

Wettbewerbsverfahren für die Aufnahme von Schulführungskräften an den deutschsprachigen Grund-, Mittel- und Oberschulen staatlicher Art der autonomen Provinz Bozen

(Dekret des Landesschuldirektors vom 5. Februar 2018, Nr. 1755/2018)

1.	<p>Bezeichnete man früher Organisationsentwicklung als einen wichtigen Bestandteil von Schulentwicklung, wird dieser Aspekt heute personalisiert: Schulleitungspersonen sollen in autonomen Schulen als „Change-Manager“ oder „Change Agents“ fungieren.</p> <p>Beschreiben Sie, wie Sie sich ihre Funktion als „Change-Manager“ oder „Change-Agent“ vorstellen.</p>
2.	<p>Aufgrund gesetzlicher Vorgaben ist die Einzelschule verpflichtet, einen Dreijahresplan des Bildungsangebotes auszuarbeiten und umzusetzen.</p> <p>Legen Sie dar, welche Bestimmungen dies vorsehen und beschreiben Sie, wie Sie bei der Ausarbeitung dieses Dokumentes vorgehen und welche Personen Sie in diesen Prozess einbinden.</p>
3.	<p>Leitungspersonen in autonomen Schulen sollen auch klare Vorstellungen von qualitativem Unterricht haben, um Prozesse der Unterrichtsentwicklung anstoßen zu können.</p> <p>Beschreiben Sie, was qualitativ Unterricht unter den Bedingungen der Heterogenität und der Inklusion für Sie bedeutet und welche Strategien Sie anwenden, dass die Lernkultur an Ihrer Schule Ausdruck einer zeitgemäßen Didaktik und Methodik ist. Gehen Sie dabei auch ausdrücklich auf die Frage ein, wie sie mit der unterschiedlichen Offenheit für didaktische Neuerungen in Ihrem Lehrkörper umgehen.</p>
4.	<p>Das Qualitätsmanagement ist eine wesentliche Aufgabe der autonomen Schule.</p> <p>Legen Sie dar, auf welchen gesetzlichen Grundlagen diese Aufgabe beruht und welche Maßnahmen Sie diesbezüglich als Schulführungskraft ergreifen.</p>
5.	<p>In der autonomen Schule arbeiten Lehrpersonen, Mitarbeiterinnen und Mitarbeiter der Verwaltung und die Schulführung in einem komplexen System zusammen.</p> <p>Beschreiben Sie Gelingensbedingungen für ein dem Bildungsziel der Schule förderliches Zusammenwirken dieser Akteure und gehen Sie im Besonderen auf die Rolle und die Möglichkeiten der Schulführungskraft in diesem Kontext ein.</p>

Wettbewerbsverfahren für die Aufnahme von Schulführungskräften an den deutschsprachigen Grund-, Mittel- und Oberschulen staatlicher Art der autonomen Provinz Bozen

(Dekret des Landesschuldirektors vom 5. Februar 2018, Nr. 1755/2018)

Task #5: KNOW THY IMPACT!

- A The model advanced here is that the school leader is responsible for asking on a continual basis about the impact of all the adults on the learning of the students. Of course, I am not forgetting that the students are players in improving their learning. But that is the bonus, the compound-interest component. What is requested is that school leaders become leaders in evaluating the impact of all in the school on the progress of all students; the same for teachers; and the same for students.
- B School leaders need to be continually working with their staff to evaluate the impact of all on student progression. Leaders need to create a trusting environment where staff can debate the effect they have and use the information to devise future innovations. And leaders need to communicate the information on impact and progression to the students and parents. Schools need to become incubators of programs, evaluators of impact and experts at interpreting the effects of teachers and teaching on all students. In short, we need to develop an evaluation climate in our education system.
- C Experience has shown that ten- to twelve-week cycles of evaluation are about optimal. Fewer weeks tend to lead to over-assessment or insufficient time to detect change; more weeks and the damage or success is done. We should know this and react appropriately. It does mean asking teachers to be clear about what success or impact would look like before they start to teach a series of lessons.
- D Of course, this must start by asking the questions, 'Impact on what? To what magnitude? Impact for whom?' Evaluating impact requires analyses of what a year's growth looks like, and it is likely it may differ depending on where the student begins in this growth. Evaluating impact asks schools and systems to be clearer about what it means to be good at various disciplines, to be clearer about what a year's progress looks like and to provide staff with collaborative opportunities to make these decisions.
- E This is the hardest part of our work, as teachers we have been so ingrained to wait and see what the students do, to see which students attend and then to pick out examples of successful progress. Our alternative model asks that teachers be clearer about what success would look like and the magnitude of the impact, and we ask them to prepare assessments to administer at the end – before they start teaching. The bonus of this latter preparation is that it ensures that teachers understand what success is meant to look like before they start teaching, and it increases the likelihood that teachers communicate these notions of success to the students.
- F There is also a need to include the student voice about teacher impact in the learning/teaching debates; that is, to hear the students' view of how they are cared about and respected as learners, how captivated they are by the lessons, how they can see errors as opportunities for learning, how they can speak up and share their understanding and how they can provide and seek feedback so they know where to go next. As the Visible Learning research has shown, the student voice can be highly reliable, rarely includes personality comments and, appropriately used, can be a major resource for understanding and promoting high-impact teaching and learning.

Part One Global Understanding

1. Read the text and decide which of the following most accurately states its main idea. Tick the correct answer.
- a School leaders can improve students' learning by regularly assessing the teachers.
 - b Teachers are the change agents in education.
 - c School leaders need to take responsibility for the impact of everyone in the school on the progress of students.
 - d Transparency of learning goals and assessment procedures will improve learning outcomes.
2. What does the author demand that teachers be clear about before evaluating their impact on learning? Tick the correct answer.
- a They need to have a clear idea of student progression and how they will assess it.
 - b They need a repertoire of effective teaching methods.
 - c They need clear guidelines and programmes.
 - d They need clear instructions for lesson planning.

Now read the following questions. In which paragraph do you find the relevant information? Write the letters A, B, C, D, E or F in the box.

- | | Paragraph |
|---|----------------------|
| 3. What can school leaders do to create an evaluation climate in their schools? | <input type="text"/> |
| 4. How will teachers' planning habits have to change? | <input type="text"/> |
| 5. Should students be involved in the evaluation of teacher impact? | <input type="text"/> |

Part Two Understanding Detail

Read the extract and decide if the statements below are **TRUE** or **FALSE** or if the information is **NOT IN THE TEXT**. Tick the correct answer.

In the author's opinion...

1. evaluation should take place every two months.

TRUE FALSE NOT IN THE TEXT

2. teachers should have a clear idea of the expected learning progress.

TRUE FALSE NOT IN THE TEXT

3. school leaders must work hard on behavior and discipline.

TRUE FALSE NOT IN THE TEXT

4. students cannot be trusted to take part in the evaluation of learning.

TRUE FALSE NOT IN THE TEXT

5. innovation and improvement are the result of sharing information and debate.

TRUE FALSE NOT IN THE TEXT

Source: Hattie, J. (2015) What Works Best in Education: The Politics of Collaborative Expertise, London: Pearson, pp. 15-16

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