

# INDEX

- Action research, 37
- Ad hoc substantive theory
  - mixed-methods research, 67
- Analytical strategies, 52
- Annual classification scheme, 7
- Arranged collegiality, 31
  
- Balkanization, 31
- Belén Educa* foundation, 16
  
- Chile's educational improvement policy framework, 19–21
- Chilean education(al) system, 116
  - administration and enrollment, 19
  - market-oriented model of, 17
- Chilean Ministry of Education (MINEDUC), 1–2, 22–24, 27, 46
  - rationale for supporting development of SINS, 25
  - supervisor, 77
  
- Chilean school system, 2
- Collaborative inquiry, 4, 36–39, 70. (*See also* Inquiry)
  - in challenging contexts, 27
  - collaboration in school networks, 32–37
  - collaborative educational culture, 30–32
  - cycle, 41–46, 48, 54, 69, 95–96
  - identification of common challenges, 42–43
  - inquiry and taking action, 43–45
  - monitoring and reflection, 45–46
  - phases, 68
  - in practice, 38
  - principles and values of, 39–41
  - and professional capital, 46–49
- Collaborative practices, 6, 41, 46, 54, 109, 124
  - development, 7
  - and knowledge, 53
  - mobilizing, 27

- process and value, 8
  - with school leaders, 81, 85–90
- SINs, 80
- Collaborative/collaboration,
  - 3–4, 23
  - with “enemy”, 35
  - culture of, 9, 11, 22, 25, 30–31, 36, 46, 53, 96, 122, 124
  - dark side of, 35–36
  - emerging, 33
- Collective reflection, 39, 97
  - capacity for, 100
  - developing formal strategies for, 97–100
- Collegiality, 34–35, 46
  - arranged, 31
  - contrived, 31, 35, 115
- Community of practice, 3, 5, 27
- Contrived collegiality, 31, 35, 115
- Cronbach’s alphas, 63
- Culture of collaboration, 9, 11, 22, 25, 30, 36, 46, 53, 96, 122, 124
- Dark side of collaboration, 35–36
- Decisional capital, 47–48, 62, 110
- Direct School Visits, 22
- Distributed leadership, 41, 61, 114–117
- Diversity, 23, 57
  - of demands, 5
  - of networks, 121
  - of purposes, 76
- Education Quality Agency, 20
- Education(al). (*See also* Chilean education(al) system)
  - decentralization, 1
  - improvement, 19
  - networks, 35
  - policies, 81–85, 107
  - reforms, 1
- Educational Collaborative Network Questionnaire, 61–62
- Educational Improvement Plan (PME), 20–21, 72, 103, 109–110
- Effective networks, 108–111
- Emerging collaboration, 33
- Escuela Nueva in Colombia, 14
- Fabricated cooperation, 35
- Federations, 32
- Formal strategies
  - development for
  - collective reflection, 97–100
- Fundación Chile*, 16
- Fundación Oportunidad*, 16
- General Education Division, 1–2, 28
- Groupthink, 6

- Hermeneutics, 52
- Human capital, 47
- Hybrid leadership, 119
- Identification, 113
  - of common challenges, 10, 42–43, 70–79
  - and evaluation of network outcomes, 100
  - of resources, limitations and opportunities, 29
- Implementation stage for SIN, 27, 104
- Improving the Quality of Education for All program (IQEA program), 37
- Inclusion Law, 18
- Inquiry
  - collaborative practices among school leaders, 85–90
  - disseminating and inquiring of educational policies, 81–85
  - knowledge mobilization between networks and schools, 90–95
  - processes, 111
  - SINs, 80–81
  - and taking action, 80
- International evidence, 13, 121
- Interorganizational struggles, 6
- Interpretive hermeneutic work, 52
- Interpretivism, 52
- Judgments, 43, 73
  - evaluative, 39
  - making, 38
  - of school leaders and teachers, 39
- Kaiser–Meyer–Olkin test (KMO test), 63
- Knowledge mobilization, 54, 70, 80–81
  - element, 111
  - between networks and schools, 90–95
- Lateral leadership, 11, 108, 111, 114–116
- Leadership capacities, 5, 11, 14, 108
  - network, 111
  - systemic, 124
- Leadership Center for Educational Improvement (LIDERES EDUCATIVOS), 61
- Leading downwards, 11, 108, 111–113
- Leading upwards, 11, 108, 111, 116–119
- Learning Community Project in Mexico, 14

- Liberating learning, 118
- Likert-type scale, 62, 67
- Local Public Education Services, 15–16, 18
- Market
  - market-oriented and competitive environment, 6
  - market-oriented system, 119
  - reform to strengthening public education in market-oriented system, 16–19
  - source, 122
- MECE RURAL (National program), 15
- Microcentros Rurales, 15
- Ministry of Education, 7, 20–22, 24–25, 72, 96
- Mixed-methods
  - analysis of SIN strategy, 96, 105
  - design, 54–55
  - research, 51, 53, 108–109, 111, 123
  - study, 8, 48
- Mixing procedure, 67–68
- Multi-site case study, 8
  - multi-site qualitative case study, 56
  - networks, 82–83
  - of SIN, 55–61
- Municipal departments of education, 15, 18
- Municipal schools, 15–16
- Municipalities, 17–18, 57
- National Council of Education, 20–21
- National Education Quality Assurance Agency, 7
- National educational policy, 117
- National key policy instruments, 10, 70, 72
- National mixed-methods study
  - content analysis, 51–52
  - descriptive analysis of national questionnaire, 63–67
  - epistemological perspectives, 52
  - mixed-methods design, 54–55
  - mixing procedure, 67–68
  - multi-site case study of SIN, 55–61
  - SIN national questionnaire, 61–62
  - SIN strategy, 53
- National questionnaire of SIN, 61–62
  - descriptive analysis of, 63
  - limitations, 67
  - rotated factor loadings, by items and dimensions, 64–66
- National study of SINs, 8

- National System for Quality Assurance of Education, 20–21
- Neoliberal experiment, 17
- Network leaders, 119
- Network leadership, 108.
  - (*See also* Leadership capacities)
  - lateral leadership, 114–116
  - leading downwards, 112–113
  - leading upwards, 116–119
  - sustainability and, 111
  - systemic leadership, 111–112
- Network(ing), 15, 32, 62–63
  - improvement, 62
  - organization, 61
  - participants, 6
  - “Networked Learning Communities” program, 37
- New System of Public Education, 18
- Open-ended questions, 62, 85
- Performance evaluation, 38
- Phase collaborative inquiry, 8
- Policymakers, 107, 118
- Practitioner research, 37
- Preferential School Subsidy, 19–20
- Private-subsidized foundations, 16
- Private-subsidized schools, 16, 18, 57
- Professional capital, 46–49, 62, 103, 108–111
  - development, 107–108
  - rationale of PLNs and collaborative inquiry to, 49
- Professional learning communities, 27, 31–32, 98
- Professional Learning Networks (PLNs), 3–6, 14, 29, 54, 107–109, 111–112, 124
- Provincial Departments of Education (DEPROV), 21, 73
- Public school principals, 122
- Purpose
  - diversity of, 76
  - effectiveness of PLNs, 3
  - principles to guide work of SIN, 23
- Qualitative methodologies, 52–53
- Quality Agency, 20, 22
- Quality Assurance Agency, 41
- Quantitative methodologies, 52–53

- Questionnaire measures  
 network  
 functioning, 62
- Red La Salle Chile*, 16
- Reflection, 10–11, 39–40, 42, 45–46, 69, 107, 113. (*See also* Collective reflection)  
 of network members, 24  
 professional inquiry, 4
- Research Learning Networks (RLN), 14
- Robert Owen Center for Educational Change, 14
- Rural micro-centers, 15
- Scanning, 33
- School improvement  
 networks (SIN), 2, 8, 16, 21–25, 107, 110, 123  
 Chile's educational improvement policy framework, 19–21  
 guidelines, 28–29, 41  
 in market-oriented educational context, 13, 16  
 mixed-methods analysis of, 96  
 multi-site case study of, 55–61  
 national questionnaire, 61–62  
 negotiating SIN purpose among partners, 76–79  
 reform to strengthening public education in market-oriented system, 16–19  
 strategy, 53, 55, 69, 71
- School Improvement Partnership Programme (SIPP), 14
- School leaders, 4–5, 24, 44, 112, 120, 123  
 changes in behavior and practices, 111  
 collaborative practices with, 85–90  
 development of capacities, 22  
 perspective, 11
- School networks, 5–6, 13, 29–30  
 collaboration in, 32–37  
 collaborative inquiry cycle, 69, 95–96  
 developing formal strategies for collective reflection, 97–100  
 establishing common purposes, 71–76  
 examples, 14  
 identification of common challenges, 70

- identifying and
  - evaluating network outcomes, 100–103
- inquiry and taking
  - action, 80–95
- monitoring and
  - reflection, 95
- multi-site case study, 70–71
- negotiating SIN purpose
  - among partners, 76–79
- synthesis of findings, 103–105
- School-to-school
  - collaboration, 32
  - partnership, 38
- Scope (principles to guide work of SIN), 24
- Social capital, 47–48, 61. (*See also* Professional capital)
- Social constructionism, 52
- Social network analysis, 52
- Sociedad de Instrucción Primaria*, 16
- Spanish Sistema de Medición de la Calidad de la Educación (SIMCE), 7, 17, 20
- Standardized
  - accountability measures, 1
- Superintendence of Education, 20
- Sustainability
  - effective networks and professional capital, 108–111
  - fostering systemic improvement in challenging contexts, 121–124
  - and network leadership, 111–119
  - of SINs, 107–108
  - system infrastructure, 119–121
- Sustained collaboration, 33–34
- System infrastructure, 108, 119–121
- Systemic leadership, 111–112
- Technical knowledge, 84–85, 104
- United Nations
  - Educational, Scientific and Cultural Organization (UNESCO), 56
- Within-school
  - collaborative cultures, 32