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World Education Leadership Symposium Online Conference (WELSONline)

Initiator und Leiter / Initiator and Organizer:

Prof. Dr. Stephan Gerhard Huber

Veranstalter WELSONline 2020 (seit 2009) / Host WELSONline 2020 (since 2009):

Institut für Bildungsmanagement und Bildungsökonomie (IBB) / Institute for the Management and Economics of Education (IBB)
Pädagogische Hochschule Zug (PH Zug) / University of Teacher Education Zug (PH Zug)

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**Ulrike Greiner, Roland Bernhard, Christian
Wiesner**

**Fostering processes of knowledge
transformation**

**What teacher students can learn from
headteachers' reasoning about the use of research
in school**

**Presented on the World Education Leadership Symposium
1st Online Conference, September 3rd, 2020**

Starting point

- The role of research in teacher education and school improvement remains controversial
- Both educational sectors, schools and university based teacher education, question the role of research due to their different qualification frameworks
- **The huge gap between**
 - research and practice on the one side,
 - teacher education and school experience on the other side
 - and teacher education and research in the end
- **requires new ways to bring different worlds together**

Objectives

- Going beyond communicating research results as to transmit declarative knowledge as well as offering practical experience in research – both not sufficient to understand the relevance and meaning of research concerning the process of (head)teachers' professionalization
- To contribute to processes of knowledge transformation in teacher education
- By connecting teacher students' understanding of research-based school improvement with headteachers' reasoning about the use of research in school

Theoretical framework

- Rooted within school effectiveness and improvement research according to the dynamic model of educational effectiveness (Creemers & Kyriakides 2006)
- The dynamic model insists on the complex nature of the interrelationship within and between different levels (from classroom up to national policy)
- In accordance with translational educational research (La Velle 2015)

Based on the SQTE project „School Quality and Teacher Education“ (Roland Bernhard)

The SQTE-project will examine how head teachers and teachers in highly effective and improving schools in England understand and develop school quality and how their experiences and knowledge can be made useful for quality development in schools and curriculum development for initial teacher education and continuous professional development in Austria and England.

<https://www.uni-salzburg.at/index.php?id=208140>

Methodology:

3 reasons underpinning our approach

- Qualitative methodology: trying to stand very close to the actual thinking and reasoning of our population, school leaders and teacher candidates
- Qualitative methodology: trying to connect the different ways of understanding due to different competences and working fields
- Qualitative methodology: trying to observe processes of knowledge transformation

Methods:

3-steps-approach

- 16 expert interviews with principals from highly effective and non-selective secondary schools in England (n=8) and Austria (n=8)
- Comparing different insights of headteachers' due to different national frameworks of school improvement
- 3 focus group discussions with preservice teachers in Austria (3rd year of study) based on selected parts of the fully transcribed interviews
- Interviews and focus group discussions provided rich textual data which were subject to qualitative content analysis

Results of our thematic qualitative inquiry (abductive approach)

- Headteachers' using research in practical reasoning shows three different „stages“ within the ways to integrate research-based knowledge into daily practice:
- research results for information only (school data)
- research results for feedback (teaching quality)
- research results for development (school improvement)

Results

- Students' ways of understanding of research-based school improvement **show different processes of knowledge transformation** depending on:
- Taking headteachers' statements for granted – „This tells how school is today“
- Discovering headteachers' thinking as „changeable beliefs“ about research use – „A certain perspective, doesn't go well with what I think, but might be his experience“
- Comparing the interview parts due to different national school system contexts - „Might be both different and similar in England and Austria“

Literature

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