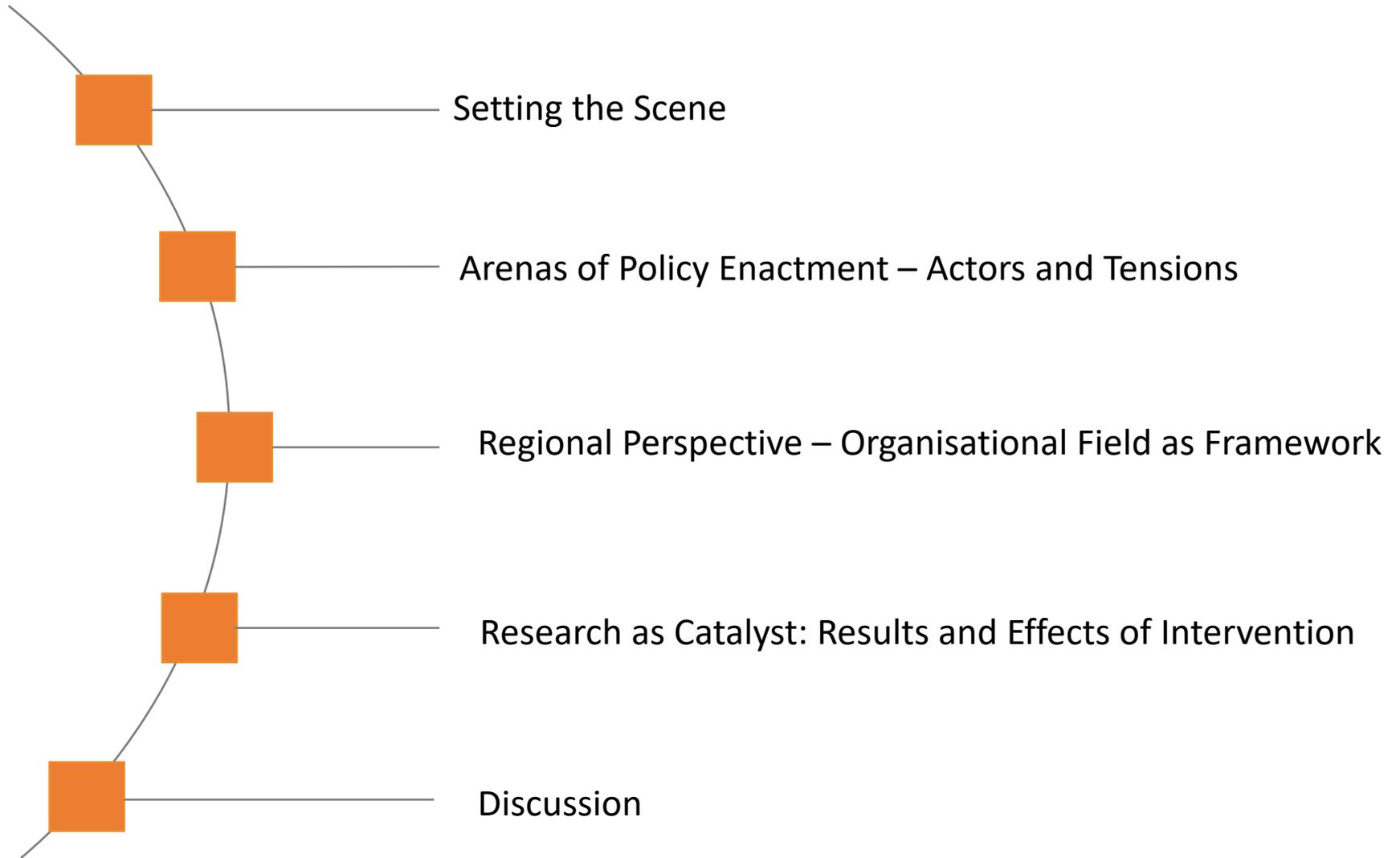


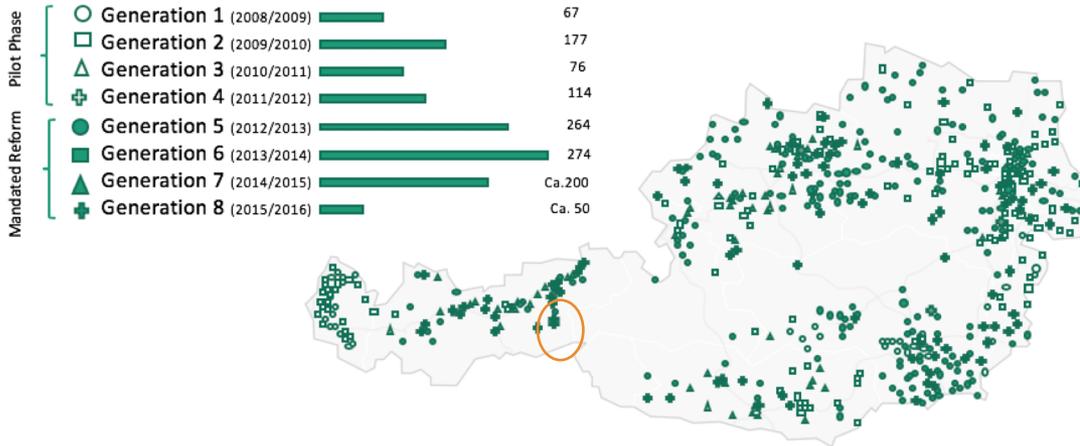


Innovative Transfer Processes regarding Regional School Development  
*Using Research as a Catalyst*

# Outline



# Setting the Scene



## New Middle School Reform, Primary Reform, Reform'17

### Modellregion Bildung Zillertal

**Schools:** 25 primary schools, 7 New Middle Schools, 3 vocational schools, 2 special education schools, 1 upper secondary school

**Students:** ca. 4100

**Teachers:** ca. 400

**School Authority:** 1 Inspector responsible for all primary, middle, vocational and special education schools and 1 inspector responsible for the upper secondary

**Teacher Training:** Teacher Education College Tirol

## Regional School Development

- The region is a relevant level when it comes to development in the educational system. (cf. Berkemeyer 2010)
- Having a regional perspective fosters transition processes which are supportive for all system levels. (cf. Emmerich 2010; Altrichter 2015)
- How to be aware of regional specific needs? (Otto et al. 2015)

1. *Who are relevant actors if it comes to enactment and further regional school development?*
2. *What could be a catalyst of a common regional school development process?*

## Arenas of Policy Enactment: The Actors

*“Enactments are collective and collaborative, but not just in sense of warm fuzzy sense of teamwork, although that is there, but also in the **interaction and inter-connection between divers actors**, texts, talks, technology and objects (artifacts) which constitute ongoing response to policy, sometimes durable, sometimes fragile, within networks and chains. There are [...] negotiations and translations which go on at the point of connection over time and space.”*

(Ball et al., 2012, S. 3)

- School leaders
- School authority
- Teacher professional development programs

# Arenas of Policy Enactment: The Actors

## Change agents

*“runs the school”*

## Responsibilities

- Leadership and management
- Quality management
- School and curriculum development
- Human resource development
- Public relations management



Developing a  
concept for  
teacher  
professionalisation

→ Compared to other countries: little autonomy



OECD, 2016; Schratz, 2016

# Arenas of Policy Enactment: The Actors

Intermediary institution between  
“education policy” and schools



School Authority

## Responsibilities across schools

- Leadership, planning and coordination for the respective area
- Contribution to organizational and personnel development
- Quality assurance (SQA)
- Consultancy and conflict management



Coordination of teacher  
professionalisation

## Responsibilities with respect to individual schools

- to observe all relevant areas of educational effectiveness and quality (“school inspections”)

→ Balancing act between support and control

Altrichter, 2017

# Arenas of Policy Enactment: The Actors

“Translators” (Ball et al., 2012, p. 49)

- Prepare reforms for practitioners
- Make use of research and evidence

→ Important role for processes of teacher professionalization

Provider: mainly Universities of Teacher Education (PH)

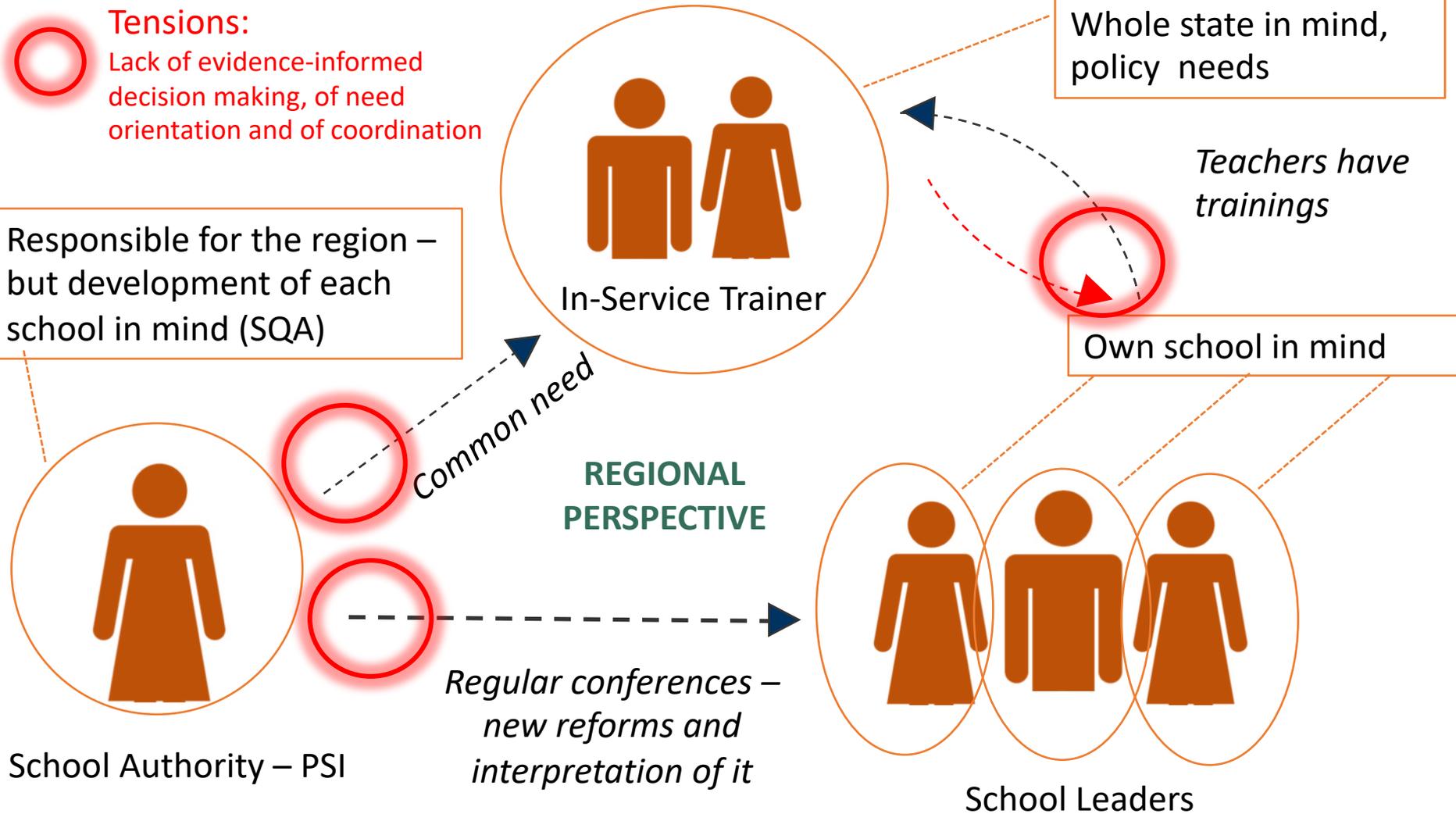
- Planning of training events ...
  - on the basis of policy needs (ministry) and requires surveys due to observations of recent trends
  - in coordination with local school authority



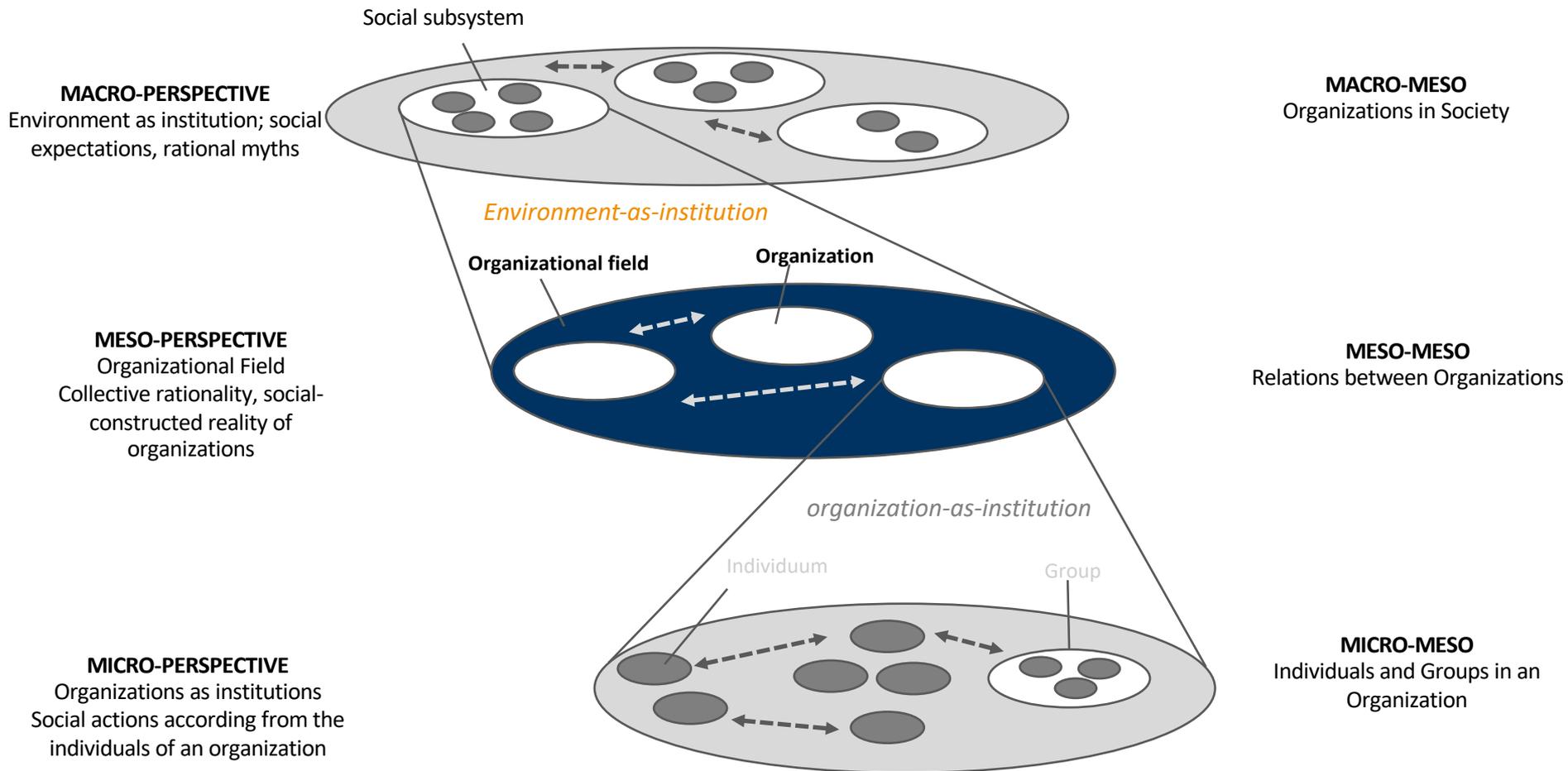
Teacher Professional  
Training/ In-Service  
Trainer

Müller et al., 2017

# Arenas of Policy Enactment – Actors and Tensions



# Regional Perspective – Organisational Field as Framework



Sandhu 2012

# Regional Perspective – Organisational Field as Framework

*„By organizational fields we mean those organizations that, in the aggregate, institute a recognized area of institutional life: key suppliers, resource and product consumers, regulatory agencies, and other organizations that produce similar services and products. “(DiMaggio and Powell 1991: p. 64ff.)*



*„a community of organisations that parttake of a common meaning system and whose participant interact more frequently and fatefully with one another than with actors outside the field.“*  
*(Scott 2008)*

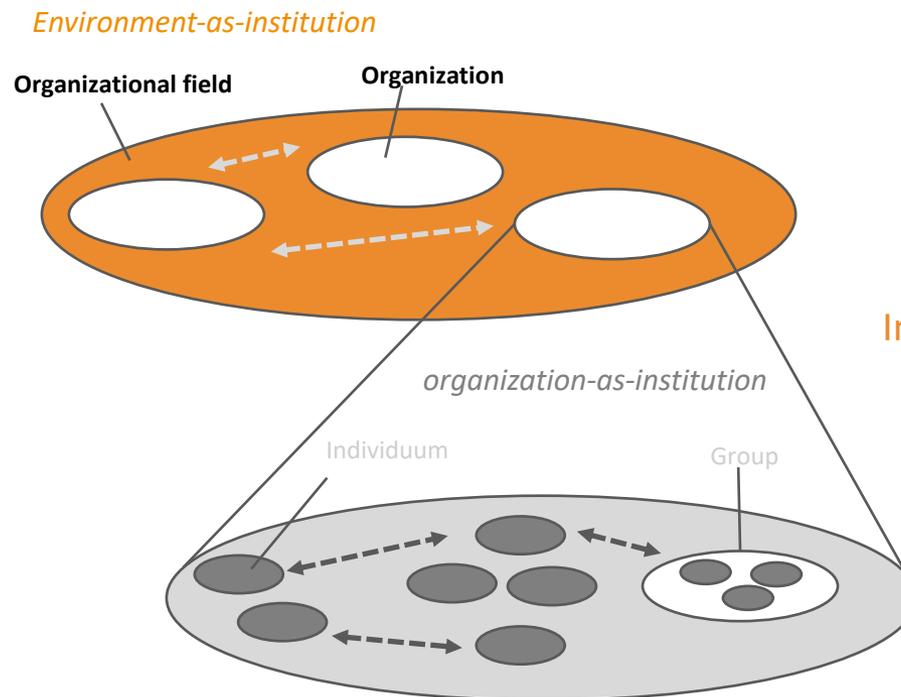
*„centers of debates in which competing interests negotiate over issue interpretation.“*  
*(Hoffmann 1991, p. 351).*

organizational fields are formed  
around certain questions or issues

# Regional Perspective – Organisational Field as Framework

**MESO-PERSPECTIVE**  
Organizational Field  
Collective rationality,  
social-constructed reality  
of organizations

**MESO-MESO**  
Relations between  
Organizations

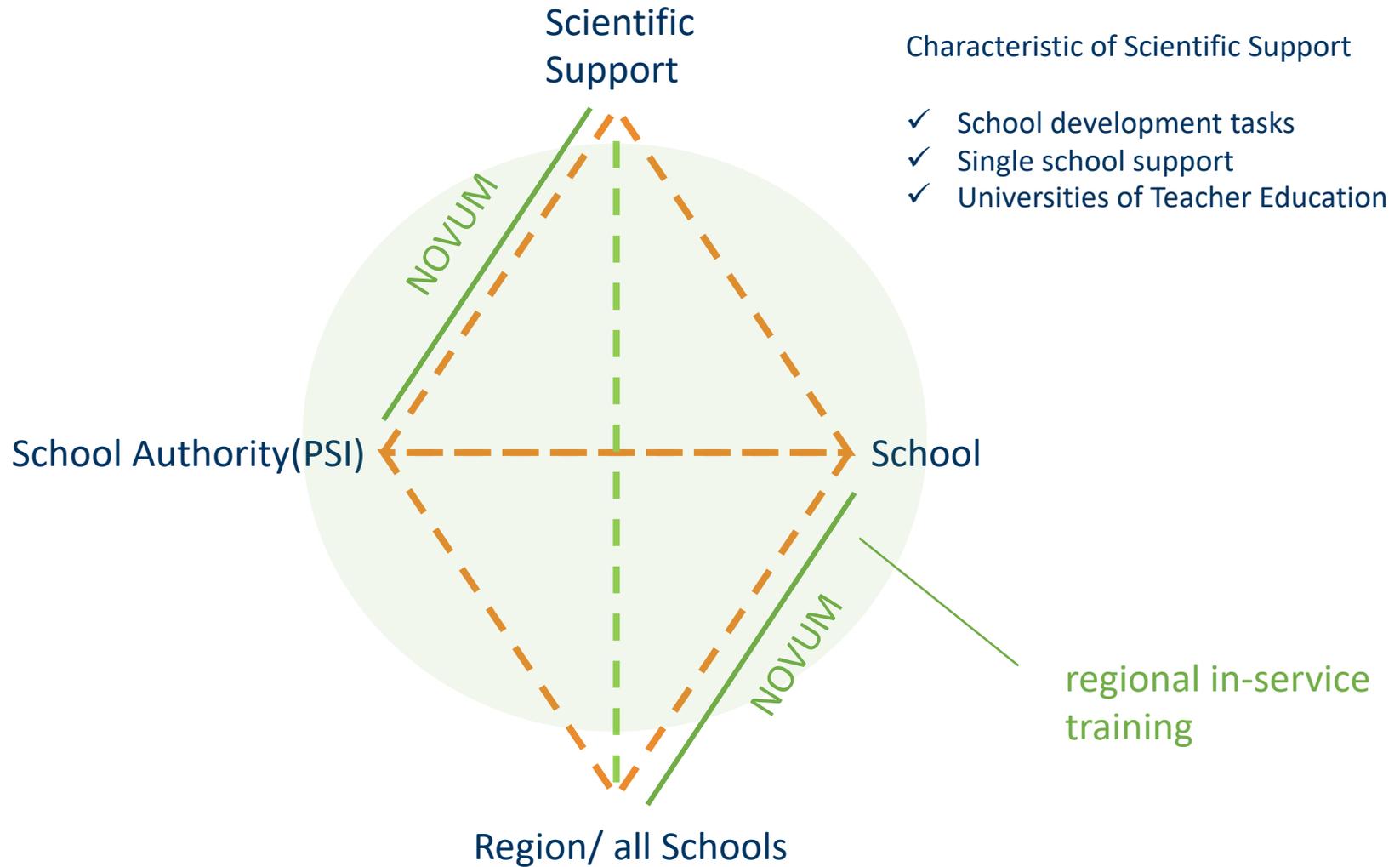


**MICRO-MESO**  
Individuals and Groups in  
an Organization

**MICRO-PERSPECTIVE**  
Organizations as institutions  
Social actions according from the  
individuals of an organization

Sandhu 2012

# Research as Catalyst – Regional Data



# Research as Catalyst

## School Authority and Research

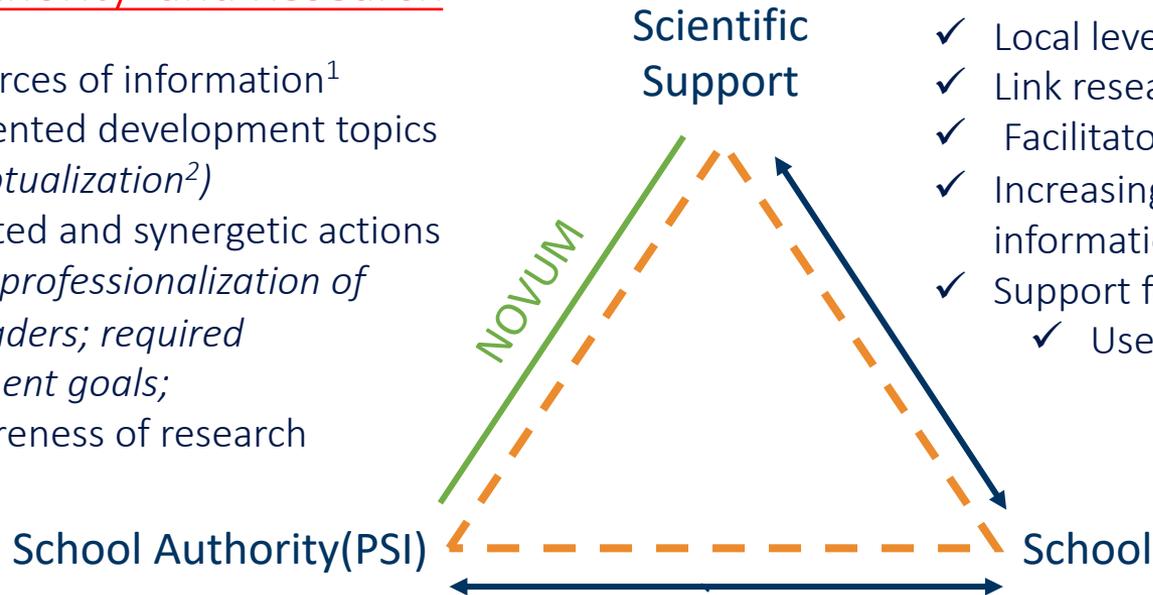
- ✓ Multi sources of information<sup>1</sup>
- ✓ Need-oriented development topics (*reconceptualization*<sup>2</sup>)
- ✓ Coordinated and synergetic actions (*initiated professionalization of school leaders; required development goals;*
- ✓ New awareness of research

## NOVUM

- ✓ Jourfix meeting (every 6 weeks) between scientific support and school inspector
- ✓ Jourfix with coordinator for in-service teacher trainer
- ✓ Data from all seven schools
- ✓ Research findings regarding certain topics

## Practice and Research

- ✓ Local level
- ✓ Link research to school development
- ✓ Facilitator for networking
- ✓ Increasing awareness of existing information sources
- ✓ Support for translation issues
  - ✓ Use of standardized tests



- Low accountability
- Using a development tool which is now mandatory (SQA)
- Feedback from the schools





Thank you

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