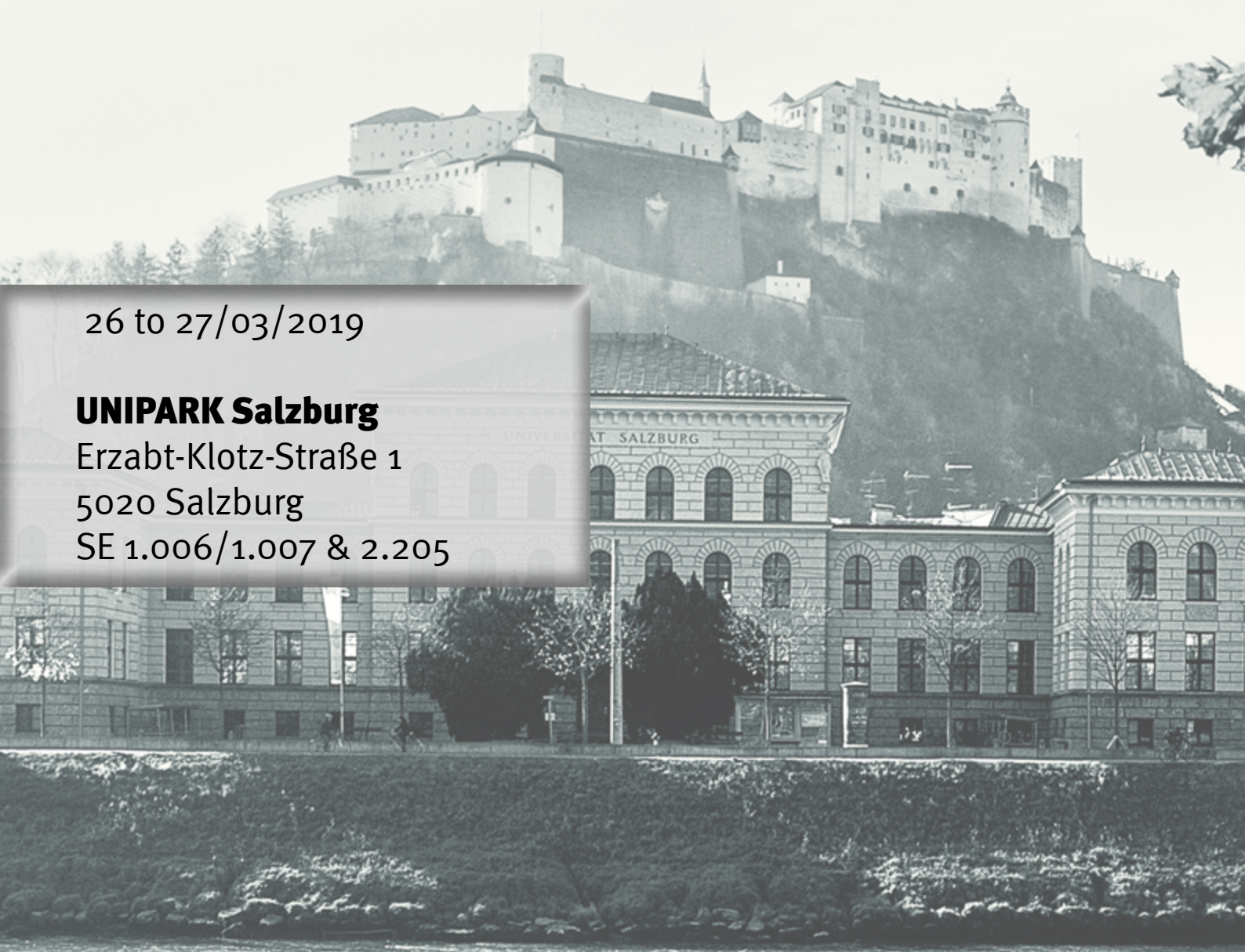




International Perspectives on School Quality and Teacher Education

26 to 27/03/2019

UNIPARK Salzburg
Erzabt-Klotz-Straße 1
5020 Salzburg
SE 1.006/1.007 & 2.205



Conference Description

This conference will bring together leading international researchers from the fields of School Effectiveness and Improvement Research and Teacher Education Research to discuss the overarching question of how we can link these different research strands in order to contribute productively to school quality and teacher education quality in a specific country. The conference is part of an ongoing research project conducted by the University of Salzburg in cooperation with the University of Oxford.

In educational research, school quality is discussed mainly within the theoretical frameworks of: (1) School or Educational Effectiveness Research (SER/EER), a discipline that seeks to understand the key factors and their interactions that lead to more or less effective classrooms, schools and education systems; and (2) School improvement research (SIR) in which school improvement is understood as a distinct approach to educational change that enhances student outcomes, as well as strengthening schools' capacity for managing change.

As the protagonists who actually have to realise school quality in practice, it is teachers and headteachers who are the key drivers of school improvement. The quality of teaching and learning and of professional leadership are the key determinants since the process of improvement relates not just to the teaching competence of classroom practitioners but also to the nature of the school climate and the leadership practices that promote and sustain them.

Teacher Education Research is concerned with the development of teachers' identities, competences and dispositions. It focuses not only on the content of teacher education curricula but also on the nature of the process of learning to teach and its implications for the way in which those curricula are structured and sequenced – both within initial teacher education (ITE) and in relation to teachers' continued professional learning (CPD). Just as Teacher Education Research considers the needs of teachers themselves, so it also explores the kinds of dispositions, knowledge and skills needed by all those engaged in teacher education – school-based mentors and coaches as well as university-based tutors and external experts – if they are to achieve the improvements to which they aspire. Teacher Education Research has a vital role to play in informing educational policy and ensuring that both ITE and CPD (including the professional formation of headteachers) are research-informed.

In this context, the research questions addressed at the international conference are the following:

1. How can research in the area of School Effectiveness and Improvement Research and research on school quality inform teacher education and head teacher training?
2. What dimensions of school quality do current teacher education and head teacher training programmes effectively address; and are there particular dimensions of school quality that tend to be overlooked or inadequately considered?
3. What should teacher education and head teacher training look like if is to be able to make the maximum possible contribution to school quality?

The aim of this conference is to bring together researchers from both fields to promote a productive exchange of recent findings and to stimulate cooperation. Stakeholders from policy and practice within the Austrian Education System are also invited to join the discussion to reflect on the implications of the shared research insights for their work.

Conference Venue

Because of its wonderful landscape and the numerous historical sites, Salzburg is counted among the most beautiful and interesting cities in the world.



Bild: Stadt Salzburg; @ Tourismus Salzburg

Salzburg is a university city with a rich tradition. The University of Salzburg was founded in 1622 by the Prince-Archbishop of Salzburg, Paris Lodron, who is also its namesake. Today, the University consists of four faculties with around 18,000 students and 2,800 employees. It is a center for innovative research, which plays an important role in the cultural and economic life of the City of Salzburg. In addition, the University of Salzburg functions as a modern knowledge hub in the very heart of Europe, as it is connected very well both nationally and internationally. The University of Salzburg sets itself very ambitious goals in research, education, and promotion of young researchers, and also serves as a place for educational discourse between science and the general public.

The conference takes place at the **Unipark Nonntal Salzburg** and will be held by the Department of Educational Science and the School of Education. The University of Salzburg has set new international standards with the construction of the Unipark Nonntal, which is now the home of the Faculty for Cultural and Social Sciences. Today, around 20 organizational units of the University of Salzburg are situated in the Unipark. What makes the Unipark especially attractive is its unique roof terrace with a cafeteria. From there, you can enjoy the wonderful view of the Fortress Hohensalzburg, the Benediktiner-Frauenstift Nonnberg and the surrounding mountains.

Address:

UNIPARK Nonntal
SE 2.205 & SE 2.206 (2nd floor)
Erzabt-Klotz-Straße 1
5020 Salzburg

The Unipark Nonntal is ideally connected to Salzburg's public transport system:

- 500 meters away from the Old Town of Salzburg (5 to 10 minutes on foot)
- 6.6 km to the airport
- 4.1 km to the Salzburg Main Station
- Many nearby hotels, as well as the Old Town and the surrounding nature preserve are easy to reach on foot and by bike

Train:

The current offers of Deutsche Bahn (DB), Österreichische Bundesbahnen (ÖBB), and Westbahn allow you to reach your destination especially fast.

- [ÖBB](#)
- [ÖBB Sparschiene](#)
- [CityNightLine](#)

Plane: Salzburg Airport W.A. Mozart:

- 4 km away from the city center
- 15 minutes if transfer time

Numerous direct connections e.g. to Berlin, Düsseldorf, Frankfurt, Hamburg, Cologne, Zurich, London, and Vienna:

- [Salzburg Airport](#)
- [Munich Airport](#)
- [TUfly](#)
- [Germanwings](#)

Bicycle:

Salzburg is the perfect city to be explored by bicycle. Thanks to the numerous bike-rental locations, it is possible for anyone to rent a regular bike or an e-bike to explore the city more extensively.

- [List of bike-rental locations in Salzburg](#)
- [Salzburg City Cycling Guide](#)

Erfolgreicher Dialog von Bildungspraxis und Bildungsforschung: Gelingensbedingungen

18.00 p.m. **Eröffnung**

Univ.-Prof. Dr. **ERICH MÜLLER** (*Vizerektor Lehre, Paris Lodron Universität Salzburg*)
Dipl.-Päd. **RUDOLF MAIR** (*Bildungsdirektor, Bildungsdirektion Salzburg*)

18.15 p.m. **Grußworte**

Priv.-Doz.ⁱⁿ MMag.^a DDr.ⁱⁿ **ULRIKE GREINER** (*Direktorin PLUS-School of Education*)
Mag. Dr. **ROLAND BERNHARD** (*PLUS-School of Education, University of Oxford*)

18.30 p.m. Mag. Dr. **MICHAEL SÖRÖS** (*Abteilungsleiter in der Bildungsregion Wien*) *Schulqualität aus der Sicht eines Abteilungsleiters einer Bildungsregion*

19.00 p.m. Dipl.-Päd.ⁱⁿ Mag.^a Dr.ⁱⁿ **BIRGIT HEINRICH** (*Mitarbeiterin im Fachstab der Bildungsregion Salzburg*) *„Gute“ Lehrpersonen: Fachlichkeit und Persönlichkeit*

19.30 p.m. **DISKUSSION**

20.15 p.m. **Gemeinsamer Ausklang am BUFFET**

25.03.2019, 18.00 - 20.15 Uhr
Akademisches Gymnasium, Sinnhubstraße 15, 5020 Salzburg

Programme

26/3/2019

UNIPark

SE 1.006/1.007

10.30 a.m. Registration

11.00 a.m. Opening

Erich Müller (Vice Rector, University of Salzburg)

11.15 a.m. Introductory Words

Ulrike Greiner (School of Education, University of Salzburg)

Burkhard Gniewosz (Department of Educational Research, University of Salzburg)

Roland Bernhard (University of Oxford, University of Salzburg)

11.30 a.m. Keynote 1: PAMELA SAMMONS (University of Oxford)

Educational Effectiveness Research: Implications for Improving School Quality

12.30 p.m. LUNCH

02.00 p.m. Contribution 1: MONICA MINCU (University of Turin)

Teacher Education and School Improvement in Italy: What is the Role played by Institutional Arrangements

02.30 p.m. Contribution 2: ROLAND BERNHARD (University of Oxford, University of Salzburg)

How School Leaders and Teachers in improving and effective English Schools describe their Practices of Developing School Quality. First qualitative findings of the SQTE project.

03.00 p.m. Coffee Break

03.30 p.m. Contribution 3: HERMANN ASTLEITNER (University of Salzburg)

Theories on School Effectiveness and Ineffectiveness – The next Steps

04.00 p.m. Contribution 4: MICHAEL BRUNEFORTH & ANN CATHRICE GEORGE (BIFIE)

School Effectiveness from the Perspective of System Monitoring

04.30 p.m. Discussion (Moderation: BURKHARD GNIEWOSZ)

05.00 p.m. DINNER

06.00 p.m. Keynote 2: CHRISTIANE SPIEL (University of Vienna)

Implementing Innovations in Educational Practice – Recommendations from Implementation Science

- 09.00 a.m. Keynote 3: KATHARINE BURN** (*University of Oxford*)
Learning to engage effectively with Research: the Role of 'Practical Theorising' in Teacher Education
- 10.00 a.m. Coffee Break**
- 10.30 a.m. Contribution 5: CLAUDIA SCHREINER** (*University of Innsbruck*)
Developing Teaching and Instruction: Evidence-oriented Quality Development and its Demands on Collaboration, Cooperation and Teacher Training
- 11.00 a.m. Contribution 6: JOHN FURLONG & HAZEL HAGGER** (*University of Oxford*)
Education in Wales – Altogether more Rewarding – the Contribution of Initial Teacher Education
- 11.30 p.m. Discussion** (Moderation: ULRIKE GREINER)
- 12.00 p.m. Keynote 4: KARI SMITH** (*Norwegian University of Science and Technology*)
Improving Education through Cooperation and Partnership between school-based and university-based Teacher Educators
- 01.00 p.m. LUNCH**

Abstract



PAMELA SAMMONS | University of Oxford

Pam Sammons is a Professor of Education at the Department of Education, University of Oxford. Her research over more than 30 years has focused on school effectiveness and improvement, school leadership, teaching effectiveness and professional development, and promoting equity and inclusion in education.

Educational Effectiveness Research: Implications for Improving School Quality

This keynote will provide an overview of evidence from over 40 years of Educational Effectiveness Research (EER) and explore the implications for policy makers and practitioners seeking to promote school improvement, enhance educational equity and raise educational quality.

The presentation will explore definitions of school effectiveness and theoretical models of school improvement and also summarize evidence from teacher effectiveness studies. It will also outline findings from research on school leadership and the role of leaders in enhancing the conditions for teaching and learning in schools. The way different sources of evidence can be used to support school improvement will also be considered, particularly the role of classroom observation (both the potential value of systematic observation instruments and qualitative field notes), student surveys and value added data on student achievement.



MONICA MINCU | University of Turin

Monica Mincu is an Associate Professor at the Department of Philosophy and Educational Sciences at the University of Turin. Her experience revolves around educational politics and teacher education, teacher quality, and school improvement through a comparative approach.

Teacher Education and School Improvement in Italy: What is the role played by institutional arrangements?

Evidence-based research orientation and the introduction of professional assessment in Italy were the two major driving forces behind system overhaul. The organisation equipped to conduct studies on teachers and their effectiveness is The National Institute for School Evaluation (INVALSI). I will argue that the possibility to produce improvement through inspections, capacity building or teacher education is rather incipient or weak. Moreover, research on how teacher education support improvement is lacking, as well as school improvement attempts. A rather unique case of school improvement is School Together. This emblematic attempt illustrates that larger institutional dynamics are weakly supportive of a culture of improvement.



ROLAND BERNHARD | Paris Lodron University of Salzburg

Roland Bernhard is a post-doc researcher based at the University of Salzburg and he currently works as a Visiting Researcher at the University of Oxford, department of Education, where he conducts a research project about school quality and teacher education. His research interests are also mixed methods, history education and teachers' beliefs.

How school leaders and teachers in improving and effective English schools describe their practices of developing school quality. First qualitative findings of the SQTE project.

England has a long tradition in school improvement both as a subject of research and in practice. In the last years, for example, especially the dramatic improvement of outcomes in London schools has sparked the interest of researchers and policy makers. In the SQTE-project it is examined how leaders and teachers in highly effective and improving schools in England understand and develop school quality. It is also asked how their views and experiences might inform practice in different contexts in Austria, including professional development within schools and the process of initial teacher education. In this talk, first interview findings will be presented.

HERMANN ASTLEITNER | Paris Lodron University of Salzburg

Hermann Astleitner is an Associate Professor at the Department of Educational Research at the Paris Lodron University of Salzburg. His major research interests concern Instructional Systems Design, Social Research Methods, and Human Development and Education.

Theories on School Effectiveness and Ineffectiveness – The Next Steps

The goal of this contribution is to analyze the status of school effectiveness models by using criteria on theoretical excellence from basic and applied social sciences. This evaluation leads to the formulation of three theoretical frameworks: Dark-side-, development-support-, and implementation-theories. Dark-side-theories describe and explain the negative, non-transparent, or ineffective facets of school development (e.g., trust and distrust as co-existing social realities for school improvement). Development-supporting theories link developmental stages or competence levels (e.g., taxonomies of motivation) with adaptive strategies for establishing attainment-based support mechanisms (e.g., motivational tactics). Implementation-theories are about how interventions have to be designed for optimizing effectiveness in different contexts (like low or high school qualities). Discussions reflect on how to stimulate and develop school effectiveness research activities by using the suggested theoretical frameworks.

Abstract



CHRISTIANE SPIEL | University of Vienna

Christiane Spiel is a Full Professor of Educational Psychology and Evaluation at the Department of Applied Psychology at the Faculty of Psychology at the University of Vienna. Her research topics are on lifelong learning (including e-learning), integration in multicultural school classes, bullying and victimization, gender stereotypes in education, evaluation and intervention research, implementation science, and quality management in educational systems.

Implementing Innovations in Educational Practice – Recommendations from Implementation Science

Implementation is defined as the specific set of activities designed to put into practice an activity or program of known dimensions. The interest in implementation has grown with the interest in evidence-based innovations. However, the mostly applied “letting it happen” und “helping it happen” approaches result in only 5-15% use of innovations as intended. For effective implementation “making it happen“-approaches are needed. In the presentation a formula for success will be explained: Effective Innovations x Effective Implementation x Enabling Contexts = Socially Significant Outcomes.



MICHAEL SÖRÖS

Mag. Dr. Michael Sörös ist Abteilungsleiter für die AHS im Bereich des Stadtschulrates für Wien und Präsident der Vereinigung österreichischer LandesschulinspektorInnen. Davor war er sechs Jahre lang Direktor einer AHS in Wien und in der LehrerInnenaus- und -fortbildung tätig. Er ist promovierter Historiker und Autor eines Buches im Bereich der Didaktik.

Schulqualität aus der Sicht eines Landesschulinspektors

Das Ziel des Vortrages wird es sein, den Fokus weg von Strukturdebatten hin zu inhaltlichen Fragen des Lehrens und Lernens in der Schule zu lenken. Dabei wird die Rolle der LehrerInnen im Vordergrund stehen. Auch auf das Verhältnis von Daten im Sinne eines Systemmonitorings zur Wirksamkeit dieser Daten für die Steigerung der Unterrichtsqualität wird eingegangen werden (Stichworte: BIST – Kompetenzkontinuum 4. > 8. > 12. Schulstufe = Reifeprüfung). Im Sinne der Etymologie von scola werde ich auf die Notwendigkeit zu sprechen kommen, „Mut zur Langsamkeit“ aufzubringen. Auch werde ich kurz auf die Rolle von Lehrplänen (und was uns dazu die Geschichte lehren kann) zu sprechen kommen. Die unverzichtbare Rolle der Eigenverantwortung beim Prozess des Lehrens und Lernens und die Unmöglichkeit, das System Schule zentral top-down zu steuern werden den Abschluss meines Inputs bilden.



KATHARINE BURN | University of Oxford

Dr Katharine Burn is an Associate Professor of Education at the University of Oxford and co-ordinator of the Oxford Education Deanery, a partnership between the University and local schools encompassing the three strands of initial teacher education, continuing professional development and research. Her research interests span history education and teachers' professional learning at all career stages.

Learning to engage effectively with research: the role of 'practical theorising' in teacher education

In 2014, following a wide-ranging inquiry into the 'Role of Research in Education', the British Educational Research Association and Royal Society of Arts concluded that 'enquiry-based (or "research-rich") school environments are the hallmark of high-performing education systems'. Their joint report argued that 'to be at their most effective' teachers not only need to 'engage with research and enquiry' but should also be 'equipped to engage in enquiry-oriented practice'. This paper draws first on the rich experience of a long-standing school-university partnership (the Oxford Internship Scheme) to illustrate one way in which 'practical theorising' has been used to develop these capabilities. It then uses evidence from more recent school-led approaches to initial teacher education to consider the question of when and how new teachers should be encouraged adopt such an approach.



CLAUDIA SCHREINER | University of Innsbruck

Claudia Schreiner is a post-doc at the University of Innsbruck. As former department head in and director of the Federal Institute for Education Research, Innovation and the Development of the Austrian School System, she worked in the field of (inter-) national large-scale assessment. Her research interests comprise competency orientation and educational standards, (formative) assessment of student performance, and evidence-oriented quality development.

Developing Teaching and Instruction: Evidence-oriented Quality Development and its Demands on Collaboration, Co-operation and Teacher Training

Introducing national educational standards in Austria was combined with regularly assessing how well these are met on all levels of the school system. Theoretical models have been developed to capture the process of quality development processes based on data-driven feedback in the school context. The first part of the presentation focuses on how the basic phases of these models can be captured empirically. Using data as a basis for school development processes poses a set of demands on school leaders and teachers. These are discussed in the second part and used to show how this model can be carried further in order to identify essential aspects for school leader and teacher training.

Abstract



JOHN FURLONG | University of Oxford

John Furlong, OBE is an Emeritus Professor of Education at the University of Oxford and currently an adviser to the Welsh Government on Initial Teacher Education and is Chair of the Teacher Education Accreditation Board for Wales. His research interests centre on both teacher education and educational research policy and the links between them.

HAZEL HAGGER | University of Oxford

Dr Hazel Hagger worked in secondary schools for many years before joining the University of Oxford as a Fellow of Kellogg College. She later became Director of Graduate Professional Programmes. Her research interests focus on the quality and ‘re-vision’ the country’s teacher education provision, mentoring in education as well as the nature, acquisition, and development of teachers’ professional knowledge.

Education in Wales – altogether more rewarding – the contribution of initial teacher education

In recent years, there has been a growing appetite for the Welsh Government to break away from policies pursued in England, and set out its own distinctive vision for education: a vision that puts young people and their learning needs, rather than ‘performativity’ at the centre of the educational process. Recognising that piecemeal reform is unlikely to succeed, the Welsh Government has embarked on a series of simultaneous reforms, addressing not only the curriculum, but also assessment, management and leadership, continuing professional development, research capacity development and initial teacher education. The different elements are linked by a fundamentally different conception of what it will mean to be a professional teacher in Wales. The authors, who have worked closely with the Welsh Government in order to raise quality, will use this presentation to outline how ITE is currently being reshaped so that it can contribute to making education in Wales ‘altogether more rewarding’ – both for young people and for their teachers.



KARI SMITH | Norwegian University of Science and Technology

Kari Smith is a Professor of Education at the Department of Teacher Education, Norwegian University of Science and Technology. Currently she is the Head of the Norwegian National Research School in Teacher Education and a scientific advisor to the European Doctorate in Teacher Education. Her main research interests are teacher education, professional development, mentoring novice teachers and learning assessment.

Improving Education through Cooperation and Partnership between school-based and university-based Teacher Educators

The focus of this presentation will be on cooperation and partnership between the university and the practice field as a means to strengthen education at all levels, school as well as teacher education. Challenges in establishing true partnerships will first be discussed, before drawing the attention to the practitioners, school-based as well as university-based teacher educators. What are their roles, what is their expertise and how can the structure of teacher education create mutual learning spaces for students of teaching. In brief, how can all agents in teacher education engage in mutual practice communities to improve the professional education of future teachers.



BIRGIT HEINRICH

Dipl.-Päd.ⁱⁿ Mag.^a Dr.ⁱⁿ Birgit Heinrich studierte Lehramt für Deutsch und Biologie, übte ihre Unterrichtstätigkeit in diesen Fächern aus, absolvierte zusätzlich das Lehramt für Sondererziehung und wurde als Beratungslehrerin engagiert. Ergänzend ging sie dem Studium der Psychologie nach, hatte als ausgebildete Klinische und Gesundheitspsychologin eine langjährige selbständige Praxis für Kinderpsychologie inne und war darüber hinaus als Schulpsychologin beschäftigt. Sie weist eine langjährige Lehrtätigkeit an der Universität Salzburg und an Pädagogischen Hochschulen in mehreren Bundesländern auf und promovierte im Bereich der Linguistik. Seit 2008 ist sie im LSR Salzburg tätig, seit 2019 als Mitarbeiterin im Fachstab der Bildungsdirektion Salzburg.

„Gute“ Lehrpersonen: Fachlichkeit und Persönlichkeit

Die Frage nach der Effektivität und sich davon ableitenden, notwendigen und sinnvollen Inhalten der neuen PädagogInnenbildung sollte sich kinderseitig daran orientieren, was als gute/r Pädagoge/in gilt. Dazu rücken zwei große Themen der PädagogInnenbildung in den Fokus: Fachlichkeit und Persönlichkeit. Wie kann also Expertise im Fach in ihre obligaten und fakultativen Inhalte, darüber hinaus jedoch in gesellschaftlich und psychologisch notwendig gewordene Aspekte erworben werden? Welche Formate kann Uni/PH anbieten, um eine den Anforderungen des späteren Lehrberufs gewachsene Persönlichkeit zu entwickeln? Diese Themen und Fragestellungen sollen im Vortrag beleuchtet werden.

Abstract



Michael Bruneforth | BIFIE, PH Tirol

Michael Bruneforth is head of the Office of Research Coordination & Scientific Quality Assurance at the Federal Institute for Educational Research, Innovation & Development of the Austrian School System (BIFIE) and researcher at the Pedagogical University Tyrol. His research topics include educational assessment, school quality, equity and education monitoring.



Ann Cathrice George | BIFIE

Ann Cathrice George is a post-doc researcher based at the Federal Institute for Educational Research, Innovation & Development of the Austrian School System (BIFIE). Her research topics are educational assessment, cognitive diagnosis models, competence models and large-scale studies.

School Effectiveness from the Perspective of System Monitoring

For conducting system monitoring and improving school quality, Austria has installed a cyclic testing of educational standards in the fourth and eighth grade. Educational standards describe explicitly formulated attainment targets derived from the national curricula of the subjects German, mathematics and English. Educational Standards define competencies, which students usually should possess at points of intersection of the educational system. The educational standard testing data is analyzed and reported in a way which benefits the systematic long-termed development of school quality. Reports are generated for different levels of the school system: the system level, individual schools, teachers and students. In this contribution, we focus on the recent results of the educational standards testing in mathematics for grade four. Looking back at the first cycle in 2013, this second run allows some development perspectives concerning mathematical competencies of fourth graders. Next to these system results, we mention data inherent possibilities for deeper analyzing school specific development. Finally, a brief outlook is given on the anticipated changes in the framework of educational standards due to the current educational reforms.



BURKHARD GNIEWOSZ | Paris Lodron University of Salzburg

Burkhard Gniewosz is a Full Professor at the Department of Educational Research at the Paris Lodron University of Salzburg. His major research interests concern quantitative research methods in education, motivational components in teacher competence as well as socialization effects on adolescent development.



ULRIKE GREINER | Paris Lodron University of Salzburg

Ulrike Greiner is a teacher educator and researcher in teacher education since 25 years. Teacher experience for more than 10 years at secondary schools in Austria. Studies in educational sciences, German literature and linguistics, religious education. Currently Head of the School of Education at the University of Salzburg and Head of the College of Doctoral Studies in Teacher Education and School Pedagogy. Her research areas are heterogeneity and diversity in schools, required competencies of novice teachers and teacher candidates as well as epistemic writing in teacher education and epistemological beliefs of teacher candidates on diversity and educational justice.

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International Perspectives on School Quality and Teacher Education

REGISTRATION

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