WELS⊕NLINE

World Education Leadership Symposium

1st Online Conference

Quality of Life – Education (Leadership) Matters

Program: Presenters, Topics, Agenda

2. September 2020

Formats:

We will have presentations but also different formats for active participation including feedback and exchange of ideas. The technology we use is Zoom. For participants only, the recording of the conference proceedings of the plenary channel will be available during the conference and for the whole week after. Features of WELSonline are:

- Plenary channel for keynotes and short group activities
- Group channels for roundtabels and discussion groups

We will also have

- Live votings
- Meet and Greet and a virtual Apéro
- Yammer
- Paint your Message

Meet and Greet in the Open Space

Butterflies and Bumblebees

Any time a person feels the conference is not contributing to their learning needs they have the responsibility to themselves to get up and move, that is use their two feet or four wheels to move to a more interesting place – in the context of our conference we offer another space.

Everyone takes responsibility for their decisions to join this space. Owen has distilled Four Principles that invoke passionate responsibility and flow in a gathering:

Whoever come are the right people.

Whenever it starts is the right time.

Whatever happens is the only thing that could have.

When it's over it's over.

COVID-19 - Crisis in Society and Impact on Education around the World

Themes of the keynotes are: national and international monitoring of the current school situation due to COVID-19, e.g. digitalization, educational equity, management of crisis, innovation and knowledge management, professionalisation. Group discussions will be facilitated.

Day 1 Overview

Start 3pm CEST		
Plenary channel		**Meet and Greet Channel**
		Open Space
15.00-15.10	Prof. Dr. Stephan Gerhard Huber, University of Teacher Education Zug, Switzerland **Welcome and Opening**	*For Butterflies and Bumblebees*
15.10-15.25	**Prof. Dr. Stephan Huber, Prof. Dr. Christoph Helm, Paula S. Günther, Nadine Schneider, University of Teacher Education Zug, Switzerland** COVID-19 and Schooling: Evaluation, Assessment and Accountability in Times of Crises — Reacting Quickly to Explore Key Issues for Policy, Practice and Research with the School Barometer in Germany, Austria and Switzerland	Beside the fixed program of WELSonline we offer channels where participants could meet and greet other participants. These channels are creative rooms for open discussions and work on a common topic.
15.25-15.40	**Prof. Dr. Mel Ainscow, University of Glasgow, United Kingdom** The big Challenge facing Education Systems: Inclusion and Equity	
15.40-15.55	**Short Break**	
15.55-16.10	**Prof. Dr. David Gurr, University of Melbourne, Australia** Worldwide Educational Responses to the Pandemic	
16.10-16.25	**Ass. Prof. Haiyan Qian, The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change (APCLC) Hong Kong** Asian Perspectives	
16.25-16.40	**Prof. Dr. Rick Mintrop, University of California, Berkeley, USA** US Perspectives	
16.40-16.55	**Short Break**	

16.55-17.10	**Prof. Dr. Barbara Herzog-Punzenberger, Universität Innsbruck, Austria** Ciritcal perspectives on differential effects of COVID-19 home-schooling	
Group channels		
17.10-17.45	**Roundtables** **Views from Participants –** **Experiences and Opinions**	
Plenary channel		
17.45-18.00	**Plenary Discussion, Conclusion and Closing**	
End 6pm CEST		
Group channels		
18.00-18.25	**Meet and Greet in the virtual apéro** 5 times each 5 minutes Randomized groups of 3 to 4 persons	

Prof. Dr. Stephan Huber, Prof. Dr. Christoph Helm, Paula S. Günther, Nadine Schneider, University of Teacher Education Zug, Switzerland

COVID-19 and Schooling: Evaluation, Assessment and Accountability in Times of Crises—Reacting Quickly to Explore Key Issues for Policy, Practice and Research with the School Barometer in Germany, Austria and Switzerland

The crisis caused by the COVID-19 virus has far-reaching effects in the field of education, as schools were closed in March 2020 in many countries around the world. In this article, we present and discuss the School Barometer, a fast survey (in terms of reaction time, time to answer and dissemination time) that was conducted in Germany, Austria and Switzerland during the early weeks of the school lockdown to assess and evaluate the current school situation caused by COVID-19. Later, the School Barometer was extended to an international survey, and some countries conducted the survey in their own languages. In Germany, Austria and Switzerland, 25.315 persons participated in the German language version: 10.990 parents, 8.254 students, 5.167 school staff, 766 school leaders, 58 school authority and 80 members of the school support system. The aim was to gather, analyse and present data in an exploratory way to inform policy, practice and further research. In this article, we present some exemplary first results and possible implications for policy, practice and research. Furthermore, we reflect on the strengths and limitations of the School Barometer and fast surveys as well as the methodological options for data collection and analysis when using a short monitoring survey approach. Specifically, we discuss the methodological challenges associated with survey data of this kind, including challenges related to hypothesis testing, the testing of causal effects and approaches to ensure reliability and validity. By doing this, we reflect on issues of assessment, evaluation and accountability in times of crisis.

Prof. Dr. Stephan Gerhard Huber M.Phil. (Cantab) is Head of Research and Development, Member of the University Leadership, and Head of the Institute for the Management and Economics of Education (IBB) of the University of Teacher Education (PH) Zug (Switzerland). He also is a member of the School of Education (ESE) at the University of Erfurt, Senior Research Fellow Hong Kong Institute of Education, Adjunct Professor Institute for Education Research Griffith University Brisbane. He held guest professorships at universities in India, Austria, Switzerland and Cyprus, is member of the academic advisory boards of different national and international associations and institutions, is editor-in-chief of EAEA and member of the editorial board of several journals. He is also head of the national interdisciplinary research consortium of the Young Adult Survey of Switzerland of the Swiss Federal Surveys of Adolescents. His areas of interest are organisation and system change, education management, school effectiveness, school improvement, professionalisation of teachers and school leaders. He conducts qualitative, quantitative, mixed-method, international comparative research. For more than 15 years, he has hosted and chaired the World Education Leadership Symposium (WELS.EduLead.net) with around 850 participants from 75 countries.

Recent publications

Huber, S.G. (Ed.) (2020). Handbuch für Steuergruppen. Grundlagen für die Schulentwicklung und das Schulmanagement, [Handbook for steering groups. Foundation for their work in school management] 4. überarb. und erw. Aufl. Köln: Carl Link.

Huber, S.G., Arnz, S. & Klieme, T. (Ed.) (2020). Schulaufsicht im Wandel. Rollen und Aufgaben neu denken. Stuttgart: Raabe.

Huber, S.G., Günther, P.S., Schneider, N., Helm, C., Schwander, M. Schneider, J.A. & Pruitt, J. (2020). COVID-19 und aktuelle Herausforderungen in Schule und Bildung. Erste Befunde des Schul-Barometers in Deutschland, Österreich und der Schweiz. Münster, New York: Waxmann.

Huber, S.G. & Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises—reacting quickly to explore key issues for policy, practice and research with the school barometer. Educational Assessment, Evaluation and Accountability, 32(2), 237-270. DOI 10.1007/s11092-020-09322-y.

Huber, S.G. & Helm, C. (2020). Lernen in Zeiten der Corona-Pandemie. Die Rolle familiärer Merkmale für das Lernen von Schüler*innen: Befunde vom Schul-Barometer in Deutschland, Österreich und der Schweiz. Die Deutsche Schule, Beiheft 16, 37-60.

Prof. Dr. Mel Ainscow, University of Glasgow, United Kingdom
The big Challenge facing Education Systems: Inclusion and Equity

The year 2016 saw the publication by UNESCO of the Education 2030 Framework for Action. This important policy document emphasizes inclusion and equity as laying the foundations for quality education. It also calls for a particular focus on those who have traditionally been excluded from educational opportunities, such as students from the poorest households, ethnic and linguistic minorities, indigenous people, and those with disabilities. In this way, it is made clear that the agenda has to be about all children and young people. The pandemic has thrown new light on the urgent need to address this challenge. In moving forward, we must therefore ensure that all children are included and engaged in the success of their schools and communities. Drawing on research carried out in different parts of the world, this presentation will challenge participants to consider what needs to be done to make education systems more inclusive and equitable. Considerations will be given to the implications for the development of classroom practice, school organization and leadership, and national policies.

Key ideas and messages:

- Inclusion and equity should be seen as principles that inform all educational policies
- Education systems have untapped potential to improve themselves
- Networking is a means of sharing expertise and stimulating experimentation with new ways of working
- School focused strategies have to be complemented with efforts to engage the wider community
- Leadership has to come from within schools
- National governments have to create the conditions within which local action can be taken and local authorities have to be responsible for making sure this happens

The most important factor:

- The collective will to make it happen

Mel Ainscow is Professor of Education, University of Glasgow, Emeritus Professor, University of Manchester and Adjunct Professor at Queensland University of Technology, Australia. A long-term consultant to UNESCO, he is internationally recognized as an authority on the promotion of inclusion and equity in education. He recently led the development of a series of policy documents for UNESCO, including its 'Guide for Ensuring Inclusion and Equity in Education'. Mel is also a consultant to an initiative organized by the Organization of American States, supporting national developments in nine Latin American countries. He has recently completed collaborative research projects with networks of schools in Australia and five European countries. Examples of his writing can be found in: 'Struggles for equity in education: the selected works of Mel Ainscow' (Routledge World Library of Educationalists series).

Recent publications

Ainscow, M. (2020) Promoting inclusion and equity in education: lessons from international experiences. The Nordic Journal of Studies on Educational Policy, 6(1), 7-16

UNESCO (2017) A guide for ensuring inclusion and equity in education. Paris: UNESCO

Prof. Dr. David Gurr, University of Melbourne, Australia

Worldwide Educational Responses to the Pandemic

International Studies in Educational Administration is devoting four issues to educational responses to the pandemic. As editor I invited short articles that either describe country or more local responses to education during the pandemic, or short articles that provide educators with knowledge to help them lead their educational organisations during this time. From over 150 submissions 60 paper were selected, the first 30 have been published, and another 15 are in final production; all are or will be freely available from www.cceam.net

In this presentation I will explore:

- key themes from educator responses to the pandemic.
- key themes from system/country responses to the pandemic.
- leadership ideas used and promoted in the papers.
- implications for education going forward.
- implications for educational leadership going forward.

Messages:

- key themes from educator responses to the pandemic.
- key themes from system/country responses to the pandemic.
- leadership ideas used and promoted in the papers.
- implications for education going forward.
- implications for educational leadership going forward.

David Gurr is an Associate Professor in Educational Leadership at the University of Melbourne. He has published and presented widely and is a founding member of theInternational Successful School Principalship Project and the International School Leadership Development Network. He is editor of International Studies in Educational Administration and a senior associate editor of the Journal of Educational Administration.

Recent publications

Townsend, T. Berryman, M., Gurr D. & Drysdale, L. (2020) Leadership for Learning in diverse settings: School leaders setting the agenda, in J. Hall, P. Sammons & A. Lindorff (Eds) International Perspectives in Educational Effectiveness Research, Cham, Switzerland: Springer Nature, pp. 327-360.

Gurr, D & Drysdale, L. (2020) Leadership for challenging time, International Studies in Educational Administration, 48(1), 24-30.

Gurr, D., Drysdale, L., & Goode, H. (2020). Global research on principal leadership. In G.W. Nobit (Ed.), The Oxford Research Encyclopedia of Educational Administration. (New York, New York: Oxford University Press) 31p. DOI: 10.1093/acrefore/9780190264093.013.714

Gurr, D. (2020) Australia: The Australian Education System, in H. Ärlestig & O. Johansson (Eds) Educational Authorities and the Schools - Organization and Impact in 20 States (Dordrecht, Netherlands: Springer, pp. 311-331

Noman, M. & Gurr, D. (2020) Contextual Leadership and Culture in Education, In G.W. Nobit (Ed.) Oxford Research Encyclopedia of Education (New York, New York: Oxford University Press) 20p. dx.doi.org/10.1093/acrefore/9780190264093.013.595

Practices of Education Leadership around the World

Themes of the keynotes and the plenary discussions are: research and monitoring of the profession of school leadership, challenges and solutions in school leadership in different countries. Group discussions will be facilitated.

Education Leadership around the world - Research and Monitoring of a Profession

Country Reports of the World School Leadership Study (WSLS) and Challenges in School Leadership

Day 2 Overview

Start 3pm CEST		
Plenary channel		**Meet and Greet Channel**
15.00-15.15	Prof. Dr. Stephan Gerhard Huber, University of Teacher Education Zug, Switzerland **Education Leadership around the world - Research and Monitoring of a Profession - Introduction**	**Open Space** *For Butterflies and Bumblebees* Beside the fixed program of WELSonline we offer channels where participants could meet and greet other participants. These channels are creative rooms for open discussions and work on a common topic.
15.15-15.35	**Country Reports from Australian and Asian Countries** Part I	
	Prof. Dr. David Gurr, and Prof. Dr. Lawrie Drysdale, University of Melbourne: **Australia**	
	Ass. Prof. Haiyan Qian, The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change (APCLC) Hong Kong: **China**	
	Prof. Dr. Hui-Ling Wendy Pan, Tamkang University: **Taiwan**	
	Prof. Dr. Karanam Pushpanadham, The M.S. University of Baroda: **India**	
15.35-15.50	**Short Break**	
15.50-16.05	**Country Reports from Australian and Asian Countries** Part II	
	Dr. Kenny Cheah Soon Lee, University of Malaya: **Malaysia**	
	Bambang Sumintono, Ph. D., University Malaya, Malaysia: **Indonesia**	
	Natalia Isaeva, Higher School of Economics, National Research University, Moscow: **Russia**	

	Ass. Prof. Hassanreza Zeinabadi, Kharazmi University: **Iran**
16.05-16.15	**Questions and short discussion:** **Reflection on Australian and Asian Countries** You can write some questions in the chat and presenters could respond to them
16.15-16.30	**Country Reports from European Countries** Part I
	Dr. Ulf Leo, University of Umea: **Sweden**
	Prof. Dr. Guri Skedsmo, Schwyz University of Teacher Education, Switzerland, and Ass. Prof. Ann Elisabeth Gunnulfsen, University of Oslo: **Norway**
	Prof. Dr. Joanna Madalińska-Michalak, University of Warsaw: **Poland**
16.30-16.45	**Short Break**
16.45-17.00	**Country Reports from European Countries** Part II
	Prof. Dr. Julián López-Yáñez and Prof. Dr. Marita Sánchez-Moreno, Universidad de Sevilla: **Spain**
	Prof. Dr. Romuald Normand, University of Strasbourg: **France**
	Ass. Prof. Eletheria Argyropoulou, University of Crete: **Greece**
	Ass. Prof. Kadir Beycioglu, Dokuz Eylul University: **Turkey**
17.05-17.15	**Reflection on European Countries** You can write some questions in the chat and presenters could respond to them
17.15-17.30	**Country Reports from Kenya and American Countries** Part I
	Dr. Lucy Awuor Wakiaga, Tangaza University College: **Kenya**
	Dr. Judy Halbert and Dr. Linda Kaser, University of British Columbia: **(Western) Canada**
	Prof. Dr. Jonathan Supovitz, University of Pennsylvania, and Prof. Dr. Michelle Young, University of Virginia: **USA**
17.30-17.45	**Short Break**
17.45-17.55	**Country Reports from American Countries** Part II
	Prof. Dr. Paulo Luis Volante Beach and Prof. Dr. Claudia Llorente, Universidad Católica de Chile: **Chile**

	Prof. Dr. Clelia Pineda Báez and Prof. Dr. José Javier Bermúdez Aponte, University of La Sabana: **Colombia**	
17.55-18.05	**Reflection on Kenya and American Countries** You can write some questions in the chat and presenters could respond to them	
Group channels		
18.05-18.30	**Open discussions** **Resources & demands:** What kinds of resources and demands are available on personal, organisational and system level that support or restrain school leaders' practice? How are these resources and demands experienced by the school leaders? How is the balance between resources and demands? **Values & professional understanding:** How are different professional values and professional understandings deemed important to school leaders, organisation and system? How do they align or misalign with each other? **Practice:** What practices do school leaders prefer? What practices do school leaders experience as strain? How do school leaders spend their time at work? **Person-job-organisation-system fit:** How do school leaders fit to their job, organisation and system? How is the balance between different fits? **School quality and its development:** How do school leaders perceive school quality and its development? **Health, resilience, wellbeing:** What are the school leaders' perceptions on their own health? How resilient are school leaders? How is school leaders' work-related well-being?	
End 18.30 CEST		

Prof. Dr. Stephan Gerhard Huber, University of Teacher Education Zug, Switzerland
World School Leadership Study (WSLS) – Research and Monitoring of School Leaders' Profession

In a rapidly changing society, education and schools are faced with diverse challenges. Over the past decades, the New Public Management and local management of schools seem to have shaped educational policies, school reform, and school improvement in many countries. School leadership for ensuring and developing the quality of schooling has become more crucial and complex than ever before. As a result, school leaders' practices and their work effectiveness and efficiency have become a major concern for policy makers and educational authorities. Their health, resilience and well-being have become a major concern for school leader associations.

Despite a large number of studies underpinning the importance of school leadership for school effectiveness and improvement (e.g. P. Hallinger & Heck, 2010; Hallinger & Huber, 2012; Huber & Muijs, 2010; May, Goldring, &. Huff, 2009; Robinson, Lloyd, & Rowe, 2008), so far very few studies have examined school leaders' functions, practices, work conditions and their impact on school quality development as well as on their own health and resilience. Contingency approaches, being aware of context on various levels and different areas, are small in number, even if many research findings can be very well explained by various kinds of fit, in particular person-environment fit. Moreover, there is a lack of international comparative studies that systematically examine these topics and their interdependency on a global scale.

This planned study was already presented at the European Conference on Educational Research (ECER) of the European Educational Research Association EERA (2016 and 2017) with Jim Spillane as discussant, World Educational Research Association in conjunction with the American Educational Research Association AERA Annual Meeting (2017) with Vivianne Robinson as discussant, the Asia Leadership Roundtabel ALR (2017), and the World Education Leadership Symposium (WELS) 2017 and 2019.

Aim and research questions

The purpose of the World School Leadership Study (WSLS) project is to research and monitor the profession of school leadership nationally and internationally.
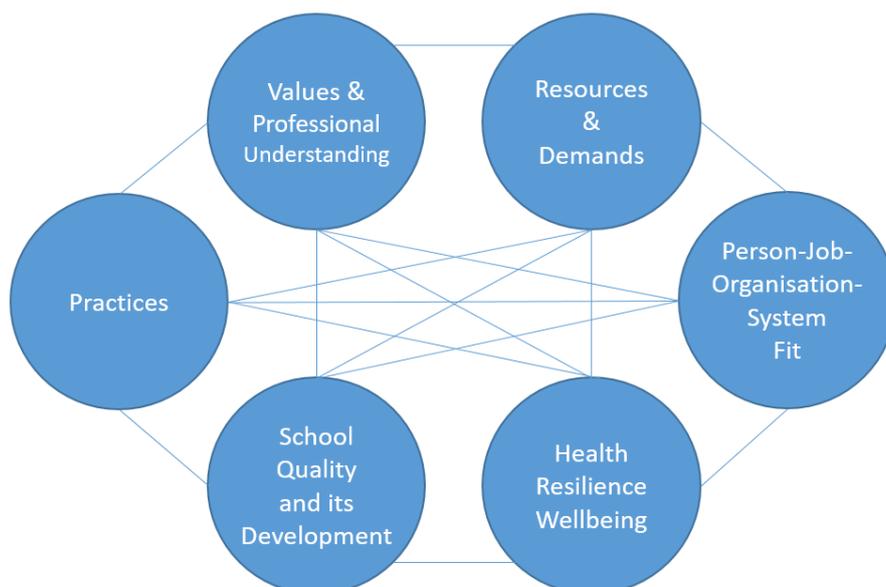

The data will be analysed and reported nationally with an ideographical perspective and internationally with a comparative perspective. Two levels of research questions guide the research.

Level 1 Research area-specific questions:

1. Resources & demands: What kinds of resources and demands are available on personal, organisational and system level that support or restrain school leaders' practice? How are these resources and demands experienced by the school leaders?
   How is the balance between resources and demands?
2. Values & professional understanding: How are different professional values and professional understandings deemed important to school leaders, organisation and system? How do they align or misalign with each other?
3. Practice: What practices do school leaders prefer? What practices do school leaders experience as strain? How do school leaders spend their time at work?
4. Person-job-organisation-system fit: How do school leaders fit to their job, organisation and system? How is the balance between different fits?
5. School quality and its development: How do school leaders perceive school quality and its development?
6. Health, resilience, wellbeing: What are the school leaders' perceptions on their own health? How resilient are school leaders? How is school leaders' work-related well-being?

Level 2 Cross research area questions (some examples):

1. What are school leaders' cognitive appraisal of the resources and demands on personal, organisational and system level?
2. How do the demands and resources impact on school leaders' practices, health, resilience, wellbeing and their efforts to develop school quality?
3. How is the person-job-organisation-system fit related to school leaders' practice, to health, resilience and wellbeing,
   as well as to the school quality and its development?
4. How do school leaders' professional values and understanding correspond to the demands and resources on the three levels?
5. How are school leaders' professional values and professional understanding related to school quality and its development?
6. How do school leaders' health, resilience and wellbeing transform into resource, affect their practice and affect
   school quality and development?
7. How can the findings be compared in a cluster of countries or internationally? (Possible perspectives for comparison: high stakes versus low stakes systems, centralized versus decentralized systems, autonomy of schools, market orientation versus public system perspective, key values)
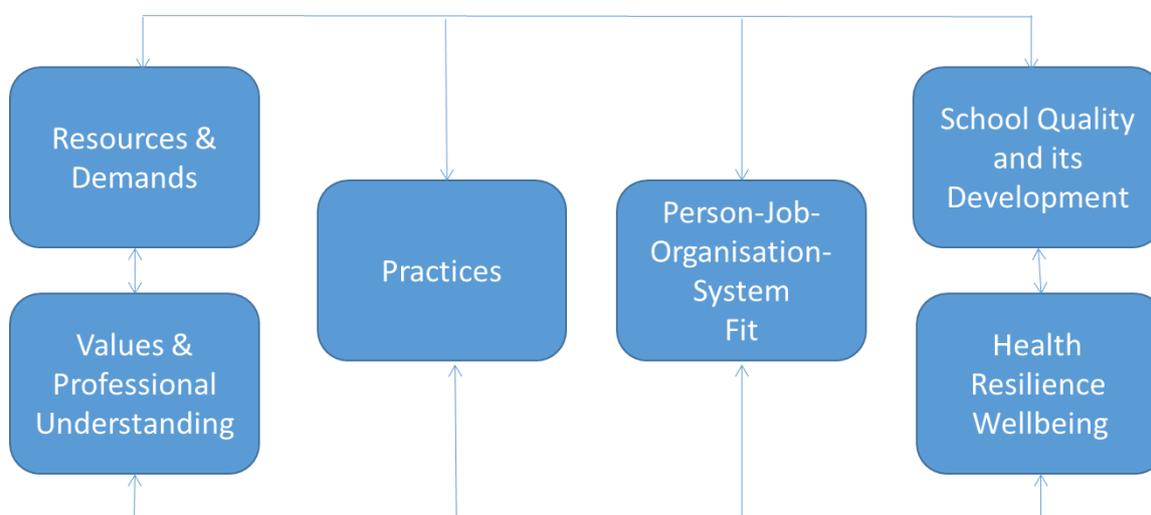
Implications

The results of the WSLS are expected to have implications on different levels. First, the findings will illuminate how different resources and demands at the system, organisational and personal level affect school leaders' health resilience and well-being as well as the school quality and its development. Second, based on the national data gathered, it is possible to conduct international comparisons so that the similarities and differences across countries can be highlighted. Third, WSLS aims to provide evidence-based recommendations to inform policy makers, to advise school leaders' recruitment, training, and professional development, and to improve the work conditions for school leaders in various countries.

Research design and research organization

The data will be collected using a mixed-methods approach. The International common design of the study comprises a country report (document analysis and expert interviews) and an online survey. The optional part of the study includes further focus in-depth studies, the end-of-day log and interviews or case studies.

The WSLS is conducted by an international research consortium that includes international scholars in the field of educational management and leadership and experts in areas such as health and specific research methodology and analytical techniques who will work collaboratively to conduct the study, disseminate findings and draw attention to implications for practice. In this way, the consortium as a whole covers a range of areas within social science and can be characterised as interdisciplinary. The work related to the international research collaboration, data collection, data handling and international comparative data analyses is coordinated by Prof. Dr. Stephan Huber, Head the Institute for the Management and Economics of Education (IBB) at the University of Teacher Education Zug (PH Zug), Switzerland. Country partners are responsible for funding the national research conducted in their own countries.
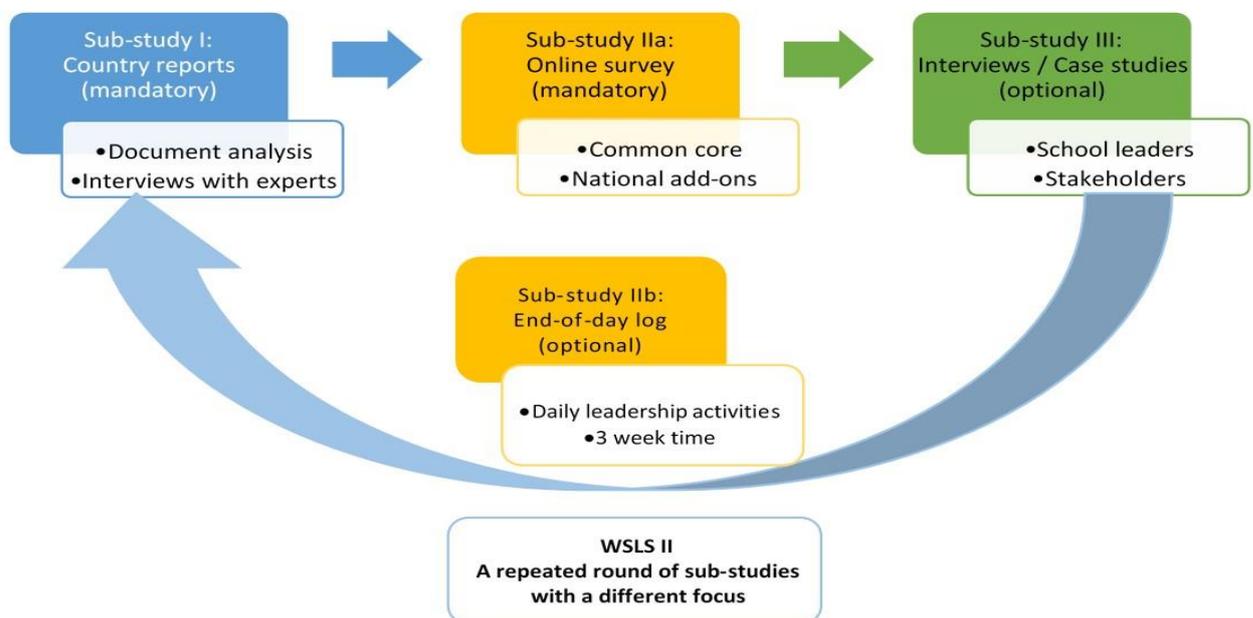
More: www.Bildungsmanagement.net/WSLS

Research on Education Leadership around the World

A variety of short research based presentations are provided. Various discussion forums will be organized, including group discussions.

Day 3 Overview

Start 3pm CEST					
Plenary channel					**Meet and Greet Channel** **Open Space** *For Butterflies and Bumblebees* Beside the fixed program of WELSonline we offer channels where participants could meet and greet other participants. These channels are creative rooms for open discussions and work on a common topic.
15.00-15.10	Prof. Dr. Stephan Gerhard Huber, University of Teacher Education Zug, Switzerland **Welcome and Opening**				
Group channels					
15.10-16.10	**Roundtable 1** **Leadership during COVID-19 / Crisis Management**	**Roundtable 2** **Digitalisation and Education**	**Roundtable 3** **Assessment and Evaluation for Quality Development**	**Roundtable 4** **Collaboration among Teachers and School Leaders**	
16.10-16.25	**Break**				
16.25-17.25	**Roundtable 5** **Schools in Challenging Circumstances**	**Roundtable 6** **Professionali-zation of School Leaders**	**Roundtable 7** **Leadership for Professional Learning and Innovation**	**Roundtable 8** **Educational Policy and Governance**	
17.25-17.40	**Break**				
Plenary channel					
17.40-17.55	**Prof. Dr. Phil Hallinger, Mahidol University and University of Johannesburg, South Africa** slides The Education Leadership Research Landscape				
17.55-18.00	Prof. Dr. Stephan Gerhard Huber, University of Teacher Education Zug, Switzerland				

	Conclusion and Closing	
End 6pm CEST		

Roundtables:

First Timeslot 15.10-16.10 pm CEST:

1. Leadership during COVID-19 / Crisis Management

Moderator/chair: Anne Köster, Europa-Universität Viadrina Frankfurt (Oder), Germany

5-7 minutes for each presentation and 15 minutes for discussion at the end

- Prof. Jan Heystek, North-West University, South Africa: Leadership and change during the corona 19 virus in South Africa schools
- Dr. Donnie Adams, University of Malaya: Leading Schools through the Covid-19 Crisis in Malaysia
- Prof. Dr. Sandra Mariano, Joysi Moraes and Bruno Dias, Universidade Federal Fluminense, Brazil: Higher Education in Brazil during COVID-19
- Prof. Dr. Joanna Madalińska-Michalak, University of Warsaw: Poland: Polish school principal experience and educational leadership practice in the time of COVID-19
- Dr. Farhana Kajee, Rhodes University, South Africa: Educational leadership and management during Covid-19: A call for criticality and the legitimation of social theory
- Jolanta Navickaitė: Adults competencies necessary for school principal's leadership in the COVID-19 crisis: Insights from the latest PIAAC round
- Anne Köster, Europa-Universität Viadrina Frankfurt (Oder), Germany: Educational inequality in times of Corona. A case study in a Berlin school at the social margins
- Prof. Dr. Eleftheria Argyropoulou, University of Crete, Greece: School Leadership (in Greece) in dire straits: fighting the virus or the challenging consequences?

2. Digitalisation and Education

Moderator/chair: Julia Schneider, University of Teacher Education Zug, Switzerland

8-10 minutes for each presentation and 15 minutes for discussion at the end

- Prof. Dr. Pierre Tulowitzki, FHNW University of Applied Sciences and Arts Northwestern, Switzerland: Cultivating a global, blended-learning educational leadership program and network – Levers and barriers of success
- Dr. Isabel Tarling, Two Oceans Graduate Institute, South Africa: Self-regulated learning and eAssessment Practices: constructive alignment for purpose and impact
- Prof. Dr. Wilfried Schley, Leadership Foundation for Professional Learning and Global Education, Switzerland: Blended Learning: INTUS 3 concept for relation learning

- Dr. Jolanda Hermanns, University of Potsdam, Germany: Evaluation of an online course on organic chemistry during the COVID-19-crisis
- Dr. Shnaoli Chakraborty Acharya, West Bengal State University, India: Leadership for Digital Learning in the 21st Century: Policy, Perspectives and Ground Realities

3. Assessment and Evaluation for Quality Development

Moderator/chair: Marianne Mischler, University of Teacher Education Zug, Switzerland

10-12 minutes for each presentation and 15 minutes for discussion at the end

- Dr. Venesser Fernandes, Monash University, Australia: Using School Data to Continuously Improve and Inform Diverse Decision-Making Approaches Within Australian School Contexts
- Prof. Christian Wiesner, University College of Teacher Education in Lower Austria: Judgements through evidence
- Dr. Claudia Schreiner, University of Innsbruck, Austria: Pedagogical Diagnostics in a Leadership Perspective
- Dr. Alberto Yazon, Laguna State Polytechnic University, Philippines: Examining the Work Engagement, Job Satisfaction, and Performance of Faculty in One State University in the Philippines

4. Collaboration among Teachers and School Leaders

Moderator/chair: Prof. Dr. Christoph Helm, University of Teacher Education Zug, Switzerland

15 minutes for each presentation and 15 minutes for discussion at the end

- Prof. Dr. Ulrike Greiner, University of Salzburg, Austria, and collegues: Fostering processes of knowledge transformation: What teacher students can learn from headteachers reasoning about the use of research in school
- Prof. Dr. Claudia Llorente, Pontificia Universidad Católica de Chile: An experience of school Leadership, collaboration and professional development during COVID-19 pandemic
- Dr. Jóhannes Miðskarð, University of the Faroe Islands: Teacher-Principal Discrepancies concerning Principals' Pedagogical Leadership in the Faroe Islands

Second Timeslot 16.25-17.25 pm CEST:

5. Schools in Challenging Circumstances

Moderator/chair: Prof. Dr. Stephan Huber, University of Teacher Education Zug, Switzerland

10-12 minutes for each presentation and 15 minutes for discussion at the end

- Prof. Dr. Stephan Huber, University of Teacher Education Zug, and Prof. Dr. Guri Skedsmo, Schwyz University of Teacher Education, Switzerland: School Turnaround among Ten Schools in Difficult Circumstances in Germany: The Need for Adaptive and Contextualized Approaches to Development and Change
- Prof. Dr. David Gurr, University of Melbourne, Australia: Leadership in Schools Under Challenging Circumstances
- Prof. Dr. Rose M. Ylimaki, University of South Carolina, USA: US Schools in Challenging Circumstances
- Dr. Venesser Fernandes, Monash University, Australia: Activating Turnaround Leadership through Data-Informed Decision making in Australian Public Schools

6. Professionalization of School Leaders

Moderator/chair: Marius Schwander, University of Teacher Education Zug, Switzerland

8-10 minutes for each presentation and 15 minutes for discussion at the end

- Prof. Dr. Julián López-Yáñez, Universidad de Sevilla, Spain: Strategies, difficulties, and biases in a process of school leaders' group coaching
- Prof. Dr. Paulo Volante, Pontificia Universidad Católica de Chile: Advances and challenges of school leadership in Chile
- Prof. Dr. Clelia Pineda Báez, University of La Sabana: Colombia: Cundinamarca School of Principals: School leadership for the educational excellence
- Prof. Dr. Jonathan Damiani, Le Moyne College, USA: International Students' Narratives in Leadership Preparation; Promoting the Value of Emerging Leaders' Voices through Leadership Rhetoric and Communication
- Prof. Dr. Dr. Benedicte Gendron, University Montpellier 3, France: Bienvivance for a Quality of Life: Leadership and Education Matter a lot
- Joanna Holmes, University of Strathclyde, UK: The Intersection of Role Identity Formation and Emotional Competencies in the Aspiring Educational Leader – cancelled

7. Leadership for Professional Learning and Innovation

Moderator/chair: Jane Pruitt, University of Teacher Education Zug, Switzerland

10-12 minutes for each presentation and 15 minutes for discussion at the end

- Dr. Donnie Adams, University of Malaya: Review of Research on Educational Leadership and Management in Malaysia
- Dr. Philip Poekert, University of Florida, USA: Perspectives on Leadership for Professional Learning: An Emerging Community of Researchers and Practitioners
- Dr. Sue Swaffield, University of Cambridge, UK: Leadership for Professional Learning towards Educational Equity: A review of literature
- Dr. Ursina Kerle, Switzerland: Wie können Schulinnovationen zielführend implementiert werden? – German-speaking

8. Educational Policy and Governance

Moderator/chair: Paula S. Günther, University of Teacher Education Zug, Switzerland

7 minutes for each presentation and 15 minutes for discussion at the end

- Prof. Dr. Olof Johansson and Prof. Dr. Helen Ärlestig, University of Umea, Sweden: District Leaders or Education Authorities
- Dr. Beatriz Pont, OECD, France: Comparative research on school leadership policy reforms
- Dr. Jeffrey Brooks Hall, University of Oslo, Norway: Regulation in Transition and Challenges for School Leaders as Enactors of the Law
- Dr. Claudia Schreiner, University of Innsbruck, and Prof. Christian Wiesner, University College of Teacher Education in Lower Austria: The Role of School Leaders and School Authorities in Evidence-oriented Quality Development
- Prof. Dr. Michael Miller, University of Arkansas, USA: Developing Faculty Leadership: The Evolving Role of Faculty Governance Units
- Dr. Deb Outhwaite, University of Liverpool, UK: System Leadership in England: MATs and TSAs

Roundtables:

1. Leadership during COVID-19 / Crisis Management

Prof. Jan Heystek, North-West University, South Africa

Leadership and change during the corona 19 virus in South Africa schools

South Africa, in the southern half round, closed schools at the beginning of the academic year, which may be different from the northern half round who closed schools closer to the end of the academic year. This may have therefore different challenges. Issues of social justice is significant since the diverse quality of schools which is emphasized and not caused by the Covid19 context. The majority of the 25 000 schools are located in communities which does not have sufficient facilities for any form of sustainable electronic education during the closure. This increased the gap between smaller number of learners who can continue their education during lock down periods and the majority learners. Other issues which will be discussed the balance between competing the academic year versus the health of the children and teachers; the challenge of school leaders with frequent changes in the closing and opening of schools; teachers with comorbidities, the influence on role players such teacher unions, governing bodies and student representative organizations. Schools opened for different grades at different stages since 1 June 2020 with the results that some learners missed any form of education since 21 March 2020 and will not return to schools before September and the academic year ends 15 December according to the current planning. All leaders, from the national minister to school principals are challenged with the uncertainty and no former experience to continue education.

Dr. Donnie Adams, University of Malaya, Malaya

Leading Schools through the Covid-19 Crisis in Malaysia

The COVID-19 pandemic is a health crisis and today's school principals are faced with more challenging circumstances than in any other time in our known history. The purpose of this paper is to explore school principal's management practices, their leadership styles, and the challenges they encounter in response to the Covid-19 pandemic. A research instrument of open-ended questions were administered to 32 school principals from government-funded secondary schools, to establish how school principals are dealing with the current situation and the challenges that arise from it. Findings provides rendered a contextualization of management practices. The perspectives of school leaders specified instructional and other leadership attributes were vital in this time of crisis and disclosed the many challenges and uncertainty of their school communities. Hence, this paper provides contributes to the scarce evidence base on school leadership practices during a pandemic.

Prof. Dr. Sandra Mariano, Joysi Moraes and Bruno Dias, Universidade Federal Fluminense, Brazil

Higher Education in Brazil during COVID-19

In 2018, Brazil had 8,455,755 undergraduate students enrolled in higher education (INEP, 2019). It is the largest higher education system in Latin America. Using data from the Brazilian Census of Higher Education, a web-based, public, and free-access secondary database reported by the National Institute of Educational Studies and Research (INEP) a bureau within the Ministry of Education and Culture (MEC) of Brazil, we discuss how HE system have been dealing with COVID-19 pandemic.

Prof. Dr. Joanna Madalińska-Michalak, University of Warsaw, Poland

Polish school principal experience and educational leadership practice in the time of COVID-19

The paper presents the findings derived from the project on school leadership in Poland in the time of Covid-19. One of the objectives of the project is to understand better school principal experience in leading the school in the time of Covid-19. The premise that underpins this project is that listening to and documenting the voices of school principals must be a core part of charting the way forward for education in this unprecedented time. Therefore, the project focuses on gathering data on the experiences and practices of school principals during the time of Covid-19. It does this through a series of online focus group discussions with school principals. These discussions aims to gather data in response to three key interview/discussion questions: (i) How have school principals' jobs changed since the pandemic? (ii) What strategies have they found useful in leading their school? (ii) What strategies/practices do they want to continue using? For all study participants managing the crisis, and supporting the continuation of teaching and learning of students during the COVID-19 pandemic was adaptive and transformative challenge. There was no "recipe" that could guide appropriate responses, regarding provision of high-quality education for all students. Although, teachers and students have quite appropriate access to digital devices and internet, the school principals had to paid attention to establish effective forms of online education, taking into account diverse teachers' capacities and resources. Teachers were encouraged to focus on delivering alternative learning methods for those students who do not have similar opportunities. School principals stressed that there is a huge need to reflect on the school curricula, the school as an institution itself, the ways of teaching and communication across the school, teachers' competences and teacher education. One of the most effective strategies to continue is the build very strong relationships between teachers and school principals. Trust, open communication, engagement in learning, innovation, focuses on team over self should be put in the center of leading the school in times of crisis.

Dr. Farhana Kajee, Rhodes University, South Africa

Educational leadership and management during Covid-19: A call for criticality and the legitimation of social theory

Research internationally and nationally highlights that Educational Leadership and Management (ELM) as a field has pressing problems. One of the problems emanate from existing theory in the field which has been chiefly concerned with efficiency and organisational functioning. With the onset of the Covid-19 pandemic and the already existing reduction of leadership as an organisational phenomenon; this paper argues that these problems are exacerbated if leadership is not viewed as a social phenomenon. Informed by a doctoral study, which focussed on Masters coursework programmes in ELM at six South African universities, this paper commences by providing a genealogy of the field using 'frames' (functionalist, subjectivist and critical) as suggested by Foster (1986). Trends from this genealogy are then surfaced and critiqued. The paper calls for a critical stance and argues that adopting social theory is essential to surface and address inequality and social justice issues in leading during the Covid-19 pandemic. A Legitimation Code Theory case is offered for illustrative purposes.

Jolanta Navickaitė

Adults competencies necessary for school principal's leadership in the COVID-19 crisis: Insights from the latest PIAAC round

Abstract will follow

Anne Köster, Europa-Universität Viadrina Frankfurt (Oder), Germany

Educational inequality in times of Corona. A case study in a Berlin school at the social margins.

The publication of Stephan Huber and his team in April this year was among the first compilation of results of a quantitative data analysis of the educational situation in German, Austrian and Swiss schools and homes during Covid-19 (Huber et al., 2020). Surprisingly, the conditions at average schools in these three countries differed remarkably from the situation that I experienced while navigating a group of 19 nine graders through this turbulent time of lock-down, home-schooling and the reopening of a Berlin school at the social margin. In the presentation I address particular challenges related to digital accessibility of students, parental support and team communication when comparing the results of Huber et al. (2020) to the results of a survey conducted among the members of the learning group and of my participant observations during my engagement in the schools' team as well as with students and their parents between March and June 2020. With the help of the quantitative and qualitative data I support the argument that in times of Corona educational inequalities were more severely reproduced in urban schools in challenging circumstances than in schools of the broader average. The reasons for such a disproportionate imbalance are not easily to be dismissed, as they are based on adaptive instead of purely technical challenges. In the selected case it means that very complex structural disadvantages cause a lack of infrastructure, of available and competent staff and of necessary digital school improvement processes.

Prof. Dr. Eleftheria Argyropoulou, University of Crete, Greece

School Leadership (in Greece) in dire straits: fighting the virus or the challenging consequences?

The COVID-19 crisis has illustrated how vital a focus on the experience and open- digital lines of school communication are, so student learning can continue, even with the disruptions. Our research focuses on the problems and challenges school leaders had to deal with during the COVID-19 lockdown. Our purpose is to explore what areas of school leadership were mostly affected and why, to identify problems and dilemmas which arose during digital communication and remote teaching, how school leaders coped with them and what lessons have been learnt during that first period of lockdown. What we present here is the first step of our project, the qualitative research. In this phase we sought to deepen into the participants' lived experiences of their diversified leading role regarding the members of the school community (teachers, students, parents) while implementing online teaching, their readiness to cope with solely digital coordination, their assessment of the process and their suggestions for an expected second period of lockdown. Our sample comes from the major municipal areas of Athens and Piraeus, where social distancing restrictions were more austere than in any other part of the country. Data were collected during the school closure period in Greece [from 11th March 2020 to mid-May for Secondary Schools and 31st May 2020 for Primary schools]. We gathered data from 16 Primary schools and 22 Secondary schools, a total of 38 interviews. The data analysis brought forward interesting themes regarding the school areas most affected by the crisis, new insights on leadership practices and the need to get better organized to face the follow-ups of such a crisis.

2. Digitalisation and Education

Prof. Dr. Pierre Tulowitzki, FHNW University of Applied Sciences and Arts Northwestern, Switzerland

Cultivating a global, blended-learning educational leadership program and network – Levers and barriers of success

This article reports on a study around a further education, blended-learning educational leadership and management program with an emphasis on working in networks. The questions guiding the research were: 1. What levers and barriers to establishing viable networks are identified by its members? 2. What indications of knowledge transfer within the networks can be identified?   Design The networking aspect of the study program was analyzed using semi-structured interviews with its recent participants and graduates (n=22), with the objective of gaining insights into elements that supported the creation and maintenance of a global, student-centered network and community in the program. Additionally, document analyses of the master theses of all participants since the start of the program (n=96) were undertaken to look for indications of transfers of learning from one cultural and/or geographical setting to another.   Findings The results indicate that physical attendance phases act as crucial "anchors" of the networks, sustaining the virtual exchange in between, though their relevance diminishes over time. Regarding instances of knowledge transfer, about a fifth of all analyzed master theses contain indications with instances of incorporating models or concepts from other contexts being the most prominent occurrence. Originality The findings offer novel insights into combing digital and face-to-face approaches to establishing sustainable blended-learning networks and how such networks can be used to further the professional development of educational leaders. They elaborate on key elements that supported and hindered the creation and viability of networks and on the importance of formal and informal spaces for exchange.

Dr. Isabel Tarling, Two Oceans Graduate Institute, South Africa

Self-regulated learning and eAssessment Practices: constructive alignment for purpose and impact

Teaching, learning and assessment has and is increasingly embedded in digital spaces, whether online or offline. Moving learning to digital spaces necessitates the constructive alignment of learning outcomes, eLearning activities and assessment criteria, within the values and ethos fostered by institutions, and alignment to transdisciplinary skills identified by organisations such as UNESCO (creativity, innovation, communication and critical thinking among other). In eLearning and assessment, the goal is to foster self-regulation among students, which includes among other, fostering goal-oriented behaviour, self efficacy and the ability to calibrate one's goals and the effort exerted to achieve these goals. Self-regulated behaviours are encouraged when students develop self-efficacy or are engaged in goal-setting activities, or when assessment develops intrinsic motivation. In contrast, high-stakes summative assessment tests and exams are driven by the external goal of passing or failing, and frequently lead to binge-learning. In contrast, formative assessments with regular, strategically-driven feedback develop self-regulatory behaviour and intrinsic motivation. Hence redesigning assessment practices and learning activities to include multiple formative assessment tasks and re-assessment opportunities has tremendous value within the learning process. Not only that, the data from such assessment activities, provides tremendous value to shape the the redesign and refinement of learning tasks for future iterations. This presentation discusses online assessment particularly shares how constructive alignment can be useful tool to leadership to map courses across curricula, phases and stages, to redesign learning outcomes, formative assessment and learning tasks to develop self-regulatory behaviour in online (or offline) digital learning contexts.

Prof. Dr. Wilfried Schley, Leadership Foundation for Professional Learning and Global Education, Switzerland

Blended Learning: INTUS 3 concept for relation learning

Abstract will follow

Dr. Jolanda Hermanns, University of Potsdam, Germany

Evaluation of an online course on organic chemistry during the COVID-19-crisis

The development of an online course on the topic „organic chemistry" for non-major chemistry students is described and discussed. For this online course, the existing classroom course was further developed. New elements such as podcasts, task navigators and a forum for discussing the solving of tasks or problems with the content were added. This new online course was evaluated with a questionnaire. This consists of questions with regard to the longtime learning behavior of the students and to the online learning. The results of this evaluation show that a preference for online learning and a preference for classroom teaching can be measured separately in two scales. Students' values on the scale representing a preference for online learning correlate positive and significantly with confidence in the choice of the study subject, the enthusiasm about the subject and the ability to organize their learning, learning environment and time management. They correlate also with the satisfaction concerning the materials provided. Students' values for one of those teaching methods also correlate with their rating with regard to their exam preparation. Values representing a preference for online teaching correlate positively with students' better feeling of exam preparation. Values representing a preference for classroom teaching show negative correlations with the values representing students' similar or even better preparation for the exams as a result of online teaching. It is therefore not surprising that the ratings for the two scales correlate with the wish for a combination of online teaching and classroom teaching in the future.

Dr. Shnaoli Chakraborty Acharya, West Bengal State University, India

Leadership for Digital Learning in the 21st Century: Policy, Perspectives and Ground Realities

Leadership is one's capability to get others follow him willingly and with enthusiasm. Therefore, every institution needs a leader to reach the desired objectives. The term "school leadership" came into currency in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievement, and schools were expected to improve and reform. These expectations were thought to be achieved in the hands of the school leader, commonly the Principal or the school head. The concept of leadership was favoured because it conveys dynamism and proactivity. And this unprecedented pandemic situation demands school leaders to be proactive in embracing the blended mode of teaching and learning as an alternative mode of quality education, substituting the traditional and in-person modes of education.

The new National Education Policy 2020, approved by Govt. of India, have recognised the importance of digital learning in the present realities, with a continuation in the future days. To transform the entire nation into a digitally empowered society, The Digital India campaign is showing a positive roadway. NEP 2020 has recommended the formation of National Education Technology Forum (NETF), a central autonomous body, to provide a free space in using digital technology to enhance learning, assessment, planning, administration. Also, it will facilitate the school leaders for decision making in the induction and deployment of technology. Technology-based education platforms, such as Diksha, Swayam, e-Pathshala would be integrated across school and higher education, enabling content developers to create user friendly and qualitative content. The dedicated television channels for digital and online learning for quality education and training have opened avenues for blended learning in schools. Such a reform needs a new breed of educational leadership.

The paper examines the different arena of National Education Policy 2020, specifically concerned with the possibilities of digital learning in the present scenario despite various challenges. It has also studied the ground realities that is going on in the schools.

3. Assessment and Evaluation for Quality Development

Dr. Venesser Fernandes, Monash University, Australia

Using School Data to Continuously Improve and Inform Diverse Decision-Making Approaches Within Australian School Contexts

In Australia, site-based school management systems have existed since the 1980s with schools held more accountable today than ever before (Fernandes, 2019). Since 2008, Australia has embraced national testing as part of a wider reform effort to bring about further increased accountability in schooling. This has changed the entire discourse around school improvement, drawing focus onto the use of big data at the national level and the transparency of open data available on all Australian schools. This research study has focused on exploring various decision-making processes being currently used within school improvement processes across all three sectors of Australian schooling and enquires into the extent to which the practice of data-informed decision-making has been effectively employed, identifying both enablers and disablers. This study involved six case-study schools in an explorative cross-comparative, case study research study over the period of 2017 to 2019. Two schools each to represent two K-12 independent schools, two K-6 Catholic schools and two K-9 public schools. The inquiry was based on identifying best practices, barriers and types of leadership dispositions found when a data-informed or data-uninformed decision-making approach was taken within the regular continuous school improvement processes at these schools. Through the use of a relativist ontology the sampling of schools, the choice of data collection methods as well as the data analysis methods were conducted. There is very little evidence found on how Australian schools can use a school improvement and effectiveness approach in their use of school data to inform decision-making that investigates the direct benefits and challenges encountered within schools and the types of leadership dispositions that are found. The findings from this study provides insights into this under-researched area of Australian schooling and assists in informing theory, practice and policy.

Prof. Christian Wiesner, University College of Teacher Education in Lower Austria, Austria

Judgements through evidence

School quality development requires a deeper understanding of the judgements about meaningful school development and quality processes based on evidence. For the review of their own school development processes, the school leaders therefore need not only diagnostic skills or diagnostic expertise to be able to prove evidence, but also a solid theoretical understanding of how judgments are formed. The model of the architecture of evidence (Wiesner et al., 2019) is fundamentally based on different degrees of maturity of data, information and knowledge and their interaction. Evidence should underpin decisions and enable evidence-oriented action. However, how evidence is used and rated depends on orientation- or reference-frameworks (Schratz et al., 2019), i.e. on the scientific or subjective theory under consideration, the world view (Weltanschauung), personal experience, and the situation and context. The less valid, diverse and the more one-sided the evidence for clarification and presentation is, the less adequate is a judgment on which, for example, school development processes are initiated. The more unreflected a judgement is, without (self-)critical consideration of perception and assessment perspectives, the less accurate or one-sided the resulting decisions will be - which influence every development work in schools. In order to create a deeper understanding of the perception of evidence and the resulting judgements, the idea of Brunswik's lens-model (1952) - which was significantly influenced by Heider (1926) and Bühler (1927) - can be used. Based on Brunswick's model, it can be concluded that school leaders need not only comprehensive diagnostic competence for the assessment, but above all a solid theoretical knowledge base to sharpen the personal orientation framing the assessment.

Dr. Claudia Schreiner, University of Innsbruck, Austria

Pedagogical Diagnostics in a Leadership Perspective

Quality development processes in schools are regarded to be promising if they build on cooperation and focus on student learning (Fullan, 2014). In a comprehensive system of pedagogical diagnostics, evidence is produced about the students learning and about the teachers teaching – and used on different levels of the school system. Data is collected, systemized, analyzed, evaluated and used as the basis for decisions which pertain to action. Therefore, pedagogical diagnostics – on what students have learned, but also, on how they have been taught and how they learn(ed) – play an important role in school-based quality development processes on different levels.   Student learning as the overarching aim of schooling forms a shared foundation for the efforts towards improving quality on the different levels of the school system. Pedagogical diagnostics contribute to these efforts by creating evidence as a basis for quality development. Based on a paradigm of improvement and development (Argyris, 1986), the process model for pedagogical diagnostics (Schreiner, 2020) provides a framework for data use in the form of a formative, action-oriented approach towards feedback and learning on all levels. The fundamental process steps as well as the basic conditions are the same for all the levels. At the same time, what is being done and how it is done on one level is highly dependent agency on all the other levels. From this important leadership tasks arise in coordinating the different levels, managing processes, supporting values and attitudes. This contribution aims at investigating the interactions and interdependencies between evidence, quality development processes, and student learning in a leadership perspective.

Dr. Alberto Yazon, Laguna State Polytechnic University, Philippines

Examining the Work Engagement, Job Satisfaction, and Performance of Faculty in One State University in the Philippines

In view of the recent developments on the COVID-19 outbreak and in response to the declaration of a Modified Enhanced Community Quarantine (MECQ) in Laguna by President Rodrigo Duterte through the recommendation of the Inter-Agency Task Force (IATF), the Laguna State Polytechnic University joins the government to keep the faculty engaged and satisfied in their job. This descriptive-correlational study investigated the relationship between work engagement, job satisfaction, and work performance of 340 LSPU faculty. The researchers-made online survey instrument was content – validated by experts in the fields of educational management, quality assurance, statistics, and research. It is highly accepted in terms of suitability and appropriateness of items and reported an excellent reliability index of Cronbach α = 0.953. It was programmed in the google form, and the extracted data were analyzed using descriptive statistics such as frequency count, percent, and weighted mean. The multiple linear regression using the Enter Method was employed for the inferential analysis of data. The results revealed that employee engagement and job satisfaction are important aspects of productivity that affect faculty performance and organizational success. Hence, the faculty may capitalize on their work engagement and job satisfaction since they are the best predictors of their performance. The school leaders need to be flexible and very creative in establishing policies and practices to meet the requirements of the teaching force in migrating to the new normal.

4. Collaboration among Teachers and School Leaders

Prof. Dr. Ulrike Greiner, University of Salzburg, Prof. Dr. Roland Bernhard, University ov Vienna, and Prof. (PH) Christian Wiesner, University College of Teacher Education in Lower Austria, Austria

Fostering processes of knowledge transformation: What teacher students can learn from headteachers reasoning about the use of research in school

In line with a conception of research-informed professionalism in teaching, teachers should not get a simple recipe for „what works", but should use educational research in many different ways to reframe their problems, to strengthen their professional understanding, to inform their decisions and to evaluate the relevance of research findings to their own situation (Winch et al 2015: 211).

School improvement by professionalising teachers´ attitudes, judgements and actions through research-engagement has some starting point in preservice teacher education programmes.

There are different ways to strengthen the research-informed knowledge base in preservice teacher education (Munthe, E., & Rogne, M. 2015). In accordance with translational educational research (La Velle 2015) we sought to raise preservice teachers' understanding of the relevance of school research by working with them on qualitative data providing exploratory insights into school leaders´ thinking about school effectiveness and school improvement. The paper is rooted in research within the dynamic model of educational effectiveness proposed by Creemers & Kyriakides (2006) and Armstrong (Armstrong et al 2012: 49).

The structure involved a three-step-approach: (1) investigating school leaders´ perspectives in two national contexts (expert interviews); (2) comparing these views in relation to different national frameworks of school improvement; and (3) using the findings to contribute to the knowledge dynamics in preservice teacher education (focus group discussions stimulated by text material from the interviews).

Prof. Dr. Claudia Llorente, Pontificia Universidad Católica de Chile, Chile

An experience of school Leadership, collaboration and professional development during COVID-19 pandemic

The Collaborative Research Cycle (CRC) is a model of professional development that promotes collaboration among teachers and school leaders, within and between schools, focused on pedagogical improvement. It comprises four practices: collaborative lesson planning, classroom observation, peer feedback, and lesson refinement. The model has three objectives: the practice is deprivatised, is shared and storable, and validated for instructional improvement. The Cycle is based on the TPEG project (Teacher Peer Excellence Groups), developed in Vanderbilt University. In was adapted in Chile by a research team from the Pontificia Universidad Católica de Chile, UC (FONIDE grant FON181800158, 2019-2020). This year, a team from the UC supported eight Chilean public schools from a rural district on the development of practices of collaboration, through the implementation of the CRC. Due to the COVID-19 pandemic, most of the work has been online, showing that is possible to articulate remote professional development processes. In this case –a rural district, where in-person classes have been suspended and online teaching has not been implemented- the work has been focused on the acquisition of practices of the model, simulation, practice and the creation of conditions, preparing the teachers and school leaders for the future implementation of the Cycle on the schools. For the teams, it has been an opportunity to reflect on their instruction, in a deprivatised environment. The main challenge is to transfer simulated practices to the daily practices of schools, once the reopening starts. This stage of the project runs under the FONDECYT grant 1201710 (2020-22).

Dr. Jóhannes Miðskarð, University of the Faroe Islands, Faroe Islands

Teacher-Principal Discrepancies concerning Principals' Pedagogical Leadership in the Faroe Islands

My demonstrates that principal-teacher discrepancies concerning principals' pedagogical leadership (instructional leadership) can be found in the Nordic country of the Faroe Islands comparable to similar findings from USA and Asia. Qualitative phenomenological research is carried out with 12 semi-structured interviews with principals and teachers in order to generate a rich description of such discrepancies. The rich description reveals that the principals include their intentions when they portray their pedagogical leadership actions, whilst the teachers only describe the practical level of the principals' pedagogical leadership actions; however, the teachers, compared to the principals, make a more in-depth observation and characterization of the principals' practical pedagogical leadership actions. Furthermore, this study underlines that teachers in the same school may have opposing perspectives on their principals pedagogical leadership. This research contributes also to the body of research on principal-teacher discrepancies by the development of a theoretical and methodological framework inspired by Hannah Arendt's theorization, which upholds and celebrates the diverse perspectives in discrepancies instead of urging alignment.

5. Schools in Challenging Circumstances

Prof. Dr. Stephan Huber, University of Teacher Education Zug, and Prof. Dr. Guri Skedsmo, University of Teacher Education, Switzerland

School Turnaround among Ten Schools in Difficult Circumstances in Germany: The Need for Adaptive and Contextualized Approaches to Development and Change

In this chapter we report on research findings from a school development project which took place in a large city in Germany during a period of five years. In 2013, the central educational authorities formed a public-private partnership with a foundation to start a development project involving ten schools. The project was inspired by school turnaround models in the United States (US) and included various interventions and efforts to support the schools. In this chapter, we first describe the interventions and efforts. Based on our analysis of longitudinal qualitative and quantitative data, we present positive changes in the schools over time, and discuss support efforts and actions taken by school actors related to the changes in schools as well as challenges with respect to measuring project success. In the end, we raise questions regarding the intended impact logic which underlies prevailing general school turnaround approaches, and argue for the need for more adaptive approaches according to country traditions and governing contexts to bring about change.

Prof. Dr. David Gurr, University of Melbourne, Australia

Leadership in Schools Under Challenging Circumstances

This presentation provides eight trustworthy statements about leadership in challenging contexts that are likely to lead to school success. It utilizes a knowledge base that includes studies from Australia, Canada, Chile, Mexico, UK, USA and research from two international leadership projects, the International Successful School Principalship Project and the International School Leadership Development Network. An Australian example of leadership success is described. An accompanying paper is provided.

Prof. Dr. Rose M. Ylimaki, Northern Arizona University, USA

US Schools in Challenging Circumstances

In the past two decades, two large networks of scholars (International Successful School Principalship Project; International School Leadership Development Network) have conducted studies of successful leadership in "challenging" circumstances, with challenges most often defined by changing student demographics, socioeconomic status, and persistently low student achievement. To date, these leadership studies have yielded important findings on principal or head teacher leadership contribution to improved student outcomes and other measures of school improvement. For example, findings frequently demonstrated that school leaders were successful when they balanced the needs of increasingly diverse students and the demands of neoliberal accountability policies and national/international curriculum expectations. Such successful leaders supported a shared school direction, developed people around this direction, redesigned the school organization, and led culturally responsive instructional programs aligned with curriculum standards and assessments. Today's leaders also face new and perennial challenges, including particularly Covid 19 and public health, the necessity of rapid shifts toward education in virtual spaces, and societal protests over structural racism, all of which require new understandings, practices, and analytical tools.

In this presentation, I will consider:

- Contemporary challenges for US schools and leaders at all levels
- Key themes from studies of leadership in challenging circumstances across the U.S.

- Implications for future educational leadership research amidst challenging circumstances
- Implications for school development and leadership preparation

Dr. Venesser Fernandes, Monash University, Australia

Activating Turnaround Leadership through Data-Informed Decision making in Australian Public Schools

Turnaround schools in Victoria are schools where significant disadvantage is found due to a high-level of student turn over due to transient populations, large numbers of EAL (English as an Additional Language) students (these first two indicators are strong for both case-study schools), socio-economic disadvantage, unstable family backgrounds and generational poverty. This study was conducted within two K–9 public schools located in Victoria, Australia. A qualitative organisational case-study approach making use of qualitative methods such as in-depth, open-ended interviews (N=22) was conducted with senior and middle-level leaders across both these schools. In addition to this semi-structured observations of these school leaders in action and document analysis of documents that were either shared by these leaders or publicly available on the respective school websites was done. Information was also solicited about these schools using the national MySchool website. The study used as its conceptual framework, the Jensen et al. (2014) five-step strategy for school turnaround in Australia. These steps include looking at: strong leadership that raises expectations; effective teaching with teachers learning from each other; development and measurement of student learning; a positive school culture; and engagement of parents and the local community. Findings from this study suggest that, when evidence can inform decision-making, as in the case of these two schools, more equitable outcomes in learning were achievable. A more collective organisational will that was combined with strategic alignment and moral coherence was found across these schools and especially in the roles played by their senior and middle-level leaders whilst activating turnaround principles across their respective schools.

6. Professionalization of School Leaders

Prof. Dr. Julián López-Yáñez, Universidad de Sevilla, Spain

Strategies, difficulties, and biases in a process of school leaders' group coaching

Introduction. This contribution analyses group reflection processes in a training program for school principals. Specifically analyses the difficulties and biases that affects: the structural characteristics related to composition and group dynamics; difficulties to collect relevant information; information processing biases; and the biases that prevent deep reflection. Also, the resources and strategies used by some groups to overcome such biases and the difficulties were analysed. The theoretical framework lies on the idea of reflexivity and the literature focused on group reflection processes, particularly those related to the analysis of the participants' experience by mean of strategies such as pairs-based feedback and group coaching.   Method. Data from a funded research project that designed and implemented the training program, have been processed this time by mean of a new instrument of analysis that identified the biases and difficulties faced by the groups, as well as the remedial strategies unfolded. Two groups out of the fourteen participants were selected, characterised by very different degrees of compliance of the program targets and structure. The three-hours-lasting seven training sessions carried out by the two groups were analysed by mean of an adapted version of Schippers et al. (2014) instrument. Results and discussion. The instrument of group reflection analysis revealed the deep reasons that explained the achievement differences between the two groups. Such reasons lie on the capacity -and the lack of- to overcome the communicational difficulties using appropriate strategies. Additionally, the instrument will serve to guide (a) the design of an improved version of the training program; and (b) the training process of the group reflection facilitators.

Prof. Dr. Paulo Volante, Pontificia Universidad Católica de Chile, Chile

Advances and challenges of school leadership in Chile

In Chile, there are currently 3,609,998 students in the school system, in 11,451 schools managed by 11,326 principals (Mineduc, 2020). This implies a complex system with explicit performance standards, intense accountability, and permanent public scrutiny. There has been a progressive advance towards a centrally managed system, increasingly monitored and with a high emphasis on results.   Since 2000, educational policies have strengthened the instructional role of principals, with initiatives such as the Framework for Good School Leadership (2005, revised in 2015) and establishing public selection processes (2011). One of the latest advances has been the Teacher Professional Development law, which acknowledges the importance of induction of teachers and principals, and promotes activities for the continuous improvement in the schools. However, despite that emphasis and some progress in the implementation, data show that there is still room for improvement. For example, an important area to develop is the generation of collaboration networks between principals (OECD, 2019). Furthermore, even though induction has been a great advance, the professional development of principals is still atomized.   One of the challenges on the training of school leaders is to align processes, connecting different stages, such as induction, in-service training, assessment of key competences, incentives, and impact evaluation. Another challenge is to generate initiatives focused on collaboration and peer learning, close to the professional practice. Also, it is necessary to increase coherence between different leadership positions, in order to empower principals on teacher development, ensuring more learning opportunities for students and communicating high expectations to the families.

Prof. Dr. Clelia Pineda Báez, University of La Sabana, Columbia

Cundinamarca School of Principals: School leadership for the educational excellence

This presentation describes a professional development program led by the School of Education at Universidad de La Sabana in Colombia. The Escuela de Rectores de Cundinamarca (Cundinamarca School of Principals) is a strategic alliance between the university, the Secretary of Education of Cundinamarca and a private organization called Alquería Cavelier Foundation. The aims of the program are to foster principals' leadership by promoting self-reflective practices and to strengthen their self-knowledge and socio-emotional abilities. Based on principles of distributed leadership, the humanistic view that characterizes the university, and with the guidance of experienced school leaders, the principals carry out reflective practices about their role and competencies so that they respond to the challenges of their contexts. The program also strengthens their' financial, administrative and strategic thinking skills. In total, 294 school principals from 109 municipalities, serving 150,000 children, have participated in the program and 90 more will join in the coming months. The Escuela de Rectores responds to the current national interest to strengthen principals' capacities to lead their schools. The government highlights the importance of qualifying teachers, coordinators and principals so that they become "leaders and agents of change for the advancement of quality education". (DNP, p. 285). The Escuela de Rectores de Cundinamarca also offers a complementary training cycle for more than 350 coordinators and 200 school counselors. The majority of the participants (80%) come from rural areas, which is another relevant feature of the program. It works with school leaders in vulnerable areas of the country.

Prof. Dr. Jonathan Damiani, Le Moyne College, USA

International Students' Narratives in Leadership Preparation; Promoting the Value of Emerging Leaders' Voices through Leadership Rhetoric and Communication

In an effort to redefine what it means to live a healthy academic life in a rapidly expanding landscape of leadership education, this reflective dialogue seeks to locate and connect leadership scholars to others that are dealing with geographic or ideological divides. Decades of interest in "authentic" leadership has drawn critical attention to how future leaders are formed in academic leadership education. This in turn causes leadership educators to increasingly contemplate what ideas they bring to the classroom, and who they are in the light of the ideas they adhere to.   In order to demonstrate two common tensions that we believe exist within the mind and heart of all leadership educators, this paper presents an ethnographic study of two scholars operating at opposing ends of the leadership education spectrum—pedagogue and postmodern provocateur. This paper contributes to the existing research on leadership education with empirical illustrations of how leadership discourse is embedded in controversies through which educators and students engage in highly self-reflexive and overlapping identity work.   Starting with our first research encounter, and culminating in our shared experiences in the classroom, both authors will develop an analysis and discussion designed to support the work of leadership scholars struggling with their own identity work, and seeking to find more innovative designs to their leadership pedagogy. This paper argues that leadership educators should downplay the leadership ideas they bring to the classroom, and pay more attention to the ideas of leadership that emerge in controversies with other educators, students, and themselves.

Prof. Dr. Dr. Benedicte Gendron, University Montpellier 3, France

Bienvivance for a Quality of Life: Leadership and Education Matter a lot

It's an applied and empirical research based on an active training program led since 2011 of online training for future leaders to become "benevolent and enabling leaders" to change our-themself and students, children as adults they have under their responsibility: the methodology changes the way of living promoting the "bienvivance". I created in 2011 this international Master degree for future leaders to change themselves by learning cooperative way of working (and online) and by knowing thyself as the Socrates motto via one week retreat in a temple; this combination of collaborative learning and creativity and knowing themselves is part of the transformative learning methodology used since 2011 which changes the way of leading, looking at and guiding people in their life ; it is supporting by two concept of "emotional capital" (to complete the Human capital) and "bienvivance" (versus "well-being") ; concepts that I suggest to develop in my talk as to explain and illustrate the transformative and political impacts of this program as (and if) this innovative transformative learning for future leaders and educational leaders (and online) might interest the WELS community.

Joanna Holmes, University of Strathclyde, UK

The Intersection of Role Identity Formation and Emotional Competencies in the Aspiring Educational Leader.

This research employs a theoretical basis in which the exploration of leadership identity is examined through a social psychology approach; it also gives justification for consideration of emotional competencies (also known as emotional intelligence) (Brasseur et al., 2013) and how these may interact with identity formation. The research questions are:

1. What influences an educational leadership identity over the period of completing a formal leadership qualification?

2. How do role identity formation and emotional competencies interact in the developing educational leader? The main purpose of this research was to better understand the experiences of candidates following a formal educational leadership qualification in a Scottish University. Through a case study approach, participants completed reflective pieces regarding critical incidents related to their leadership roles, over a 2 year period (Moon, 2004). Initial findings show that an internal belief of "what a leader should be" and how they emulate this, appears to be the strongest guiding factor to moderation of an aspiring leaders behaviours. Additionally, participants Profile of Emotional Competencies (Brasseur et al., 2013), show they report themselves as highly skilled and more able to deal with the emotions of others, than they do at making sense of and regulation of their own emotions. There is also evidence to suggest interactions between role identity formation and emotional competences at different levels of identity formation. This research forms part of my ongoing EdD thesis at the University of Strathclyde.

7. Leadership for Professional Learning and Innovation

Dr. Donnie Adams, University of Malaya, Malaya

Review of Research on Educational Leadership and Management in Malaysia

Substantial progress has been made in the knowledge base of educational leadership and management (EDLM) in societies across the world. However, the evidence base in developing countries such as Malaysia remains limited. Thus, this article reports the results of a systematic review of research on EDLM in Malaysia. The review aimed at describing key features of the Malaysian knowledge base in EDLM with respect to publication volume, journal outlets, types of papers published, distribution of knowledge production across its states and key scholars, and the composition of research topics, methods, and maturity of its knowledge production. The review database encompassed 328 journal articles in English and Malay language published on EDLM in Malaysia. Systematic methods were applied in the identification of sources and data extraction from the journal articles. Data analysis relied primarily on quantitative methods for data interpretation to reveal the variability in patterns of knowledge production in Malaysia EDLM. The review found that the Malaysian literature in EDLM is largely contemporary. The authors conclude that this is an 'emerging literature' which bears similarities to literatures in other developing societies in Asia. Recommendations are made for topics, methods and other areas where capacity development is warranted.

Dr. Philip Poekert, University of Florida, USA

Perspectives on Leadership for Professional Learning: An Emerging Community of Researchers and Practitioners

An emerging international community of researchers and practitioners has been convening since 2017 as the result of a collaboration among the journal, Professional Development in Education, the University of Florida Lastinger Center for Learning, and the University of Cambridge Leadership for Learning Network. Emanating from an international symposium held in England in Summer 2019, the presenters edited a special issue of the journal, published in August 2020. The session will provide an overview of the issue and invite dialogue around the themes that surfaced across the articles. The issue includes two systematic literature reviews to frame the relevant literature. The first review is a bibliographic analysis of the literature. The second review by the session presenters explored literature at the intersection of leadership, professional learning, and educational equity. The next article focuses on student pedagogical leadership, where students are positioned as co-learners alongside teachers. Three articles focus on the notion of teacher leadership, contributing a framework for career-long leadership development, a set of guiding principles, and a proposal for an alternate approach to assessing the impact of teacher leadership. An additional three articles focus on shared leadership approaches between teachers and school leaders from Florida, Singapore, New Zealand, and Wales. The final four articles in the issue focus mainly on senior leadership and range from school-university partnerships in Chile to Dutch approaches to supporting school leaders in understanding and navigating tensions resulting from teachers' enactment of professional agency.

Dr. Sue Swaffield, University of Cambridge, UK

Leadership for Professional Learning towards Educational Equity: A review of literature

In this session the authors of a newly completed literature review present key points from their work. A systematic review of recent research explored the uncharted intersection of literature on educational leadership, professional learning, and educational equity. It investigated leadership approaches to shaping the professional development and on-going learning of educators that supports more equitable outcomes for students. The underlying motivation for the work is our concern for the educational experiences and achievements of marginalised students, and for professional learning to address these inequalities. Guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Statement, and iterative selection of literature based on relevance and quality judged by weight of evidence assessments, we identified 41 empirical items for detailed analysis. These studies reported work carried out in North America, Europe, Asia and Africa. The outcome was five themes: Critical framing of social justice issues; Dialogue and enquiry; Learning and identity development; Context, resources, and motivations; Normalising inclusion and shared leadership. A further six articles informed a conceptual framework linking professional learning and outcomes that developed existing models. Critique of linear conceptualisations of learning, and affinity with the values and philosophy of the process model of education championed by Lawrence Stenhouse, prompted proposing the themes as nascent principles. These require further research, yet they have immediate practical utility for educational leaders and teachers working in pursuit of educational equity.

Dr. Ursina Kerle, Switzerland

Wie können Schulinnovationen zielführend implementiert werden?

Die Einführung des Lehrplans 21 (LP 21) ist in den meisten Deutschschweizer Kantonen vollzogen. Der Kanton Schwyz hat sich dazu entschieden, die Einführung und Implementation des LP 21 mittels einer Gesamtschau, welche aus dem laufenden Monitoring, einer Dokumentenanalyse und einer externen Evaluation besteht, zu begleiten. Ziel dieses Vorgehens ist es, prozessbegleitend und datenbasiert Aufschlüsse zu erhalten, wie der LP 21 in den Schulen umgesetzt wird, um zeitnah entsprechende Massnahmen zur Etablierung des LP 21 einzuleiten. Der Beitrag stellt das Projekt «Einführung und Umsetzung des LP 21 im Kanton Schwyz» vor, welches die Evaluation, die durch eine externe Fachstelle (Pädagogische Hochschule Graubünden) wahrgenommen wird, als Instrument der Schulentwicklung einsetzt (Wurster, S., & Gärtner, H. (2013). Traditionell wird Evaluation im Kontext der externen Schulevaluation im Sinne der Rechenschaftslegung verstanden. In der jüngeren Geschichte der externen Schulevaluation in der Schweiz wird zunehmend auf den Einbezug der Beteiligten gesetzt. Dieser Ansatz ist deshalb zielführend, weil Akteure im Mehrebensystem den Prozessverlauf durch ihre Intentionen und ihre individuellen und kollektiven Haltungen und Werte prägen (Appius und Nägeli (2015).

German-speaking

8. Educational Policy and Governance

Prof. Dr. Olof Johansson and Prof. Dr. Helen Ärlestig, University of Umea, Sweden

District Leaders or Education Authorities

Abstract will follow

Dr. Beatriz Pont, OECD, France

Comparative research on school leadership policy reforms

This literature review aims to understand the factors that influence the adoption of school leadership policy reforms and whether there are some common trends that lead to policy changes in this area. The main question driving the study was the following: what are important reasons or contextual factors that have influenced the adoption of school leadership policy reforms? The analysis shows that there is an eclectic set of research that covers school leadership from different perspectives. Each tackle the question of school leadership reform adoption from different angles. A policy perspective associates school leadership reforms to contextual changes in relation to decentralisation, school autonomy, accountability or an increasing emphasis on education outcomes. School improvement perspectives acknowledge the key role of school leadership in education change. The research on school leadership impact has contributed to the adoption of school leadership reforms. The school leadership policy perspective shows that countries have introduced school leadership reforms, with practices varying by country and context. Some have been interpreted as a response to a new public management agenda or to the globalisation of education policies. Findings from this review indicate that whilst there is much research on school leadership, nevertheless, analysis and promotion of policies to support and strengthen school leader roles to support school improvement appears to have received less attention.

Dr. Jeffrey Brooks Hall, University of Oslo, Norway

Student Learning Environment: Regulation in Transition and Challenges for School Leaders as Enactors of the Law

The learning environment of students is a fundamental part of school life, both socially and academically. In mid-2017 a major shift took place in the national regulation of primary and secondary education in Norway through Section 9A of the Education Act. This transition has multiple pedagogical and legal implications. First, a strict zero-tolerance policy towards bullying, violence, discrimination and harassment was introduced. Moreover, following breach of Section 9A, students were granted right to complain directly to county school authorities, potentially leading to on-site inspection (Hall, Lindgren & Sowada, 2019; Johansson & Hall, 2020). In 2016, 161 complaint cases were opened nationally. In the first twelve months since the 2017 renewal of Section 9A, the number of cases increased to 1,416. This tendency has continued, thus adding to the juridification of schools (Hall, 2019). Based on critical policy analysis (CPA) and previous qualitative research, the paper discusses the extent of which these changes have led to the strengthening of students' individual legal rights as well as how school leaders have experienced this shift in regulation of schools.

Dr. Claudia Schreiner, University of Innsbruck, and Prof. Christian Wiesner, University College of Teacher Education in Lower Austria

The Role of School Leaders and School Authorities in Evidence-oriented Quality Development

Since the 1990s extensive reforms have been implemented in the German speaking countries introducing educational standards, standards-based assessments and a stronger competency-oriented approach in the school system. Nevertheless, the countries differ in regards of the ways, how educational standards have been implemented and their links to assessment systems (Fend, 2011). In Austria, a system of standards and assessments has been designed following a paradigm of developmental orientation in the past decade until 2019 (Schratz et al., 2019). Central to this concept is the promotion of "personal liability" (Gregory, 2012, p. 684). This approach can be interpreted as a special aspect of autonomy, as responsibility for data use and quality development has been assigned to schools and school leaders, respectively. This leads to special opportunities and challenges for school leaders and the local school authorities alike. This contribution describes the role of the regional school authorities and their understanding of leadership under a paradigm of development (Terhart, 2002, p. 63). The first part gives brief insights into how members of the school authorities see themselves and school leaders in their supervisory role on the basis of self-reports, which have been gathered in group discussions. The second part attempts to contextualize the findings from the group discussions theoretically within a formative model of field transformation by analyzing management practices and leadership action on the basis of dynamic, structural as well as functional aspects building on the works of Fiedler (2017), Kuhl (2010), (Schratz et al. (2109) and Wiesner (2019).

Prof. Dr. Michael Miller, University of Arkansas, USA

Developing Faculty Leadership: The Evolving Role of Faculty Governance Units

This session will provide introductory findings from a study about shared governance and the roles of faculty senates and similar governance units. These findings are contextualized within the higher education industry, and focus on how faculty members perceive their roles in shared governance and the kinds of development they feel is needed for them to be better leaders in developing and implementing higher education policy. Data were collected using a research-team developed survey instrument that was administered to 250 faculty senate leaders in US higher education institutions. Although the survey and its findings are limited to a single country, the discussion of faculty responsibilities and opportunities apply to a global context. Additionally, the collective discussion of these findings in the conference will allow for the creation of a community of like-minded scholars who can broaden this type of research into a global initiative.

Dr. Deb Outhwaite, University of Liverpool, UK

System Leadership in England: MATs and TSAs

In this short presentation, I will discuss the amount of change inside the current English system this coming academic year 20-21. We have a new core content framework (CCF) for the PGCE in Teacher Education, we have the end of teaching school alliances (TSAs), with their last year of government funding, and we have the creation of ever bigger multi academy trusts (MATs) that run in competition with Local Authorities in our Middle Tier. In addition we have the Early Roll Out of the Early Career Framework, and the arrival of 87 'SuperHubs' for the English system.

Bildungswissenschaftlerinnen und Bildungswissenschaftler präsentieren aktuelle Forschungsergebnisse zu COVID-19, Schule, Bildung. Im anschliessenden Podiumsgespräch mit Vertreterinnen und Vertretern von Verbänden, nationalen und internationalen Agenturen und weiteren Partnern werden aus der Perspektive unterschiedlicher Akteursgruppen Konsequenzen für zukünftige Entwicklungen diskutiert. Die wichtigsten Erkenntnisse der vergangenen drei Tage werden zusammengefasst. Zudem werden Gruppendiskussionen arrangiert.

Day 4 Overview

Start 15 Uhr CEST		
Plenary channel		**Meet and Greet Channels**
15.00-15.10	Prof. Dr. Stephan Gerhard Huber, Pädagogische Hochschule Zug, Schweiz **Begrüssung und Einführung**	**Open Space** ***For Butterflies and Bumblebees***
	COVID-19, Schule, Bildung – Rückblick, Überblick, Ausblick: Bildungsgerechtigkeit, Digitalisierung, Individualisierung/Differenzierung, Krisen-, Wissens-, Nachhaltigkeitsmanagement	Neben dem Tagungsprogramm von WELSonline bieten wir Kanäle bzw. virtuelle Gruppenräume an, in denen sich die Teilnehmenden treffen und vernetzen können. Diese Kanäle bzw. virtuellen Gruppenräume können genutzt werden zur Vertiefung oder Weiterführung von Diskussionen und zum kreativen Arbeiten an einem gemeinsamen Thema.
15.10-16.10	**Kurzpräsentationen aktueller Forschungsprojekte** Teil I Prof. Dr. Barbara Schober, Ass. Prof. Dr. Marko Lüftenegger und Prof. Dr. Dr. Christiane Spiel, Universität Wien, Österreich: Lernen unter COVID-19 – Herausforderungen für die Selbstregulation Dr. Sonja Heller, Accelerom AG, Schweiz: „Schule zu Hause" in Deutschland - Bestandsaufnahme im Corona-Lockdown aus Perspektive der Schüler/-innen und Eltern (Studie im Auftrag der Deutsche Telekom Stiftung) Verena Letzel, Dr. Marcela Pozas und Christoph Schneider, Universität Trier, Deutschland: SchElLe - Covid-19 bedingtes inklusives Homeschooling aus Schüler/-innen-, Eltern- und Lehrkräfteperspektive Dr. Katharina Resch, Prof. Dr. Susanne Schwab, Katharina-Theresa Lindner und Julia Kast, Universität Wien: Bildungsperspektiven während der COVID-19 Schulschließung – Wahrnehmung der Umstellung des Schulsystems von Schüler*innen, Erziehungsberechtigten und Lehrpersonen	

	Antje Müller, Elternkammer Hamburg, Deutschland: Fernbeschulung zu Corona-Zeiten - Erfolgreich im Großen und Ganzen, eine Menge Herausforderungen im Detail Prof. Dr. Raphaela Porsch, Otto-von-Guericke-Universität Magdeburg, Deutschland, und Prof. Dr. Torsten Porsch: Emotionales Erleben von Eltern im temporären Fernunterricht - Befunde einer bundesweiten Elternbefragung
16.10-16.25	**Pause**
16.25-17.25	**Kurzpräsentationen aktueller Forschungsprojekte** Teil II Dr. Raimund Schmolze-Krahn, Inclusion Technology Lab e.V., Deutschland, und Dr. Dorothea Kugelmeier, Fraunhofer-Institut für Angewandte Informationstechnik FIT Sankt Augustin, Deutschland: Familien mit beeinträchtigten Kindern – Wie geht es Ihnen in der Corona-Krise? Prof. Dr. Anja Wildemann, Universität Koblenz-Landau, Deutschland: Homeschooling während der Covid-19-Pandemie aus Sicht von Eltern. Eine Elternbefragung. Prof. Dr. Gerhard Brandhofer, Natalie Schrammel und Karin Tengler, Pädagogische Hochschule Niederösterreich: Homeschooling - Lernen trotz Corona: Chancen und Herausforderungen des Distance Learnings an österreichischen Schulen Folien Dr. Mario Steiner, Institut für Höhere Studien Wien, Österreich: COVID19 und Home Schooling: Folgt aus der Gesundheits- nun auch eine Bildungskrise? Prof. Dr. Bärbel Kracke, Friedrich-Schiller-Universität Jena, und Dr. Benjamin Dreer, Universität Erfurt, Deutschland: Thüringer Lehrer*innen im Corona-Lockdown 2020 – Herausforderungen und Bewältigung Prof. Dr. Stephan Gerhard Huber, Dr. Christoph Helm et al., Pädagogische Hochschule Zug, Schweiz: Schul-Barometer Deutschland, Österreich, Schweiz
17.25-17.40	**Pause**
17.40-18.10	**Plenumsgespräch zu Konsequenzen für zukünftige Entwicklungen** **Statements und Impulse** **Schulpraxis:** Jörg Berger, Verband Schulleiterinnen und Schulleiter Schweiz, Schweiz Simone Fleischmann, Bayerischer Lehrer- und Lehrerinnenverband, Deutschland

	Beat Schwendimann, Dachverband Lehrerinnen und Lehrer Schweiz, Schweiz
	Schulaufsicht/Unterstützungssystem:
	Stefan Marien, Zentralstelle Auslandsschulwesen, Südafrika
	Torsten Klieme, Landesschulamt Sachsen-Anhalt, Deutschland
	Siegfried Arnz, ehem. Senatsschulverwaltung Berlin, Deutschland
	Hochschule:
	Rahel Tschopp, Pädagogische Hochschule Zug, Schweiz
	Prof. Dr. Kai Maaz, Leibnitz-Institut für Bildungsforschung und Bildungsinformation Frankfurt am Main, Deutschland
	Prof. Dr. Stephan Gerhard Huber, Pädagogische Hochschule Zug, Schweiz
18.10-18.20	**Fragen der Teilnehmenden**
18.20-18.25	Prof. Dr. Stephan Gerhard Huber, Pädagogische Hochschule Zug, Schweiz **Lessons Learnt aus WELSonline 2020: COVID-19, Schule, Bildung sowie Schulleitungsforschung und Schulleitungspraxis**
Group channels	
18.25-18.45	Diskussion in Group Channels **Reflektionen zur** • **Praxis** • **Politik, Aufsicht, Verwaltung** • **Forschung** • **Unterstützungen und Stiftungsarbeit**
Ende 18.45 Uhr CEST	

Prof. Dr. Barbara Schober, Ass. Prof. Dr. Marko Lüftenegger und Prof. Dr. Dr. Christiane Spiel, Universität Wien, Österreich

Lernen unter COVID-19 – Herausforderungen für die Selbstregulation

Das vom Wiener Wissenschafts-und Technologiefonds (WWTF) geförderte Projekt „Lernen unter COVID-19 – Herausforderungen für die Selbstregulation" hatte das Ziel das Selbstregulierte Lernen (SRL) von Schüler*innen und Studierenden unter COVID-19 Bedingungen zu untersuchen. Dazu wurden folgende Fragestellungen fokussiert: Wie gelingt ihnen der Umgang mit der neuen Lern-Situation? Was erleichtert die gelingende Bewältigung, was erschwert sie? Welche Rolle spielt soziale Eingebundenheit? Was sind psychische Merkmale und Rahmenbedingungen dafür, dass Lernende sich im Laufe der Zeit anpassen und sie mit der Situation immer besser zurechtkommen? Was führt dazu, dass das Lernen schwieriger wird und damit auch der Lernerfolg sinkt? Wie wirkt sich das auf das Wohlbefinden aus?

In dem Projekt wurden zu drei Zeitpunkten Daten online erhoben: (1) knapp nach dem Shutdown; (2) Ende April bis Mitte Mai (Fahrplan für Schulen war bereits bekannt); (3) Juni (nach Rückkehr in die Schulen; Universitäten waren noch geschlossen); ergänzend werden Interviews durchgeführt. Aufgrund der breiten Bewerbung der Studie nahmen an der ersten Erhebung über 19.000 Schüler*innen teil. Dennoch gehen wir davon aus, dass Risikogruppen eher unterschätzt wurden. Denn schon mangels technischer Ausstattung (Internetzugang, Endgerät) konnten viele Schüler*innen nicht erreicht werden.

Insgesamt belegen die Ergebnisse der Erhebungen bei beiden Zielgruppen die hohe Bedeutung der psychologischen Grundbedürfnisse Kompetenzerleben, Autonomie und soziale Eingebundenheit für Wohlbefinden. Ebenso belegen sie die Bedeutung von SRL für die erfolgreiche Bewältigung der Aufgaben im Home-Learning. Dies zeigt sich auch in den Veränderungen über die Zeit. Während jedoch die Veränderungen im Vergleich zum Beginn des Home-Learning bei den Schüler*innen deutlich mehr in die positive Richtung gingen, deuten die Ergebnisse der Studierendenbefragungen eher in Richtung einer Verschlechterung ihrer Situation, was vermutlich auch mit der höheren Unsicherheit über die künftige Situation an den Universitäten zu tun hat.

Messages:

- Es ist Aufgabe der Schule Selbstorganisation und selbstreguliertes Lernen systematisch zu fördern!
- Gerade in Krisenzeiten ist die Erfüllung der psychologischen Grundbedürfnisse – nach Kompetenzerleben, Autonomie und sozialer Eingebundenheit – für Wohlbefinden zentral!
- Krisen vergrößern Unterschiede: Risikokinder müssen nachhaltig und systematisch unterstützt werden!

Weitere Informationen und Publikationen:

lernencovid19.univie.ac.at/Ergebnisse

Dr. Sonja Heller, Accelerom AG, Schweiz

„Schule zu Hause" in Deutschland - Bestandsaufnahme im Corona-Lockdown aus Perspektive der Schüler/-innen und Eltern (im Auftrag der Deutsche Telekom Stiftung)

Im Auftrag der Deutschen Telekom Stiftung befragte Accelerom AG zwischen dem 19. und 24. April in einer repräsentativen Online-Befragung rund 1'000 Schüler/-innen und ihre Eltern in Deutschland zu ihren Erfahrungen mit der «Schule zu Hause». Insgesamt stehen die Kinder und Jugendlichen dem Lernen zu Hause positiv gegenüber und auch ihre Eltern sind der Meinung, dass dieses Lernformat ganz gut funktioniert. Darüber hinaus sehen sich die Schüler/-innen technisch gut ausgestattet und stellen ihrer häuslichen Lernumgebung ein gutes Zeugnis aus. Grosses Entwicklungspotential besteht in der Ausgestaltung des Unterrichts zu Hause – in Bezug auf die gestellten Aufgaben, die Darbietung der Lerninhalte und den interaktiven Austausch zwischen Schüler/-innen und Lehrkräften. Die Ergebnisse geben Hinweise darauf, an welcher Stelle bzw. wie das Bildungsangebot weiterentwickelt werden kann.

Weitere Informationen und Publikationen:

https://www.telekom-stiftung.de/sites/default/files/files/media/publications/Ergebnisbericht-Homeschooling.pdf

Verena Letzel, Dr. Marcela Pozas und Christoph Schneider, Universität Trier, Deutschland
SchElLe: Covid-19 bedingtes inklusives Homeschooling aus Schüler/-innen-, Eltern- und Lehrkräfteperspektive

Die Studie beschäftigt sich unter anderem mit der allgemeinen Einschätzung zum Homeschooling, Binnendifferenzierung im Homeschooling und dem Wohlbefinden im Homeschooling aus Schüler/-innen-, Eltern- und Lehrkräfteperspektive. Innerhalb der Studie wurden sowohl qualitative Interviews geführt als auch quantitative Daten anhand von bundesweit (Deutschland) ausgefüllten Onlinefragebögen erhoben. Projektpartner/-innen in Österreich und Portugal haben die Instrumente zur Erhebung von qualitativen und quantitativen Daten ebenfalls benutzt. In der Kurzpräsentation werden wir uns aber auf die Daten aus Deutschland beschränken.

Weitere Informationen und Publikationen:

Pozas, M., Letzel, V., und Schneider, C. (in preparation). 'Homeschooling in times of Corona': Exploring German and Mexican primary school students' and parents' chances and challenges during homeschooling (accepted for submission for the special issue in the European Journal of Special Needs)

Letzel, V. Pozas, M. und Schneider, C. (under review). Energetic students, stressed parents, and nervous teachers: A comprehensive exploration of inclusive homeschooling during the COVID-19 crisis. Manuscript submitted for publication in the Open Education Studies Journal.

Dr. Katharina Resch, Prof. Dr. Susanne Schwab, Katharina-Theresa Lindner & Julia Kast, Universität Wien

Bildungsperspektiven während der COVID-19 Schulschließung – Wahrnehmung der Umstellung des Schulsystems von Schüler*innen, Erziehungsberechtigten und Lehrpersonen

Das INCL-LEA Projekt (INCLusive Home LEArning) wurde von einem Projektteam an der Universität Wien unter der Leitung von Frau Prof. Dr. Susanne Schwab in Zusammenarbeit mit der Universität Trier sowie in Kooperation mit der Bildungsdirektion Wien von März bis einschließlich Mai 2020 durchgeführt. Um die Beleuchtung der Perspektiven der betroffenen Beteiligten möglichst breit zu gestalten, wurde eine österreichweite quantitative online-Fragebogenerhebung mit Lehrpersonen an Schulen durchgeführt. Das Sample umfasst 3.467 Lehrer*innen (2.839 weiblich) aller Schulstufen aus allen neun Bundesländern Österreichs. Zusätzlich wurden 56 Cluster-Interviews bestehend aus Schüler*in und der erziehungsberechtigten Person und der dazugehörigen Lehrperson durchgeführt. Somit umfassen die Ergebnisse triangulierte Daten aus quantitativen sowie qualitativen Erhebungen mit Schüler*innen, Eltern und Lehrpersonen. Im Rahmen des Symposiums erfolgen Einblicke in die ersten Ergebnisse.

Weitere Informationen und Publikationen:

https://medienportal.univie.ac.at/uniview/wissenschaft-gesellschaft/detailansicht/artikel/homeschooling-ist-herausforderung-fuer-lehrerinnen-und-schuelerinnen/

Antje Müller, Elternkammer Hamburg, Deutschland

Fernbeschulung zu Corona-Zeiten - Erfolgreich im Großen und Ganzen, eine Menge Herausforderungen im Detail

Abstract folgt

Weitere Informationen und Publikationen:

https://elternkammer-hamburg.de/wp-content/uploads/2020/04/Umfrage_Fernbeschulung_Elternkammer.pdf

Raphaela Porsch, Otto-von-Guericke-Universität Magdeburg, Deutschland, und Prof. Dr. Torsten Porsch

Emotionales Erleben von Eltern im temporären Fernunterricht - Befunde einer bundesweiten Elternbefragung

„Jetzt wurde auf stressige Art und Weise deutlich, dass das schulische Lernen dringend ein Update für das 21. Jahrhundert braucht!" Diese Aussage aus Sicht einer Mutter verweist auf die zentrale Frage einer im März bis April 2020 während der Schulschließungen durchgeführten Studie: Wie erleben Eltern die Situation des temporären Fernunterrichts und wie lässt sich das unterschiedliche Erleben der Eltern beim Fernunterricht erklären? Weiterhin verweist sie auf die Chance, die der Umgang mit Schulschließungen für zukünftige Veränderungen von Schule und Unterricht sowie die Beziehungen von Eltern und Lehrkräften im Sinne einer geteilten Verantwortung der Bildungsprozesse von Schüler*innen bietet. Im Rahmen einer Online-Befragung konnten 3.995 Müttern und Vätern von Grundschulkindern zu ihrem individuellem Beanspruchungserleben, Angstempfinden und Erleben von Enthusiasmus befragt werden. Berücksichtigt wurde zur Erklärung u.a. die Schulunterstützung, die Arbeitssituation der Eltern sowie individuelle Merkmale wie ihr berufliches didaktisches Wissen und die Einschätzung ihrer fachlichen Kompetenzen. Zudem wurde erhoben, in welcher Weise Grundschulen den Fernunterricht initiierten und wie Eltern die Ausgestaltung zuhause vornahmen. Mit Blick auf die Ergebnisse wird abschließend diskutiert, wie Eltern-Lehrer*innen-Beziehungen in Zukunft pädagogisch günstig für den Lernerfolg der Schüler*innen ausgestaltet werden können, und das Konzept der erweiterten hybriden Unterrichtskonzepte wird vorgestellt.

Messages:

Hauptbotschaften zu unseren Studienergebnissen:

- Eltern mit Grundschulkindern fühlten sich während der temporären Schulschließungen unterschiedlich gut von den Lehrkräften unterstützt. Für zukünftige Schulschließungen sollten Lehrkräfte gemeinsam reflektieren, ob noch Optimierungs- und Abstimmungsbedarf besteht.
- Nicht alle Eltern waren gleich gestresst! Das Beanspruchungserleben von Eltern während der temporären Schulschließungen lässt sich durch die Schulunterstützung als auch individuelle Merkmale wie die fachlichen Kompetenzen und die berufliche Situation erklären.
- Lernen sollte nicht nur im Klassenzimmer, sondern auch zuhause stattfinden, um Individualisierung zu ermöglichen. Digitale Medien können dazu ein Hilfsmittel sein.

Weitere Informationen und Publikationen:

Porsch, R. & Porsch, T. (2020). Fernunterricht als Ausnahmesituation. Befunde einer bundesweiten Befragung von Eltern mit Kindern in der Grundschule. Die Deutsche Schule (DDS), Beiheft 16, 61-78. https://doi.org/10.31244/9783830992318.03 , verfügbar unter: https://www.waxmann.com/?eID=texte&pdf=4231OpenAccess03.pdf&typ=zusatztext

Dr. Raimund Schmolze-Krahn, Inclusion Technology Lab e.V., Deutschland, und Dr. Dorothea Kugelmeier, Fraunhofer-Institut für Angewandte Informationstechnik FIT Sankt Augustin, Deutschland
Familien mit beeinträchtigten Kindern – Wie geht es Ihnen in der Corona-Krise?

In Reaktion auf den Corona-Lockdown im Frühjahr 2020 hat das Fraunhofer FIT St. Augustin in Zusammenarbeit mit dem Inclusion Technology Lab Eltern von Kindern und Jugendlichen mit Beeinträchtigungen befragt. Die Befragung wurde vom 14.05. bis zum 21.05.2020 auf der Internetseite von Fraunhofer FIT durchgeführt. Der Fragebogen umfasste 21 geschlossene Fragen und 8 offene Fragen. Teilgenommen haben 1.767 Menschen. Die Auswertung der Befragung zeigte, dass die Öffnungen von Schulen und Förderschulen zwar für zahlreiche Kinder und Eltern eine Erleichterung bedeutet, aber viele nicht davon profitieren können. Denn durch ihre körperliche oder geistige Beeinträchtigung können viele Betroffene nicht dem Risiko ausgesetzt werden, an ihre Schulen oder Betreuungseinrichtung zurückzukehren. Das hat nicht nur Folgen für betroffene Kinder und Jugendliche. Vor allem ihre Eltern bleiben dem Zustand der Überforderung ausgesetzt, denn nicht nur die Beschulung fällt für betroffene Familien weg, sondern auch notwendige Unterstützungsmaßnahmen wie Therapie- und Pflegeangebote.

Weitere Informationen und Publikationen:

https://www.fit.fraunhofer.de/de/umfrage-familien-mit-beeintraechtigten-kindern-in-der-corona-krise.html

Prof. Dr. Anja Wildemann, Universität Koblenz-Landau, Deutschland
Homeschooling während der Covid-19-Pandemie aus Sicht von Eltern. Eine Elternbefragung.

Die Online-Erhebung wurde vom 08.April 2020 bis 04. Mai 2020 durchgeführt. An der deutschlandweiten Studie haben insgesamt 4230 Eltern teilgenommen, davon mit großer Mehrheit Mütter, die auch mit deutlicher Mehrheit für das Homeschooling verantwortlich sind. Von den Kindern und Jugendlichen besuchen 43,1 Prozent eine Grundschule und 52,6 Prozent eine weiterführende Schule, davon 64,9 Prozent ein Gymnasium. Damit liegen umfassende Angaben für den Primar- und Sekundarstufenbereich vor.

Weitere Informationen und Publikationen:

https://www.uni-koblenz-landau.de/de/landau/fb5/bildung-kind-jugend/grupaed/mit/profs/wildemann/Projekte

Gerhard Brandhofer, Natalie Schrammel, Karin Tengler, Pädagogische Hochschule Niederösterreich

Homeschooling - Lernen trotz Corona: Chancen und Herausforderungen des Distance Learnings an österreichischen Schulen

Ein Forschungsprojekt der Pädagogischen Hochschule Niederösterreich widmet sich der Frage, wie Eltern, Lehrkräfte und die Schulleitung die Phase des Distance Learnings erlebt haben, welche Erfahrungen mit Homeschooling in Zeiten von Corona gemacht wurden und wie man die Beteiligten während und nach der Corona-Krise bestmöglich unterstützen kann. Der Fokus, der im Rahmen des Projektes durchgeführten Studie, lag dabei auf der Leitfrage, inwieweit Homeschooling in Zeiten verordneten Distance Learnings funktioniert hat und welche Schwachstellen, Herausforderungen und Chancen identifiziert und dokumentiert werden können. In diesem Beitrag werden Ergebnisse der Befragungen präsentiert und der Frage nachgegangen, ob sich aus den Erkenntnissen Schlussfolgerungen für die Zeit nach der Corona-Krise ableiten lassen.

Messages:

- Die Phase des Distance Learnings liefert wenig neue mediendidaktische Erkenntnisse. Aber: Bekannte Aspekte und Probleme des Schulwesens werden transparenter.
- Die Berücksichtigung von Organisation und Didaktik sind für erfolgreiches Distance Learning elementar.
- Ungefähr 10 % der Schüler/innen sind für die Lehrer/innen nicht erreichbar. Das liegt aber nicht ausschließlich an der Technik.
- Die Funktion der Schule in Bezug auf das Lernen wird überbetont, ihre soziale Funktion wird gerne vergessen.

Weitere Informationen und Publikationen:

www.lernentrotzcorona.at

Tengler, K., Schrammel, N. & Brandhofer, G. (2020). Lernen trotz Corona. Chancen und Herausforderungen des distance learning an österreichischen Schulen. Medienimpulse, 58(02). https://journals.univie.ac.at/index.php/mp/article/view/3637

Brandhofer, G., Buchner, J., Höfler, E., Schrammel, N. & Tengler, K. (2020). Lernen trotz Corona. Medienimpulse, 58(02). https://journals.univie.ac.at/index.php/mp/article/view/3803

Dr. Mario Steiner, Institut für Höhere Studien - Institute for Advanced Studies Wien, Österreich
COVID19 und Home Schooling: Folgt aus der Gesundheits- nun auch eine Bildungskrise?

Der Zusammenhang zwischen den kulturellen und materiellen Ressourcen des familiären Hintergrunds und den Lern- und Schulleistungen der Kinder ist bekannt. Die soziale Selektivität des Bildungsertrags steigt in dem Ausmaß, mit dem dieser von privater Unterstützung abhängig ist. In der aktuellen Krisensituation und durch das Schließen von Schulen findet eine "Privatisierung" der Lernleistung in einem bislang nicht gekannten Ausmaß statt. Im Rahmen dieses Forschungsprojektes wurden in dieser besonderen Situation die Lehr- und Lernleistungen sowie die Unterstützung durch das häusliche Umfeld schwerpunktmäßig durch eine Online-Befragung von mehr als 4.000 LehrerInnen in Österreich erhoben. Das Erkenntnisinteresse dabei ist nicht nur bekannte Benachteiligungsstrukturen empirisch zu analysieren, sondern auch Potentiale und Strategien für Resilienz aufzuzeigen. Durch welches didaktisch-pädagogische Vorgehen beim e-Learning und beim häuslichen Unterricht sowie durch welche Unterstützungen kann es also trotz widriger Rahmenbedingungen gelingen, Benachteiligungen entgegenzuwirken?

Weitere Informationen und Publikationen:

https://www.ihs.ac.at/index.php?id=1176

Prof. Dr. Bärbel Kracke, Friedrich-Schiller-Universität Jena, und Dr. Benjamin Dreer, Universität Erfurt, Deutschland

Thüringer Lehrer*innen im Corona-Lockdown 2020 – Herausforderungen und Bewältigung

Die gegenwärtige Corona-Krise stellt Thüringer Lehrerinnen und Lehrer vor große Herausforderungen. Im Lockdown von April bis Juni sollte angemessener Ersatz für Unterricht realisiert werden. Lehrerinnen und Lehrer mussten Wege finden, wie sie ihrem pädagogischen Auftrag – trotz der Distanz – gerecht werden können. In vielen Fällen bedeutete das: Digitalisierung über Nacht. In einer online-Befragung von 1263 Thüringer Lehrerinnen und Lehrern zwischen 22 und 65 Jahren (M = 57 Jahre, 75% weibliche Lehrkräfte) erfragten wir Kontaktart und –häufigkeit mit Schüler*innen, eigene Ausstattung mit neuen Medien, selbst eingeschätzte Medienkompetenz, Lern- und Digitalkultur an der Schule sowie Erwartungen bzgl. der Leistungsentwicklung der Schüler*innen und für die Entwicklung der Digitalkultur an den Schulen. Es zeigte sich, dass die Mehrzahl der befragten Lehrerkräfte regelmäßigen Kontakt pflegten und dabei traditionelle Formate wie das Verschicken von Aufgaben per Email einsetzten. Neuere Formate wie Videokonferenzen, Lernplattformen etc. wurden selten eingesetzt. Die Herausforderungen durch das Distanzlernen wurden von jenen Lehrkräften besser bewältigt, die eine auf Selbststeuerung ausgerichtete Lernkultur an ihrer Schule hatten und an deren Schulen bereits vor der Corona-Krise digitales Lernen eingeführt worden war. Als Konsequenz der Schulschließungen befürchteten die Lehrkräfte eine zunehmende Auseinanderentwicklung der Lernleistungen je nach Bildungshintergrund der Elternhäuser. Sie wünschten sich für den Neuanfang eine bessere Ausstattung und mehr Fortbildungen im Bereich Digitalisierung sowie eine Intensivierung der digitalen Lernkultur an ihren Schulen.

Weitere Informationen und Publikationen:

https://www.uni-jena.de/unijenamedia/Thueringer_Studie_zum_Unterricht_in_der_Coronakrise.pdf

Prof. Dr. Stephan Gerhard Huber, Paula Sophie Günther, Nadine Schneider, Dr. Christoph Helm, Marius Schwander, Julia Schneider und Jane Pruitt, Pädagogische Hochschule Zug, Schweiz

Lernen in Zeiten der Corona-Pandemie - Die Rolle familiärer Merkmale für das Lernen von Schüler*innen: Befunde vom Schul-Barometer in Deutschland, Österreich und der Schweiz

Die Corona-Pandemie führte weltweit zu temporären Schulschließungen. Bleiben dabei benachteiligte Schülergruppen auf der Strecke? Daten von 8.344 Schüler*innen aus Deutschland, Österreich und der Schweiz zeigen, dass sich häusliche Ressourcen wie technische Ausstattung und elterliche Unterstützung auf die Emotionen, den Lernaufwand und den Lernerfolg der Schüler*innen auswirken. Als bedeutsamer erweisen sich jedoch die Selbstständigkeit der Schüler*innen und die Qualität des Unterrichts während der Schulschließung.

Was wissen wir über Lehr- und Lernprozesse im Fernunterricht während der Corona-Pandemie? Ein Review zum Stand der quantitativen Forschung.

Der vorgelegte Review gibt einen ersten systematischen Überblick über den Forschungsstand zum Lehren und Lernen während des coronabedingten Fernunterrichts. Der Review umfasst 50 Online-Umfragen, die in der Zeit vom 24. März 2020 bis 3. August 2020 durchgeführt wurden und 141.998 Personen (Schüler*innen, Eltern und Lehrkräfte) erfassten. Die Analyse und Synthese der Befunde erfolgte entlang zweier Modelle, dem Phasenmodell des Forschungsprozesses und dem „Homework"-Modell. Der Review macht deutlich, dass zentrale Aspekte des Lehren und Lernens während den coronabedingten Schulschließungen wie Merkmale des Fernunterrichts (z.B. Qualitätsdimensionen), Schülermerkmale (z.B. Selbständigkeit) und Merkmale der häuslichen Ressourcen für das Lernen (z.B. die elterliche Unter-stützung) bereits Gegenstand vieler Umfragen waren. Die Schulsituation während der Corona-Pandemie stellt daher kein unerforschtes Phänomen mehr dar. Vielmehr fordert wissenschaftlichen Ethos von Forscher*innen dieses Feldes, den aktuellen Forschungsstand in ihren Arbeiten zu berücksichtigen. Der vorgelegte Review soll diese Aufgabe erleichtern, indem nicht nur die existierenden Umfragen gelistet, sondern deren zentrale Erkenntnisse synthetisiert werden. Gleichzeitig warnt der Review vor einer unreflektierten Übernahme der Befunde, indem die wissenschaftliche Qualität der Umfragen kritisch diskutiert wird.

Weitere Informationen und Publikationen:

www.Schulbarometer.net und www.School-Barometer.net

Stephan Gerhard Huber & Christoph Helm (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises—reacting quickly to explore key issues for policy, practice and research with the school barometer. Educational Assessment, Evaluation and Accountability, 32(2). https://link.springer.com/article/10.1007/s11092-020-09322-y

Stephan Gerhard Huber & Christoph Helm (2020). Lernen in Zeiten der Corona-Pandemie. Die Rolle familiärer Merkmale für das Lernen von Schüler*innen: Befunde vom Schul-Barometer in Deutschland, Österreich und der Schweiz. https://www.waxmann.com/waxmann-buecher/?tx_p2waxmann_pi2%5bbuchnr%5d=4231&tx_p2waxmann_pi2%5baction%5d=show

Stephan Gerhard Huber, Paula Sophie Günther, Nadine Schneider, Christoph Helm, Marius Schwander, Julia Schneider, Jane Pruitt (2020). COVID-19 und aktuelle Herausforderungen in Schule und Bildung. Erste Befunde des Schul-Barometers in Deutschland, Österreich und der Schweiz. Waxmann. https://www.waxmann.com/waxmann-buecher/?tx_p2waxmann_pi2%5bbuchnr%5d=4216&tx_p2waxmann_pi2%5baction%5d=show

Simone Fleischmann, Bayerischer Lehrer- und Lehrerinnenverband, Deutschland

- Wenn Schule und Bildung nach Corona zukunftsfähig gestaltet werden soll, dürfen wir Gelerntes nicht verlernen
- Der Sog des Wunsches nach Normalität darf nicht stärker sein, als die Chancen aus Gelerntem zu lernen.
- Der Mythos der Gleichheit an den Schulen ist gebrochen.
- Stolpersteine im Schulsystem wurden wie durch ein Brennglas sichtbar.
- Die Frage, was denn eigentlich der Auftrag von Schule ist, rückt in den Mittelpunkt.
- Das Primat des akademischen, traditionellen, hybriden und fachlichen Lernens muss weichen zugunsten des fächerverbindenden, phänomenologischen, adaptiven und ganzheitlichen Lernens mit Herz, Kopf und Hand.
- Die Eigenverantwortung der Schulen ist an die Wand gefahren. Die Eigenverantwortung ehrlich und nachhaltig zu stärken und politisch zu fördern – das ist das Zeichen der Zeit
- Die Rolle als Lehrkraft hat sich in der Corona-Zeit deutlich verändert. Nun gilt es, diesen Aufbruch professionell zu begleiten.
- Die Bildungspolitik muss jetzt ehrlich hinschauen - Verbände müssen dran bleiben.