29.09.2021, 15.30 – 16.30 CEST

R3 Educational Change, Evaluation and Improvement (Focus Organisation)

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

Title: School Development Originates from Schools! Or: How Innovations Get into the System

Successful school development takes the school ethos and the quality of life into account, emphasizes ethical, inner commitment, and also includes moral-social aspects. In order to enable school development in this sense, considerable complex interventions and impulses are required. These development processes require, above all, school leaders who, as responsible leaders (Huber 2020), are characterized by long-term, systemic, and strategic thinking and who stimulate development impulses in a value-oriented, critical, and emancipative manner, sometimes discursively and cooperatively (Wiesner & Schratz 2020). This contribution uses new concepts, some of which are still little known in the context of school development, in particular the idea of self-similarity, the systems theory of holons, and the structural dynamics approach (Wiesner & Schreiner, 2021). Specifically, the approaches can be linked to Huber's (2020) model of innovating, optimizing, and preserving, making development processes understandable. Schools are thereby conceived both as lifeworlds and as open systems, with the capacity to change the structure and dynamic(s) through self-determination processes. From this perspective, successful school development requires a lived self-determination and an inner as well as local responsibility in the sense of a personal liability (Gregory 2012) rather than an answerability. The process of re-orientation requires leadership to encourage schools to explore new, mostly still unknown conditions for success, in order to move from a behavior management designed for short-termism (Huber 2017) to a professional and structurally dynamic school development.

Prof. Dr. Ibrahim Duyar and Lloyd D. Jackson, Arkansas State University, USA

Title: Validity Study of DLOQ for Analyzing Determinants of Learning Organizations in High and Low-Achieving Schools

Change is inevitable. Organizations must learn and adapt changes surrounding them to survive in an ever-changing and competitive environment. Schools are no exceptions. They also must learn and lead change processes to adapt to the complex and changing environment (Fullan, 2001). The purpose of this study was to examine whether the successful and failing schools differ by the principals' transformational leadership, environmental uncertainty, and teachers' psychological safety as their levels of learning organization per Watkins, & Marsick's (2004) Learning Organization Model. A causal-comparative design was employed to answer the following research questions: 1. Does the DLOQ, which was designed for business, have (a) convergent validity, (b) discriminant validity, and (c) construct validity in a school context? 2. Would the factor structure of the DLOQ differ between achieving schools (grades A, B) and those schools needing improvement (grades C, D, F)? 3. Do the levels of seven dimensions of a learning organization, as measured by the DLOQ, predict if schools are high-achieving schools (grades A, B) or needing improvement (grades C, D, F)? Results showed that a two-factor revised model of DLOQ had both convergent and discriminant validity, which in turn creates construct validity. Findings to the second question showed that failing schools and successful schools exhibited different patterns of learning organizations. Findings to the third question showed that principals' transformational leadership and psychological safety exerted significant positive effects on schools' level of learning organization. The full paper will discuss the implications of these findings to practice, policy, and research.

Dr. Lawrence Drysdale, The University of Melbourne, Australia

Title: Adopting a Marketing Mindset as a Pathway to Innovative Leadership

In a VUCA world leaders are expected to adapt their leadership to meet new demands. This proposal argues that leaders will need to change their mindsets and adopt different frames of reference to innovate. It was Albert Einstein who noted that «Everything has changed except the way we think». The proposal outlines six marketing dimensions that can provide leaders with a new set of lenses to define their leadership role in a time of change where innovation is necessary to survive and thrive. One important approach to changing perspective is for educational leaders is to adopt a marketing mindset. The presentation will explain what we mean by a marketing mindset and identify six marketing dimensions that leaders can assume. The concept of marketing is often confusing and misunderstood in management. The «common» view of marketing is that it is selling and advertising. It is often regarded with suspicion as being dishonest, exploitative, and manipulative. However, Peter Drucker created modern marketing in the 1950s and argued that there were only two key endeavors for the organization to succeed marketing and innovation. The presentation will outline six dimensions of marketing that offer a wide range of perspectives to enable educational leaders to innovate: marketing as a philosophy; marketing as a function; marketing as strategy; marketing as relationship; marketing as brand; and, marketing as digital technologies. The methodology is based on the author's own research in marketing and an extensive literature review.

Ruth Jensen, University of Oslo, Norway

Title: Formative Interventions in School Leadership Teams in Upper Secondary Schools

In 2020 an onwards the schools are supposed to implement a renewed and revised version of the Knowledge Promotion reform which was introduced in 2006. At each school, school leaders and teachers are expected to engage in local reform work. Implementing reform intentions is complex. The aim of the present study is to report from formative interventions (Engeström, 2011) in leadership teams in three upper secondary schools in Norway in reform work. The objective is to develop knowledge about how formative interventions in teams of school leaders mediate learning. The data are collected from Change Laboratories in where researchers intervene with specific tools for deeper learning. Specific attention is devoted to the role of theoretical models, specific questions and the role of mirror data from the leadership practices. Video data from workshops in the leadership teams as well as materials constitute the data. The findings suggest the formative interventions mediate attention to the many tensions and dilemma school leaders face when trying to lead the a renewal reform in their schools. The objective is to develop knowledge about how formative interventions (Engeström & Sannino, 2010). in teams of school leaders mediate learning. The data are collected from Change Laboratories in where researchers intervene with specific tools for deeper learning. Specific attention is devoted to the role of theoretical models, specific questions and the role of mirror data from the leadership practices. Video data from workshops in the leadership teams as well as materials constitute the data. The findings suggest the formative interventions mediate attention to the many tensions and dilemma school leaders face when trying to lead the a renewal reform in their schools.

Khuloud Ahmad Alhammadi, United Arab Emirates University, United Arab Emirates and Dr. Ibrahim Duyar, Arkansas State University, USA

Title: Influence of Coping with the Organizational Change on Work-related Uncertainty and Work Engagement: Role of organizational Support (PhD)

As a lot of organizations, including universities, are facing financial challenges that were caused by the 2019 Novel Coronavirus (COVID-19), restricting and implementing organizational changes has become a crucial step to take (Li, J.-Y., 2021). With employees trying to cope up with the changes, levels of uncertainty vary from one to another depending on what coping strategy each is applying. Studies during the past decades have shown that change recipients' coping to change has a great impact on the way that employees familiarise themselves to the change (Oreg et al., 2011; Van Dam et al., 2008). Work engagement may also be affected by the way employees cope with changes (Vakola et al., 2020). Organizational support also has a role in promoting positive or negative coping strategies and hence will either promote or lower work engagement. Thus, this study entitled Influence of coping strategies with organizational change on work-related uncertainty and work engagement during a restructuring of a national university in the UAE: Role of organizational support aims to provide a better understanding of what promotes control or escape coping strategies with organizational changes and how organizational support can facilitate the smooth transition and adaptation of employees while during the change process. The study focuses on the coping strategies of around 100 instructors at a national university who are currently moving to different colleges during the change process. The study follows a quantitative approach. The outcomes of the study add to the literature on coping strategies and organizational support and their role in promoting successful organizational changes.