**ICSEI 2018 Proposal**

**Deepening School Change for Scaling: Principles, Pathways & Partnerships**

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<span style="color:red">**Topics (Subthemes):**</span>

- **Leading Capacity for Change**
- **Growing Innovative Culture for School Change**

<span style="color:red">**ICSEI Networks:**</span>

- **Educational Leadership Network**
- **Professional Learning Network**

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<span style="color:red">**Title:**</span> **A mix that works for school development: case studies from Portugal**

<span style="color:red">**Abstract**</span>

The magic of successful schools and effective school improvement has been examined through educational research from different angles; most obviously, Hattie's (2008) meta-study considered factors that best contribute to student outcomes such as teacher efforts to develop close relationships. Next to this, a lot of evidence has been generated about the influence of school leadership to student outcomes (Marzano, Waters, & McNulty, 2005; Seashore Louis, Leithwood, Wahlstrom, & Anderson, 2010), as well as how optimal school functioning can be enhanced through careful and caring leadership and management characterised by understanding of capacities, potentials and bottlenecks in the school environment (Day et al., 2009; Andrew Hargreaves et al., 2007; Schley & Schratz, 2011, Hinterhuber, 2003). Yet, these were not the only that were noted in the relevant literature. School success is often related to innovation and effective curriculum implementation. The capacity of an innovative measure to become localised and embraced by teachers as their own can determine how well a school could perform in capturing novel practices (McLaughlin, 1990; Snyder, Bolin, & Zumwait, 1992). Additionally, different aspects of knowledge (Cochran-Smith & Lytle, 1999) were noted as important to understand when approaching school development, as knowledge creation and sharing often act as essential contributions to the inner functioning of schools as learning organisations and communities of (next) practice (Hannon, 2007; Andy Hargreaves, 2007; D. H. Hargreaves, 1999; Wenger, 1999).

This paper argues that each of the abovementioned components plays a significant role in school development, thus depending on the contextual milieu and the analytical standpoints, a mix of these essentials can provide a transformative framework for successful school development. The paper will, thus, present a model which includes school leadership and teacher learning, accompanied by knowledge-sharing and innovative curriculum interventions, as a creation of two early stage researchers of the European Doctorate in Teacher Education (EDiTE). The model was successfully pre-tested for two case studies (Kovacs and Gregorzewski, 2017; Gregorzewski and Kovacs, 2017) and was re-examined for its theoretical and practical purpose.

In this paper, the reviewed model for school development has been applied theoretically for a better understanding of school settings in Portugal. The results of this endeavour show a set of interesting ideas, combined and contrasted through rich discussions on what works best for schools. Some of the

final conclusions point out to the wide range of possibilities that demand to be examined through this case, as well as through the idea of the practical use of the model, thus making this study a valuable contribution to educational discussions on innovative leadership cultures for effective school change and transformation.

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