (2005). International handbook of educational change (Introd.). In Fullan, M. (Ed.). *Fundamental change: International Handbook of Educational Change*. Netherlands: Springer.

Hargreaves, A., & Moore, S. (2000). Curriculum Integration and Classroom Relevance: A Study of Teachers' Practice. *Journal of curriculum and supervision*, 15(2), 89-112.

Hargreaves, A., & O'Connor, M. (2018). *Collaborative professionalism: when teaching together means learning for all*. California: SAGE Publications.



Hargreaves, D. H. (2006). *A new shape for schooling?*. London: Specialist Schools and Academies Trust.

Harres, J. et al. (2018). Constituição e prática de professores inovadores: um estudo de caso. *Ensaio Pesquisa em Educação em Ciências*, Belo Horizonte, 20.

Hatch, T., Corson, J., & van den Berg, S. G. (2021). New schools in New York City and Singapore. *Journal of Educational Change*, 1-22.

Hattie, J. (2009). *Visible Learning - A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Hofstetter, R., & Schneuwly, B. (2013). Changes in Mass Schooling: 'school Form' and 'grammar of Schooling' as Reagents. *European Educational Research Journal*, 12(2), 166-175.

Hopkins, D. (2000). Powerful learning, powerful teaching and powerful schools. *Journal of Educational Change*, 1(2), 135-154.

Hopkins, D. (2007). *Every School a Great School – Realizing the potential of system leadership*. England: Open University Press.

Hopkins, D., Craig, W., & Knight, O. (2015). *Curiosity and powerful learning*. Sydney: McREL Australia.

Horn, M. B. (2016). The Rise of AltSchools and Other Micro-Schools. *The Education Digest*, 81(6), 28. Hoover Institution, Stanford University.

Hudson, D. (2009). *Good teachers, good schools. How to create a successful school*. Oxon: Routledge.

Hurd, M. (2017). *Best School in the World: How students, teachers and parents have created a model that can transform Canada's public schools*. Nova Scotia, Canada: Formac Publishing Company.

Jesus, P. (2018). Aproximações ao conceito de inovação educativa. In Cabral, I., & Alves, J. M. (Orgs.) *Inovação pedagógica e mudança educativa - Da teoria à(s) prática(s)*, 196-208. Porto: Faculdade de Educação e Psicologia da Universidade Católica Portuguesa.

Jesus, P., & Alves, J. M. (2019). *As Escolas como Centros de Vida e Aprendizagem*. III Simposio Barcelona Educación Cambio. Universidade Católica Portuguesa, Faculdade de Educação e Psicologia.

Jesus, P., & Alves, J. M. (2020). *As metamorfoses da avaliação: a avaliação de e para a mudança*. IV Simposio Barcelona Educación Cambio. Universidade Católica Portuguesa, Faculdade de Educação e Psicologia.

Jesus, P., & Azevedo, J. (2021). Inovação educacional. O que é? Porquê? Onde? Como?. *Revista Portuguesa de Investigação Educacional*, (20), 21-55.

Jóhannsdóttir, T. (2018). Creating a school that matters: networking for school-community development. *Journal of Curriculum Studies*, 50(3), 297-314.

Kampylis, P. et al (2013). *ICT-enabled innovation for learning in Europe and Asia. Exploring conditions for sustainability, scalability and impact at system level*. Spain: Joint Research Centre of the European Commission.

Koopman, M., Bakx, A., & Beijaard, D. (2014). Students' goal orientations and learning strategies in a powerful learning environment: A case study. *Studies in Educational Evaluation*, 43, 186-196.

de Koster, S., Volman, M., & Kuiper, E. (2017). Concept-guided development of technology in ‘traditional’ and ‘innovative’ schools: quantitative and qualitative differences in technology integration. *Educational Technology Research and Development*, 65(5), 1325-1344.

Krichesky, G. J. (2013). *El desarrollo de las Comunidades Profesionales de Aprendizaje: procesos y factores de cambio para la mejora de las escuelas*. Madrid: Universidad Autónoma de Madrid.

Leiringer, R., & Cardellino, P. (2011). Schools for the twenty-first century: School design and educational transformation. *British Educational Research Journal*, 37(6), 915-934.

Lesne, M. (1984). *Trabalho Pedagógico e Formação de Adultos – Elementos de Análise*. Lisboa: Fundação Calouste Gulbenkian.

Luterbach, K. J., & Brown, C. (2011). Education for the 21st century. *International Journal of Applied Educational Studies*, 11(1).

Lutz, A. (2019). A ousadia pedagógica das escolas inovadoras. *Revista do Seminário de Educação de Cruz Alta-RS*, 6(1), 46-47.

MacBeath, J. (1999). *Schools must speak for themselves: the case for school self-evaluation*. London and New York: Routledge.

Machado, J., & Formosinho, J. (2016). Equipas educativas e comunidades de aprendizagem. *Revista Portuguesa de Investigação Educacional*, (16), 11-31.

Maheirie, K., Gomes M., Rovaris L., Brittes T. & Lemes B. (2006). “Uma escola diferente”: estudo psicossocial de jovens e seu contexto escolar. *Revista Brasileira de Crescimento e Desenvolvimento Humano*, 16(3), 16-27.

Manique da Silva, C. (2020). Images of Pedagogical Innovation: Escola da Ponte (Portugal). *Espacio, Tiempo y Educación*, 7(1), 117-132.

Marques, L. P. et al (2021). Tempos, tempos, tempos: Como as escolas organizam os tempos?. *Brazilian Journal of Development*, 7(3), 23058-23078.

Marzano, R. J., (2005), *Como organizar as escolas para o sucesso educativo – da investigação às práticas*. Porto: Edições ASA.

Mathews, J. (2009). *Work hard. Be nice. How two inspired teachers created the most promising schools in America*. Chapel Hill, North Carolina. Algonquin Books.

Mehta, J., Schwartz, R. B., & Hess, F. M. (Eds.). (2012). *The futures of school reform*. Harvard Education Press.

Murillo, F. J. (2009). Las redes de aprendizaje como estrategia de mejora y cambio educativo. *REICE. Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*. 7(3).

Murillo, F. J., & Krichesky, G. J. (2015). Mejora de la Escuela: Medio siglo de lecciones aprendidas. *REICE: Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 13(1), 69-102.

Murillo, F. J., Martínez Garrido, C. A., & Hernández Castilla, R. (2011). Decálogo para una enseñanza eficaz. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 9(1),6-27.

Moher, D., Liberati, A., Tetzlaff, J. and Altman DG (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLOS Medicine* 6(7), 1000097.

Nagata, Y. (2007). *Alternative education: Global perspectives relevant to the Asia-Pacific region (Vol. 10)*. Springer Science & Business Media.

Neumann, R (2003). *Sixties Legacy: A History of the Public Alternative Schools Movement, 1967-2001*. New York: Peter Lang Publishing.

Neumann, R. (2008). Charter schools and innovation: The High Tech High model. *American Secondary Education*, 51-69.

Neves, A. et al (2020). A forma-escola inovadora: permanências, ressignificações e deslocamentos. *Revista Educação em Questão*, 58(58), 1-24.

Neves, A. R. G. (2020). *Práticas pedagógicas contemporâneas: uma análise da série Destino Educação: Escolas Inovadoras*. Universidade do Vale do Rio dos Sinos.

Nóvoa, A. (1995). Prefácio, in J. Barroso, *Os Liceus. Organização pedagógica e administração (1836-1960)*. pp. XVII-XXVII. Lisboa: Fundação Calouste Gulbenkian/Junta Nacional de Investigação Científica.

Nóvoa, A. (2009). *Educação 2021: para uma história do futuro*. [Em linha]. Disponível em [https://repositorio.ul.pt/bitstream/10451/670/1/21232\\_1681-5653\\_181-199.pdf](https://repositorio.ul.pt/bitstream/10451/670/1/21232_1681-5653_181-199.pdf). [Consultado em 27/01/2022]

Nóvoa, A. (2014). Educação 2021 - Para uma história do futuro. *Educação, Sociedade & Culturas*, (41).

Nóvoa, A. (2020a). La notion de réforme en éducation est-elle encore pertinente aujourd'hui?. *Revue Internationale d'Éducation de Sèvres*, 83, 23-31.

Nóvoa, A. (2020b) E agora, Escola. *Jornal USP*, 19 de agosto de 2020. [Em linha]. Disponível em <https://jornal.usp.br/artigos/e-agora-escola/?fbclid=IwAR2BqX6kpiXk6afjMPLWsuTib35R6otvRzLKsDznWa4HQBDWwcWMLJJhBJA>

Nóvoa, A. (2022). *Escolas e Professores - Proteger, Transformar, Valorizar*. Salvador, Bahia: Empresa Gráfica do Estado da Bahia.

OECD (2013). *Innovative Learning Environments, Educational Research and Innovation*. Paris: OECD Publishing.

OECD (2013). *Leadership for 21st Century Learning, Educational Research and Innovation*. Paris: OECD Publishing.

Oliveira, A. M. B. (2019). *Abandono Oculto: As Realidades por detrás das Estatísticas*. Dissertação de Doutoramento em Ciências da Educação, Faculdade de Educação e Psicologia da Universidade Católica Portuguesa.

Owen, S. (2014). Teacher Professional Learning Communities: Going beyond Contrived Collegiality toward Challenging Debate and Collegial Learning and Professional Growth. *Australian Journal of Adult Learning*, 54(2), 54-77.

Owen, S. (2015). Innovative leadership for twenty-first century skill-building: the principal's role in establishing future-oriented teacher and student learning cultures and practices. *International Journal of Educational Organization and Leadership*, 22(4), 45-56.

Page, S. F. (2015). *Innovative Schools in Michigan. Connect: Making Learning Personal*. Philadelphia: Center on Innovations in Learning, Temple University.

Pearlman, B. (2002). Reinventing the High School Experience. *Educational Leadership*, 59(7), 72-75.

Pedró, F. (2018). Tendencias internacionales en innovación educativa: retos y oportunidades. In Rey, F., e Jabonero, M. (Coords.). *Sistemas Educativos Decentes*. Fundación Santillana.

Pedró, F. (2019). New directions in schooling. International trends in educational innovation. In *EDUCA - International Catholic Journal of Education*, 5, 7-29. Porto: Fundação Manuel Leão.

Perrenoud, P. (2002). *Dix principes pour rendre le système éducatif plus efficace*. Université de Genève: Faculté de Psychologie et des Sciences de l'Éducation.

Pintassilgo, J. (2020). Educating in other Ways: Alternative Pedagogies and Different Schools in The Second Half of the Twentieth Century. *Espacio, Tiempo y Educación*, 7(1), 1-6.

Pintassilgo, J. & Andrade, A. (2018). O papel do jornal e das memórias dos alunos na construção da identidade de uma escola diferente: A Torre. *Foro de Educación*, 16(25), 9-26.

Pintassilgo, J. & Andrade, A. (2019). Um olhar histórico sobre escolas diferentes: perspectivas teóricas e metodológicas (o exemplo do projeto "INOVAR"). *Historia y Memoria de la Educación*, 10, 175-212.

Pintassilgo, J., & Andrade, A. N. (2020). O património educativo ao serviço de uma escola alternativa—A Cooperativa A Torre. *Investigar em Educação*, 2, 9-10.

Rincón-Gallardo, S., & Fullan, M. (2016). Essential features of effective networks in education. *Journal of Professional Capital and Community*. 1(1), 5-22.

Roberts, K., & Owens, S. (2012). Innovative education: A review of the literature. *American Journal of Industrial Medicine*, 8(3), 207-217.

Roldão, M. C. (1998). Que é ser professor hoje? A profissionalidade docente revisitada. *Revista da ESES*, 9, 79-87.

Roldão, M. C. (2001). A Mudança Anunciada da Escola ou um Paradigma de Escola em Ruptura?. In Isabel Alarcão (org.) *Escola Reflexiva e Nova Racionalidade*, 115-134. São Paulo: Artmed.

Roldão, M. C. (2010). Ensinar e aprender: o saber e o agir distintivos do profissional docente. In Teodora, R. & Behrens, M. A. (Orgs.) *Formação do Professor – profissionalidade, pesquisa e cultura escolar*, 25-42. Curitiba: Editora PUCPR.

Sahlberg, P. (2013). Teachers as Leaders in Finland. *Educational Leadership*, October, 36-40.

Salen, K., Torres, R., Wolozin, L., Rufo-Tepper, R. & Shapiro, A. (2010). *Quest to learn: Developing the school for digital kids*. Massachusetts: The MIT Press, Cambridge.

Sales, S. R., & Lança, P. M. F. (2020). Aprendiz-alternativo: o tipo de estudante produzida/o e demandada/o em escolas alternativas. *Atos de Pesquisa em Educação*, 15(3), 929-949.

Sammons, P., Hillman, J. & Mortimore, P. (1995). *Key characteristics of effective schools: a review of school effectiveness research*. London: OFSTED.

dos Santos, A. M., & y Antunes, D. S. H. (2019). Escolas inovadoras: estado de conhecimento das pesquisas *Stricto sensu* produzidas no Brasil de 2015 a 2017. *Revista da Faculdade de Educação*, 32(2), 145-164.



Santos Guerra, M. (2018). Innovar o morir. In C. Palmeirão e J.M. Alves (coords), *Escola e Mudança: Construindo autonomias, flexibilidade e novas gramáticas de escolarização - os desafios essenciais*, 20-43. Porto: Universidade Católica portuguesa.

Scheerens, J. (Ed.), (2012). *School Leadership Effects Revisited – Review and Meta-Analysis of Empirical Studies*. London and New York: Springer.

Schleicher, A. (2019). *Primeira Classe, Como construir uma escola de qualidade para o século XXI*. OECD Publishing.

da Silva, C. M., & Ribeiro, C. P. (2018). Appropriation of the school space by the pedagogical project: Escola da Ponte (Portugal). *Educação e Pesquisa*, 44.

Soini, T., Pietarinen, J., & Pyhältö, K. (2016). What if teachers learn in the classroom?. *Teacher Development*, 20(3), 380-397.

Soulé, H., & Warrick, T. (2015). Defining 21st century readiness for all students: What we know and how to get there. *Psychology of Aesthetics, Creativity, and the Arts*, 9(2), 178.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221-258.

Stuart, T., Stuart, M., Kimball, C. (2017). Wild and thoughtful innovation. *Independent School*, 76(3), 78–86.

Suarez-Orozco, M. M. & Sattin-Bajaj, C. (2010). *Educating the Whole Child for the Whole World: The Ross School Model and Education for the Global Era*. New York: New York University Press.

Teixeira, N. S. (2018). *(Re)design educacional escolar: transformações em curso no Brasil*. Vila Real: Universidade de Trás-os-Montes e Alto Douro

Thorgeirsdottir, H. (2019). The Change Room promotes teachers' agency to change their practice. *Educational Action Research*, 27(2), 248-268.

Trilling, B., & Fadel, C. (2009). *21st Century Skills, Learning for Life in Our Times*. San Francisco: Jossey-Bass.

Tubin, D. (2010). What can be expected from educational innovation. *Journal of Education Research*, 6, 51-63.

Tyack, D. & Cuban, L. (2003). *Tinkering Toward Utopia – A Century of Public School Reform*. USA: Harvard University Press.

Tyack, D. & Tobin, W. (1994). The Grammar of Schooling: Why Has it Been so Hard to Change? *American Educational Research Journal*, 31(3), 453-479.

Tyner-Mullings, A. R. (2015). *Enter the alternative school: Critical answers to questions in urban education*. New York: Routledge.

Vander Ark, T., & Schneider, C. (2014). *Deeper learning for every student every day*. Getting Smart.

Waite, C. (2020) Spotlight on Project-Based Learning: Seeing the forest and the trees. *Childhood Education*, 96:2, 30-41.

Williamson, B. (2018). Silicon startup schools: technocracy, algorithmic imaginaries and venture philanthropy in corporate education reform. *Critical Studies in Education*, 59(2), 218-236.

Willis, J. (2007). Cooperative learning is a brain turn-on. *Middle School Journal*, 38(4), 4-13.

Wolk, R. (2010). Education: The Case for Making It Personal. *Educational Leadership*, 67(6), 16–21.

World Economic Forum (2020). *Schools of the Future, Defining New Models of Education for the Fourth Industrial Revolution*. World Economic Forum.

Wright, N. (2018). *Becoming an innovative learning environment - The Making of a New Zealand Secondary School*. Singapore. Springer.

Young, M. (2007). Para que servem as escolas? *Educação e Sociedade, Campinas*, (101), 1287-1302.

Young, M. (2010). The future of education in a knowledge society: The radical case for a subject-based curriculum. *Journal of the Pacific Circle Consortium for Education*, 22(1), 21-32.

Zawacki-Richter, O., Kerres, M., Bedenlier, S., Bond, M., & Buntins, K. (2020). *Systematic reviews in educational research: Methodology, perspectives and application*. Springer Nature.