

School/Department:	Department of Psychology, Education and Child Studies
Project Title:	<i>Creating equal opportunities for all children through teacher development and school-wide reforms.</i>
Abstract:	<p><i>This school reform project will focus on inner-city schools serving primary school-aged children. The aim of this project, “Rotterdam Gold”, is to combine the knowledge and skills learned from the Charter School initiatives in the USA and bring them to the Netherlands, while taking into consideration the local; needs, culture and social situations. In this project the consortium consists of Erasmus University Rotterdam (Department of Psychology, Education and Child Studies; specifically, Educational Sciences and Clinical Psychology). three school boards, and an Educational foundation that is focuses on quality, curricular development as well as, teacher professionalization. In total Eight primary schools will be participating with over 250 +/- students following these reform changes as well as 250 +/- students in a control group.</i></p> <p><i>The three essential elements of this project is 1) place the teacher central in the process 2) produce choices in the curriculum that emphasize the basic and fundamental elements of learning, and 3) create a culture of learning through stressing and cultivating a positive learning behavior in both students, parents, teachers and administrators. All teachers will be following a teacher professionalization track for 12 months and receive both personal coaching as well as local support while in the classroom. Professionalization will be provided by both the consortium’s Educational foundation as well as, Erasmus University Rotterdam.</i></p> <p><i>This project will firstly investigate the effectivity of these changes on students’ attainment level as assessed by national standardized tests at the end of primary school. This project will follow student for three years thus allowing a longitudinal exploration of this initiative’s effectiveness. The primary aim is to increase national standardized tests as to create learning pathways for these students towards being eligible to follow coursework in middle school for entry into higher education. Besides these pathways to higher education, students’ social-emotional well-being will also be assessed. This will allow us to track and combine national standardized tests with aspects of social-emotional well-being such as coping, resiliency, and overall school well-being. Additionally, this project will also investigate the effect of these new reforms on the school culture and teacher’s professionalization and the development teachers’ identity.</i></p>

	<p><i>Research questions for this three-year project are:</i></p> <ol style="list-style-type: none"> 1. <i>Does following a Rotterdam Gold curriculum compared to a normative curriculum show increase in:</i> <ol style="list-style-type: none"> a. <i>the number of students being able to follow to follow coursework in middle school for entry into higher education?</i> b. <i>national standardized tests scores?</i> c. <i>Social-emotional well-being?</i> 2. <i>What is the relationship between academic performance and Coping, Resiliency, and School well-being?</i> 3. <i>Does teaching in a Rotterdam Gold curriculum increase teachers' work pleasure in terms of teaching self-efficacy, well-being and general satisfaction?</i> 4. <i>What organizational elements are needed for a successful implementation of a Rotterdam Gold curriculum in terms of:</i> <ol style="list-style-type: none"> a. <i>Resources and training</i> b. <i>School Culture</i>
<p>Requirements of candidate:</p>	<p>Potential candidates should have a high interest in: Teaching, teacher professionalization Student-Centered learning, Effective Teaching methodologies, Adolescent Social-Emotional Development, School Culture, Large Inner-city Problematics, and Creation of Equity of Opportunities.</p> <p>Potential candidates should be highly motivated to learn: Longitudinal statistics analysis, Structural-Equation Modeling, and Latent Growth Modeling.</p> <p>Master's degree: Yes</p> <p>IELTS: 7.5 : (min. 6.0 for all subs.)</p> <p>TOEFL: 100 : (min. 20 for all subs.)</p>

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