



ICSEI
Ottawa 2017

International Congress for
School Effectiveness and Improvement

**Collaborative
Partnerships
for System-Wide
Educational
Improvement**



Rideau Canal Skateway: Photo Courtesy Ottawa Tourism

PARALLEL SESSION 2 – Sunday, January 8 | 10:50 – 12:25

START TIME			
10:50	11:35	11:55	LOCATION
PANEL FOLLOW-UP 1 Defining, Measuring & Understanding Outcomes That Matter Jennifer Adams	PANEL FOLLOW-UP 2 Defining, Measuring & Understanding Outcomes That Matter Yngve Lindvig		Ballroom B
PANEL FOLLOW-UP 3 Defining, Measuring & Understanding Outcomes That Matter Annie Kidder	PANEL FOLLOW-UP 4 Defining, Measuring & Understanding Outcomes That Matter Doug Willms		Ballroom C
SYMPOSIUM 481 A Tale of 3 Countries: Bridging The Research to Policy and Practice Divide ③ Sofya Malik, Tim Cain, Jonathan Supovitz, Chris Brown (Chair)			Richelieu
SYMPOSIUM 511 Leading Inquiry-Based Working in Primary and Secondary Education ② Meta Krüger, Judith Amels, Lisette Uiterwijk, Kees van der Vloed, Marco van der Zwaard, Lorna Earl (Discussant)			Frontenac
SYMPOSIUM 577 Bridging the Gap: Transnational Perspectives of Policy Enactment ③ Christian Kraler, Vasileios Symeonidis, Livia Roessler, Hans Anand Pant, Roman Rösch			Pinnacle (Penthouse)
SYMPOSIUM 493 Structuring Equity within Urban School Systems: Case Studies from the Toronto District School Board ②③④⑤ Robert S. Brown, Chris Conley, Erhan Sinay, Samuel Zheng, Roula Anastasakos, Karen L. Robson, Paul Anisef, Janet O'Reilly, Gillian Parekh, Margaret Douglas			Cartier 1 (Marriott)
SYMPOSIUM 651 Global Perspectives of Educational Leadership: The Context Imperative ② Pierre Tulowitzki, Jacob Easley II, Jeroen Imants, Mohammed Elmeski, Niels Anderegg, David Godfrey			Cartier 2 (Marriott)
SYMPOSIUM 709 School-Based Collaborative Partnerships for System-Wide Improvement: Supporting Principals as 'Learning Leaders' ② Ruth Kane, Helen McGregor, Tina Jones, Bonnie Campbell, Anne Clifton, principal TBA			Cartier 3 (Marriott)

PARALLEL SESSION KEY

THEME (colour coded)	NETWORK (after presentation title)
Engaging Students, Families and Communities	① Early Childhood Education and Care (ECEC)
Increasing Equity and Challenging Disadvantage	② Educational Leadership
Connecting Research, Policy and Practice	③ 3P
System and School Improvement	④ MoRE
Developing Professional Capital	⑤ Data Use
Measuring Educational Effectiveness	

ICSEI 2017 Symposium Proposal

Bridging the Gap: Transnational Perspectives of Policy Enactment

Symposium, Strand 3: Connecting Research, Policy and Practice

In the context of globalization, education systems face challenges that are no longer only national or local. Education today is informed by the discourses of a variety of actors who act in different contexts of policy and practice and represent diverse interest groups. Policy makers increasingly rely on evidence-based research and data, which tends to focus on measurable educational achievements and standards. In doing so, policy makers proclaim that evidence can help to improve the quality of education (Grek & Ozga, 2008). This approach has generated a great number of initiatives and reforms “that need to be implemented by schools” and directed attention to how well policies are enacted in practice (Ball et al., 2012). However, policy enactment involves complex processes of interpretation which need to consider the contexts, the history, the ethos and the unique characteristics of national systems.

This symposium brings together researchers from Austria, Greece and Syria who have examined how policy is transferred, translated and transformed in different national contexts (Cowen, 2009). In exploring the stage of transfer, the researchers have considered the growing influence of international policy actors, such as the EU and the OECD, who “have come to play an increasingly important role in the construction of transnational policy arenas, as resourceful actors working together, forming powerful discourse coalitions that influence and to some extent even govern national reforms” (Nordin & Sundberg, 2014, p. 14). The symposium begins by addressing the concepts of Europeanization and the European teacher to analyze the complexity of interpreting and recontextualizing policy in new educational contexts. After this framing of global trends, the symposium will then explore the stages of translation and transformation by presenting two case studies of policy enactment, one related to an educational reform in Austria and another related to a critical discourse analysis of school textbooks as policy papers, focusing on the case of Syria.

Organization of the Symposium

Chair: Michael Schratz (University of Innsbruck)

Discussant: Dennis Shirley (Boston College)

Paper #1: Christian Kraler (University of Innsbruck), Vasileios Symeonidis (University of Innsbruck & Eötvös Loránd University, Budapest)

Paper #2: Livia Roessler (University of Innsbruck)

Paper #3: Markus Ammann (University of Innsbruck), Shaima Muhammad (University of Innsbruck & University of Lisbon)

Paper 1: Framing the mobility of global concepts and local practices in education: The European teacher in the era of globalization.

Presenting authors: Christian Kraler (University of Innsbruck), Vasileios Symeonidis (University of Innsbruck & Eötvös Loránd University, Budapest)

This paper aims at presenting the complexities of analyzing educational processes and flows in an increasingly globalized context, providing a framework for better understanding the mobility and relation of global concepts and local practices in education. The focus is on identifying and describing the complex ways in which various, diverse and sometimes conflicting processes influence the conception of educational ideas in contemporary global societies. The growing influence of international and transnational organizations during the last 20 years has shifted the boundaries of making and governing educational ideas in a global and rather heterogeneous space. Research produced by a large array of actors representing different system levels (international, regional, national, subnational, local) is increasingly used to inform both international and national policy, while political institutions such as the European Commission and national ministries participate willingly in international assessments, develop research studies and fund research initiatives. Consequently, this process informs everyday practice in schools, affecting the lived experience of all stakeholders as teaching and learning occurs. Sometimes local actors are willing to accept new ideas, yet the local embeddedness of educational concepts is often a challenging process. Thus, “glocalization” of educational concepts is currently emphasized as an intermediate and dialectic approach, beyond the global-local dichotomy (Caena, 2014).

Understanding the flow of educational ideas and practices implies also an analysis of how they “travel in space”, an issue inherently relevant to the field of comparative education. Cowen (2009) urges us to consider the shape-shifting of educational processes that occurs when ideas and practices are transferred, translated and transformed in a social context other than the one where they were produced. This paper argues that the stage of translation is key in exploring the space between theory, policy and practice, helping us to rethink how processes, contexts and actors filter the social embeddedness of educational phenomena.

To exemplify how the proposed framework can help us to understand the complexities of analyzing global concepts and their relation to practice, the concept of the “European Teacher” is employed (Schratz, 2014). An inherently controversial but rather increasingly significant concept, the European Teacher was developed as an idea almost a decade ago by the European Network on Teacher Education Policies (ENTEPE) as a consequence of policy pressures towards a common understanding of European professionalism. Different dimensions of this concept have been developed so that it could be introduced in teacher education curricula and practice. The complexity of this global concept and the conditions for its shape-shifting will be discussed.