School-University
Knowledge Exchange Schemes

Andrew Morris, UK

Anna Kristín Sigurðardóttir, Iceland

Per Skoglund, Sweden

Tomislav Tudjman, Netherlands

Mary Sheard, UK (*in absentia*)

EIPPEE conference

Oslo 14th /15th May 2014

Summary

School (Iceland)
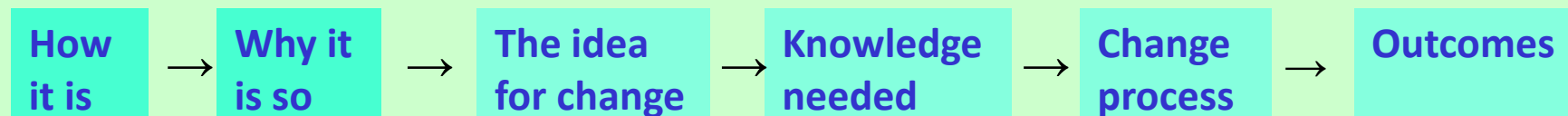

University (Sweden)

Town Hall (Netherlands)

Background

- **unfunded study group   IS   NL   SE   UK**

- **Initial survey of 13 schemes in 6 countries**
  - **Belgium, Iceland, Germany**
  - **Netherlands, Sweden and UK**

- **involving schools, universities, municipalities**

- **Findings discussed at EIPPEE workshop 2013**

- **In 2014 paper developed:**
  - ✓ **analysing four examples**
  - ✓ **Linking to theoretical developments**
  - ✓ **Developing four complementary perspectives**

Conceptualisation

The process of change

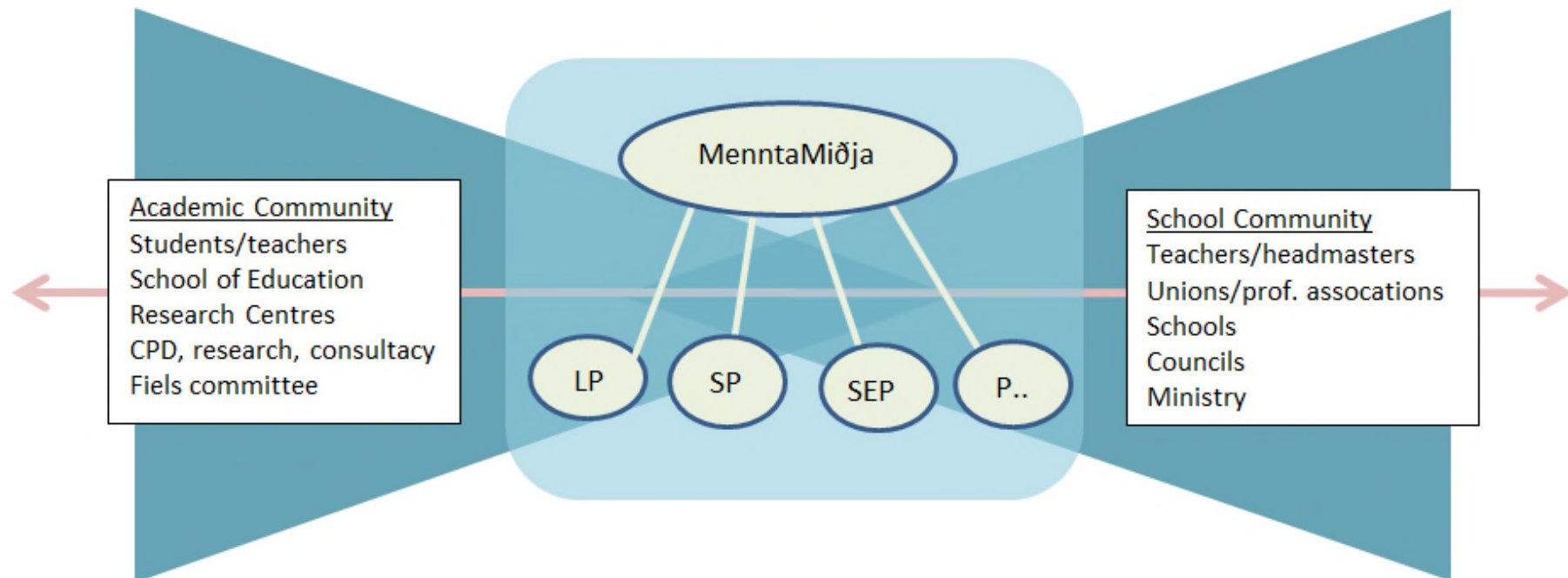| How it is | → | Why it is so | → | The idea for change | → | Knowledge needed | → | Change process | → | Outcomes |

- Not only knowledge is exchanged

Organisational change

Education Plaza (menntamidja.is)
Anna Kristín Sigurðardóttir, *Rekjavic, Iceland*

Academic Community
Students/teachers
School of Education
Research Centres
CPD, research, consultacy
Fiels committee

MenntaMiðja

LP   SP   SEP   P..

School Community
Teachers/headmasters
Unions/prof. assocations
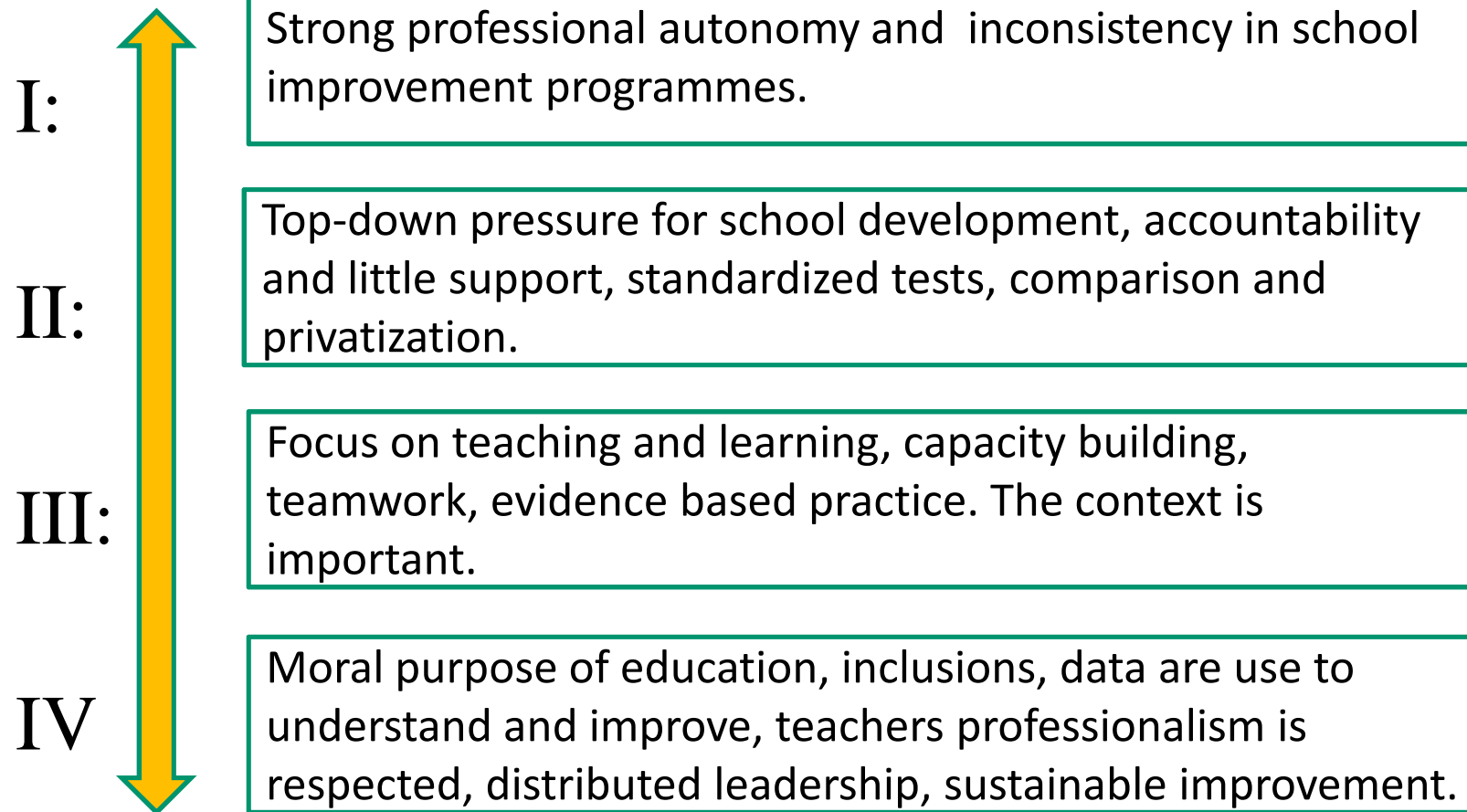Schools
Councils
Ministry

Organisational change
Sustainable school improvement

- Capacity building
- Collaborative inquiry into daily practice
- Evidence based practice (use of data that is not straightforward process)

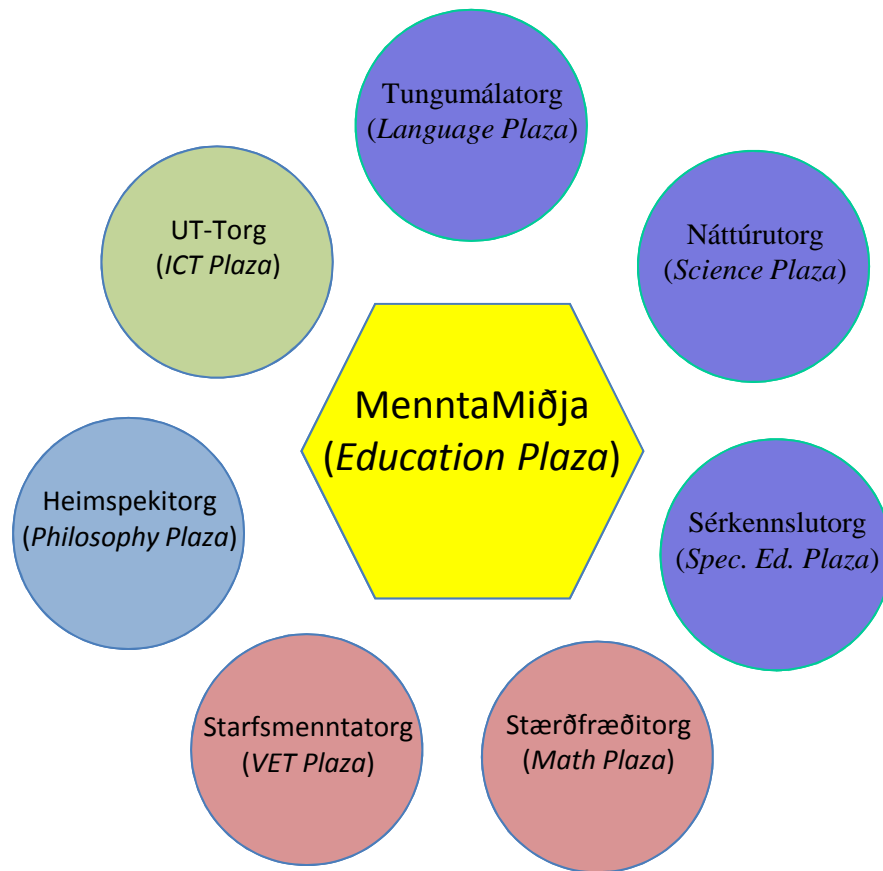- School improvement and staff development goes hand in hand.

Four ways of school development

(Hargreaves, A og Shirley, D. (2012). The global fourth way. The quest of educational excellence. London: Sage Publication)
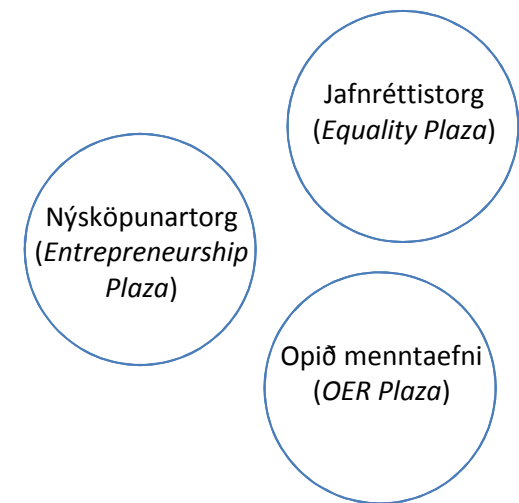
I: Strong professional autonomy and inconsistency in school improvement programmes.

II: Top-down pressure for school development, accountability and little support, standardized tests, comparison and privatization.

III: Focus on teaching and learning, capacity building, teamwork, evidence based practice. The context is important.

IV Moral purpose of education, inclusions, data are use to understand and improve, teachers professionalism is respected, distributed leadership, sustainable improvement.

Anna Kristín Sigurðardóttir

Education Plaza (*EP*) and its community

Legend:
- Pre-EP – Joined 2012
- Pre-EP – Joined 2013
- Est. & joined 2013
- Est. & joined 2014
- Under construction

Tungumálatorg (*Language Plaza*)

Náttúrutorg (*Science Plaza*)

UT-Torg (*ICT Plaza*)

MenntaMiðja (*Education Plaza*)

Sérkennslutorg (*Spec. Ed. Plaza*)

Heimspekitorg (*Philosophy Plaza*)

Starfsmenntatorg (*VET Plaza*)

Stærðfræðitorg (*Math Plaza*)

Jafnréttistorg (*Equality Plaza*)

Nýsköpunartorg (*Entrepreneurship Plaza*)

Opið menntaefni (*OER Plaza*)

Institutional and cultural perspectives

Per Skoglund, Political Scientist, R&D-leader
Swedish National Agency for Special Needs Education & Schools

Theoretical startingpoints

- *Uncertainty is to be addressed!*

- *Institutional and cultural perspective can help understanding practice-research relations*

The Essunga School Transformation

The case: practice-research relation need to be situated "in context" (is)→ "decontext practice" (why and what)→"recontext" (how to change)

It seems as…

- It is not a question of dissimination or spreading universal knowledge per se

- But rather a question of the *Capabilities* to:
1. "Learn in context"
2. "Translate" decontextual knowledge" and
3. "Recontextualize" for future/better action

Two modes for humans to handle uncertainty,

*The Information Mode

Uncertainty   Possibility   Certainty

-data and information
on how it is?

-knowledge on cause
and effect?

-values on how it
ought to be?

-recommendations on
how we shall/can do?

*The Institutional & Cultural Mode

-create common agreed
"standards" or meaning
(norms, rules for action)

An ongoing debate:

Organizational culture ("Unique meaning")

and

Institutions ("Standardized meaning")

(Hatch 1993; Pfeffer 1993; Van Maanen 1995; Fine 1996; Hallet 2003; Czarniawska-Jorges 2006; Howard-Grenville 2007; Zilber 2008; Aten, Howard-Grenville & Ventresca 2012; Hatch & Zilber 2012; Morill 2012).

Essens of the Essunga case?

The amazing "race" by schools of Essunga municipality 2007-2011

- 2007 "The poorest school achievements in Sweden

- 2010-11 "The top-3 school municipality in Sweden"

How was that possible?

Persson, E. (2012) "Raising achivement through inclusion." I *International Journal of Inclusive Education 2012:1-16.*

2013-03-05   Per Skoglund (rr)

1. Essunga shows the fundamental "is-logic"

1. How is it actually?

-common perception of
  student achivement?

*From "it is as it is" to
"it is not good at all"*

2. Why is it that way?

-common understanding of
Causes of bad achievement?

*From "blaming the kids" to
"understand oneself/ professionals as
causing factor"*

⬇

*3. "We need alternative ways
→Research findings*

2013-03-05   Per Skoglund (rr)

2. Essunga shows the importance of external intervention

- Carrington, S., & Robinson, R. (2006) "Inclusive school community: Why is it so complex?" i International Journal of Inclusive Education. Vol. 10 (4-5). ss. 323-33

  - Skoglund, P., Erkinger, V. (red) (2007) "Vägar att förstå och stimulera lärande i praktiken. Slutrapport, at: http://www.adam-europe.eu/prj/1433/prj/2008%2001%20PRODUCT%20AMS%20-%20Schwedisch.pdf
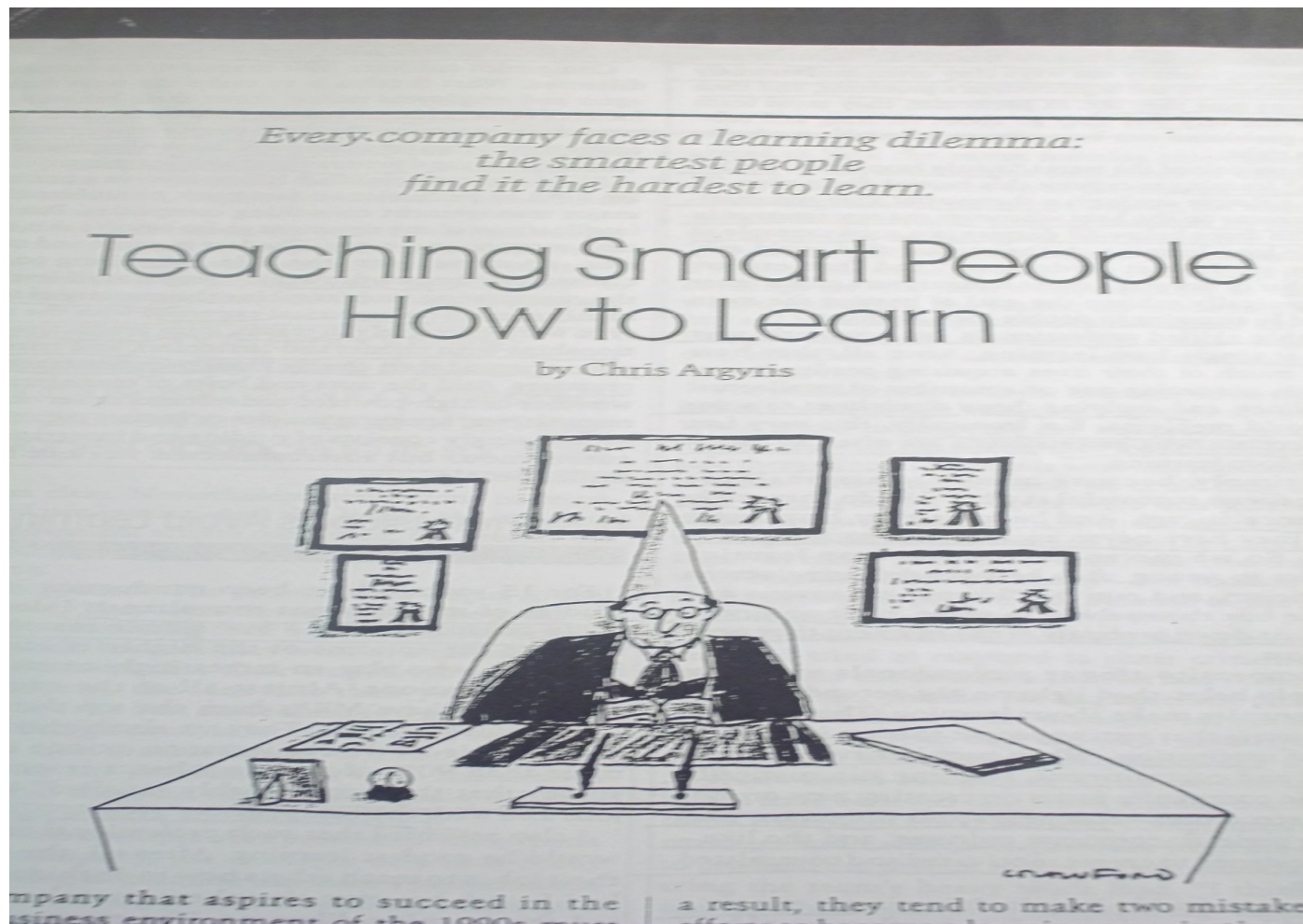
  -Waldron, N., & McLeskey, J. 2010; "Establishing a collaborative culture through Comprehensive School Reform." I Journal of Educational and Psychological Consultation, 20 (1). ss. 58-74

What can National Agencies contribute with?

2013-03-05   Per Skoglund (rr)

3. Essunga shows a Chain of Tipping-points

1. 'Reality'

(is)

4. Need of an idea of school and pupils→ need of research 1

5. Need for change in thinking and procedures – visibility, support, variation

→need of research 2

2. Oneself as causal factor

(why 1?)

Learn and change by accepting

3. A move from resource allocation to resource use

(why 2?)

6. The need to build a stronger community of practice – support each other

=Professional ability to learn is fundamental to pupil learning and school innovation→

greater goal achievement

The hardest part is however ....(Argyris 1991)

Every company faces a learning dilemma: the smartest people find it the hardest to learn.

Teaching Smart People How to Learn

by Chris Argyris

Theoretical understanding of the Essunga case

1. A move from "grid" to **"group" culture**

   (acceptance of situated learning and support)

   Grid connotes a situation with external regulation, force or prescription and Group connotes in what degree actions are motivated from the group´s or the community´s values and perceptions. (Douglas 1986)

2. which was institutionalized by political and executive formalization of **"institutional standards"**
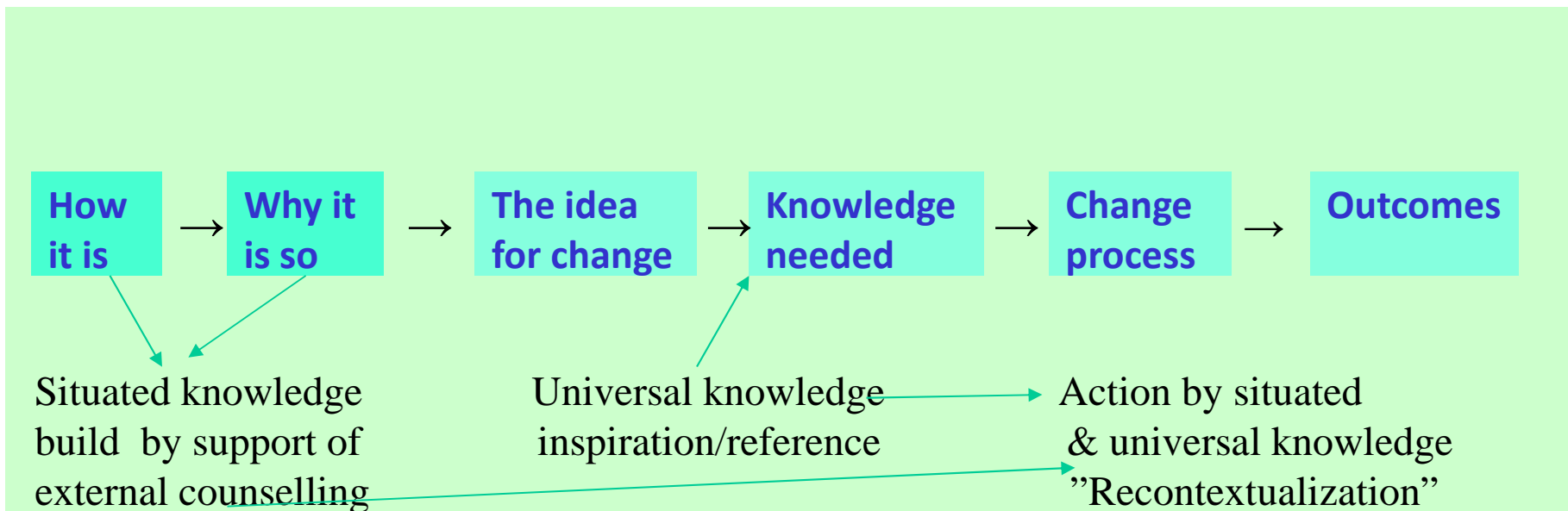
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4. Essunga case shows a dynamic & firm sequence-
Need & use of knowledge in transformative processes

| How it is | → | Why it is so | → | The idea for change | → | Knowledge needed | → | Change process | → | Outcomes |

Situated knowledge
build by support of
external counselling

Universal knowledge
inspiration/reference

Action by situated
& universal knowledge
"Recontextualization"

Bridging the gap between
Esse & Essence

Esse (to be in life)--------*"Inter esse"/Interest*--------**Essence (to "find" core qualities)**

-feel	-cognition
-experience	-conscious observations
-intuition	-systematic empiria
-expression:	-expression:
*gesture	*concepts
*words	*models
*actions	*theory

="Complexity"   **="Simplification"**

"Practical based   *"Science based evidence" when*
evidence" when

-documented   *-theoretically & systematically documented*
-reviewed colleguially   *-peer reviewed*
-related to others knowledge   *-translated to different contexts & situations*

The Knowledge Process in practice

The Rotterdam Talent Network. *Tomislav Tudjman,*

KWP PROCES

Thematical Exploration

- Internal (within Program group KWP)
- External (Knowlegde Arena, Seminars, workshops etc)

Communication coordinator

Website	LinkedIn

Knowledge access and sharing
Literature exploration
Research Reports

Knowledge development

Identifying Research Questions

Advising

Program Managers
Directors/ Educational
Committees

Activities in the field
KWP seminars, learning communities, lectures, workshops, doing research with partners, etc)

Research Proposals

Client Netherlands	Client International

Other Assignments

Case studies

How it is:	What happens in the schools, what interventions and developments did they implement?
Why it is:	History of school in working with methods and programs
Idea of Change:	Divers class rooms / unqualified teachers / professional culture
Knowledge needed:	Research input / city programs / lessons from other schools
Change process:	Educational culture
Outcomes:	Connections / Quality / Monitoring / Professional Culture / Educational Partnership/ context / continuity

Examples "Tensions"

External Teachers

(not) belonging to the organization

Summer school

Nice extra activity <-> conscious intent

Extra Learning Time

Working for test <->

Using outcomes for improvement

Professional School:

Own boss <-> receiving feedback

Evidence-based Policy and practice

Mary Sheard

Institute for Effective Education (IEE),

https://www.york.ac.uk/iee/

York Informed Practice Initiative (YIPI)

Aimed to demonstrate a 'proof-of-concept' for schools' engagement with and strategic use of educational research evidence through a small number of primary schools working in partnership with researchers on research use.

How the knowing-doing gap can be addressed (Ball, 2012)
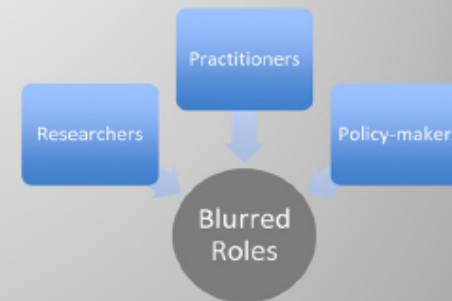

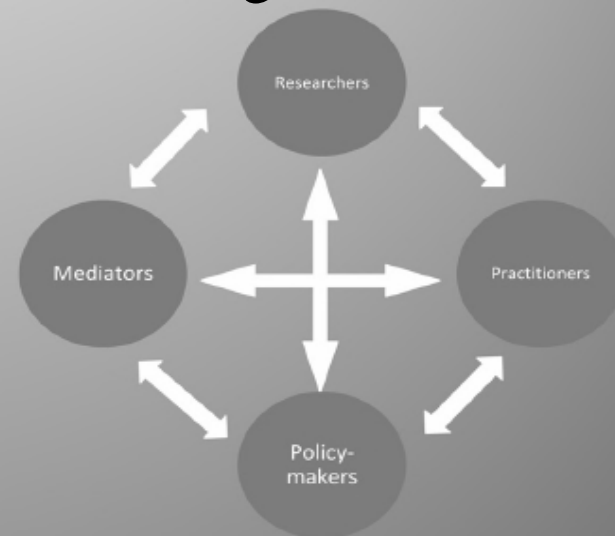Research Development Diffusion Model

Model I

Model II

Model III

Knowledge Communities Mo

Evidence-Based practice Model

Evidence-based Policy and practice

The Yorkshire Informed Practice initiative

Mary Sheard, York, UK

Research Development Diffusion Model

Knowledge Communities Model

Evidence-Based Practice Model

Evidence-based Policy and practice

Knowledge Communities Model

Research Development Diffusion Model

Evidence-Based Practice Model

Evidence-based Policy and practice

| Knowledge Communities Model | Evidence-Based Practice Model | Research Development Diffusion Model |
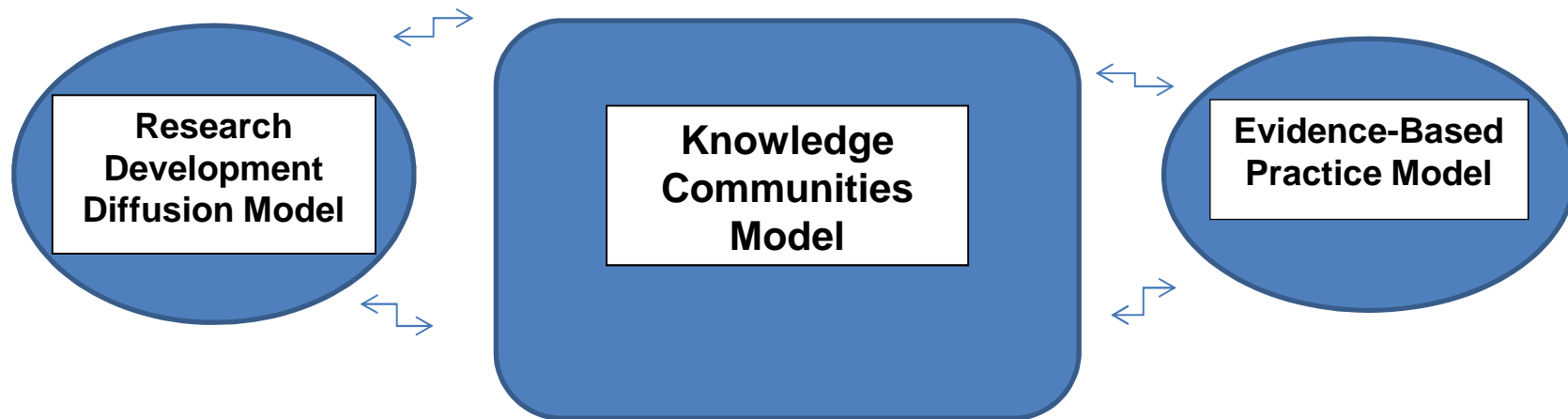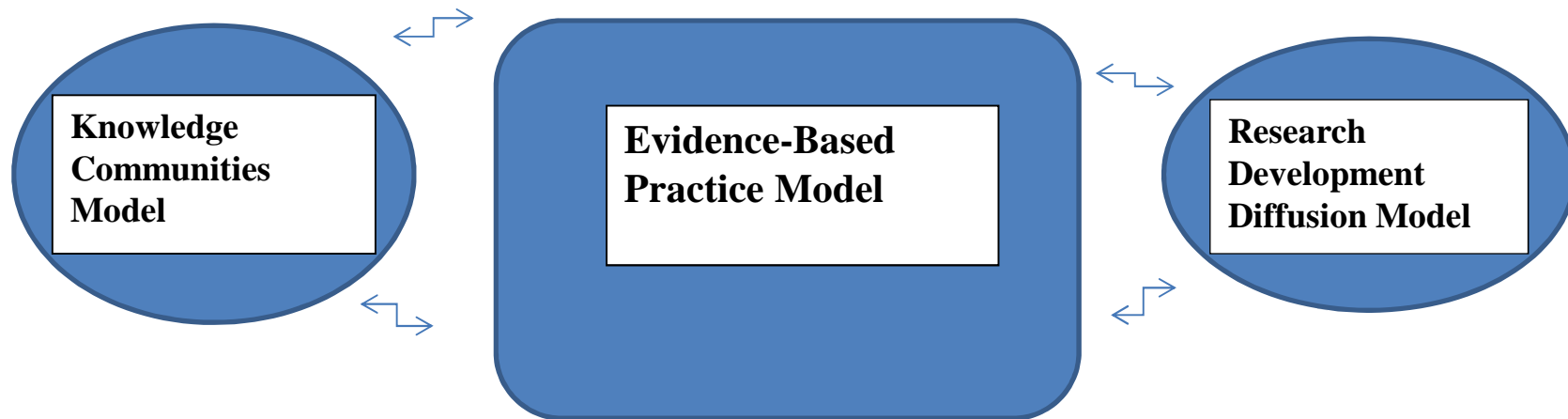
Method

Impact

Discussion points

1. Is the attempt to model schemes helpful or not?

2. Do theoretical perspectives help people in collaborations?

3. Should we seek to encourage closer school-university collaborations?

4. How could this work assist newly emerging schemes?

5. Does the modelling help evaluate effectiveness and impact?

Thanks for contributing…

We have been

Andrew Morris, UK
Mary Sheard, UK *(in absentia)*
Anna Kristina Siguroardottir, Iceland
Per Skoglund, Sweden
Tomislav Tudjman, Netherlands

Contact:
Andrew Morris ajmorris@blueyonder.co.uk