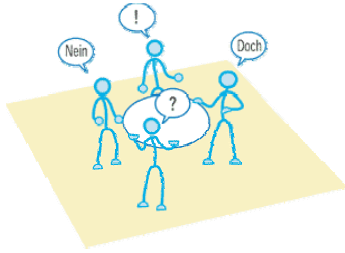


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## What are the Consequences of New Challenges for the School Systems Regarding their Governance Model?

– Views of different actors (stakeholders and key agents) of the school system on governance structures and processes



Prof. Dr. Stephan Gerhard Huber  
Dipl.-Päd. Tobias Feldhoff  
Vienna, 30th September, 2009

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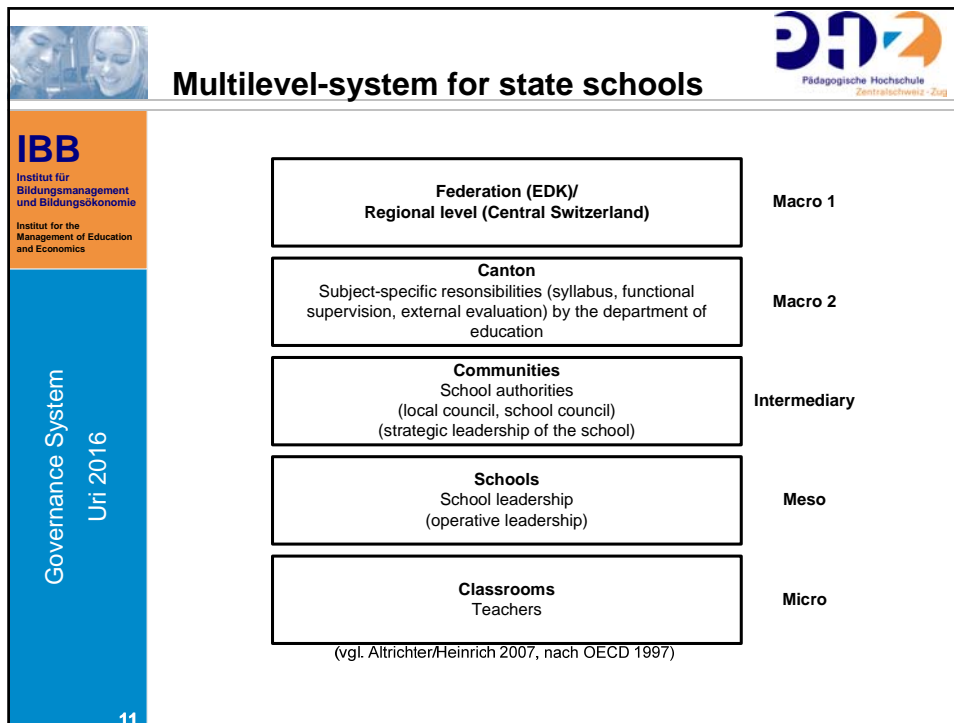
## Agenda

- Background
- Research questions and design of the study
- Empirical results
- Conclusion and looking ahead

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**Research questions**

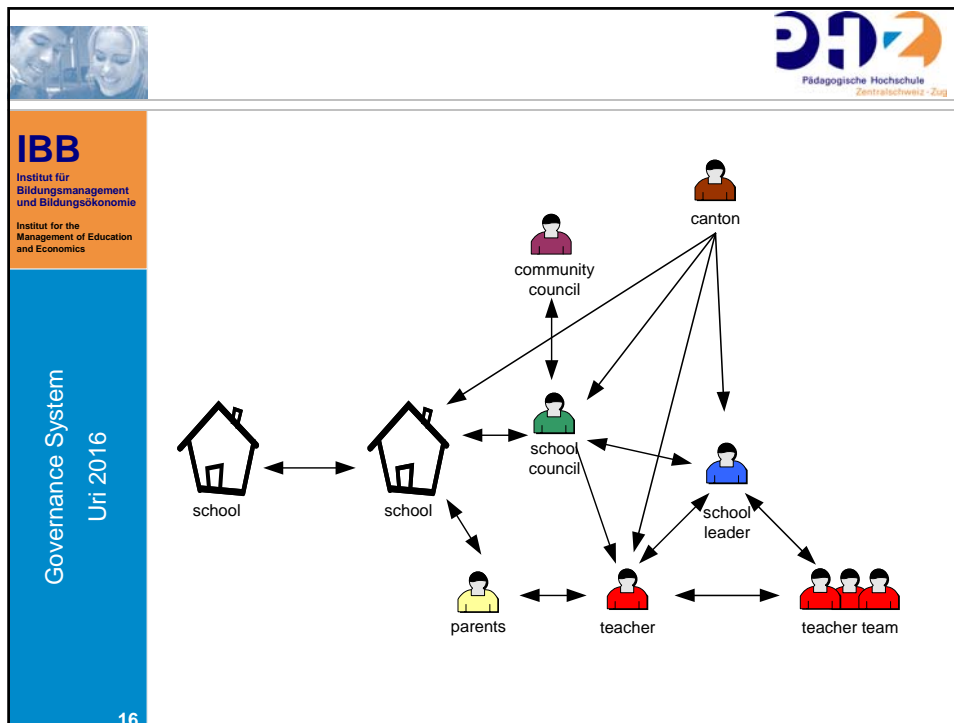
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1. How are the present and future challenges for the public schools (Volksschulen) in a canton in central Switzerland as well as inter-cantonal and national challenges described estimated by the different actors (/stakeholders) involved?
2. How are the present governance structures of the public schools in the canton formally described?  
How are they perceived by different actors and how are these structures evaluated by the actors regarding their functionality (the effectiveness and efficiency of their achievement)?  
How should in the opinions of the actors the governance be in the future (regarding the currently conceivable development, the perception, and evaluation of the present structures)?

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## Design of the study

- **Documentary analysis** of the formal governance structures (laws, enactments, guidelines)
- **Two questionnaires** for all the actors involved in the canton (N= 661) according to the Delphi-procedure
  - 1st survey**
    - Evaluation and estimation of the new challenges and of the present governance structures
  - 2nd survey**
    - Desired governance structures (on the basis of the 1st survey)


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## Response rate

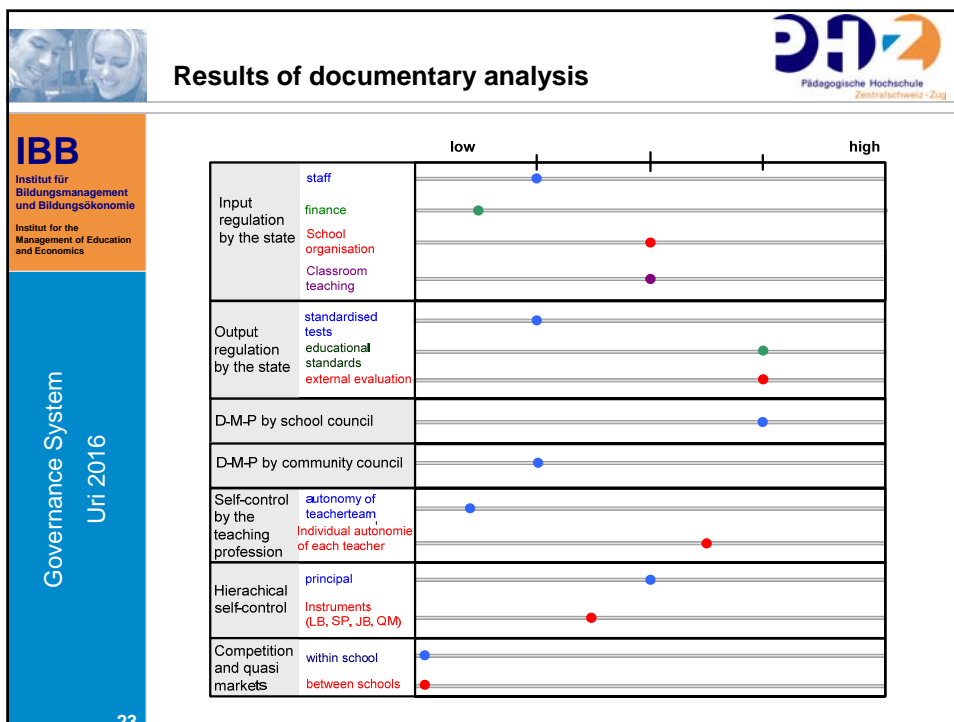



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Response rates according to grouping (actors)	1st survey			2nd survey		
	population	sample	%	population	sample	%
Teachers	387	222	57	387	142	37
School Leadership	21	19	95	21	17	81
Local council	125	70	56	125	31	25
School council	105	56	53	105	53	50
Other actors	38	26	68	38	34	89
<b>Total</b>	<b>676</b>	<b>393</b>	<b>58</b>	<b>676</b>	<b>277</b>	<b>41</b>


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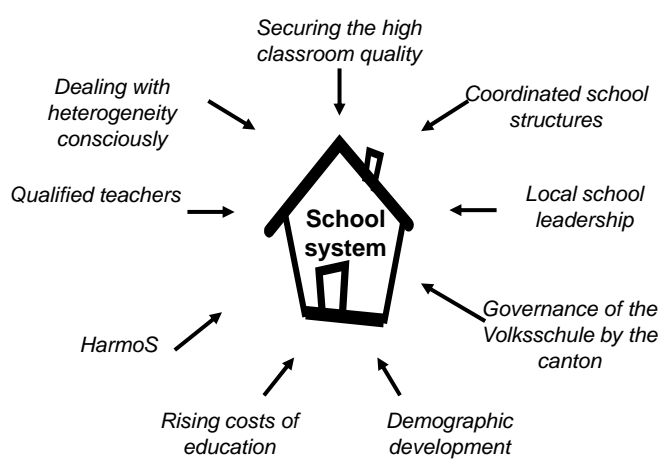


## Challenges of a school system




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## 2.2.1 Bedeutung der Herausforderungen




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Für wie bedeutsam halten Sie die folgenden Herausforderungen für das Volksschulwesen im Kanton innerhalb der nächsten 7 Jahre?	nicht bedeutsam	weniger bedeutsam	eher bedeutsam	bedeutsam
Sicherung einer hohen Unterrichtsqualität	1	3	24	73
Bewusster Umgang mit Heterogenität	2	11	34	53
Kompetente und motivierte Lehrpersonen	0	3	12	86
Beitritt zum Konkordat HarmoS	10	21	33	36
Aufeinander abgestimmte Schulstrukturen für die gesamte Volksschule	1	10	35	54
Führung der Schule vor Ort	1	10	31	58
Steuerung der Volksschule durch den Kanton	2	25	43	29
Reaktion auf die demographische Entwicklung	1	16	39	45
Bewältigung der steigenden Bildungskosten	2	13	36	49
Befragung alle Akteure (n=407), Angaben in %				

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**Summary of the results of the constellation of actors of the 1st survey**



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**Relationship teachers – school leadership**

- Fairly high autonomy of the teachers regarding classroom teaching
- More influence by the school leaders regarding school development
- In whole staff meetings, school leaders meet their responsibilities as such without dominating the meetings


**Relationship teachers – teachers**

- About half of the teachers agree that teachers should coordinate their teaching methods and material
- Within a team, teachers have equal rights
- About half of the decisions made by the staff meeting have an impact on the lessons
- The work in teams of teachers is characterised by cooperation; competition is disliked and hardly ever occurs

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**Summary of the results of the constellation of actors of the 1st survey**



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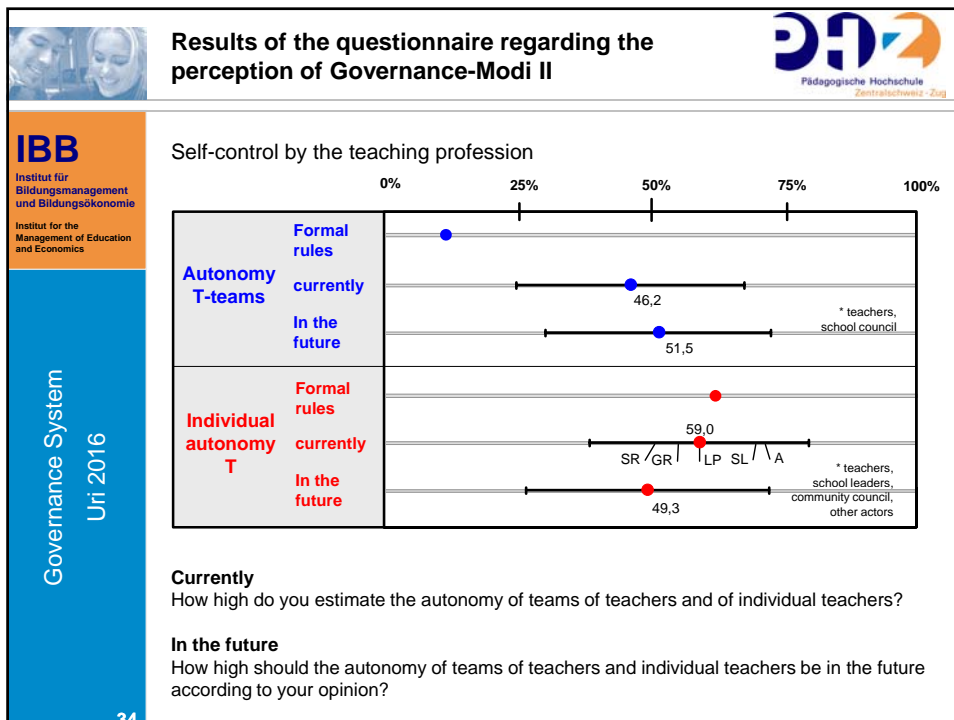
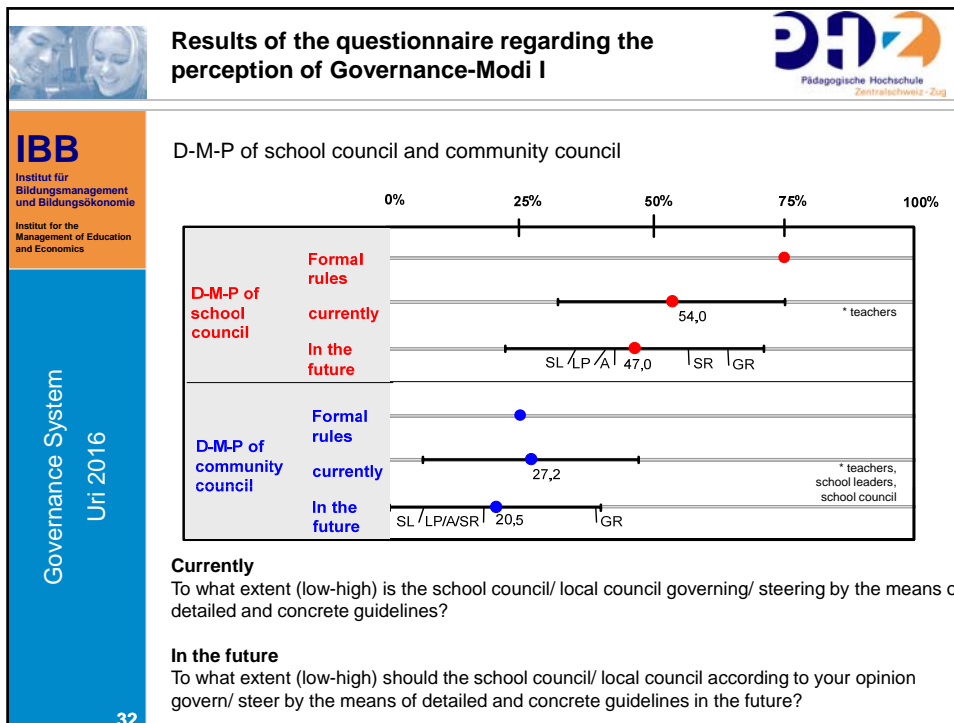
**Relationship school leadership – school council**

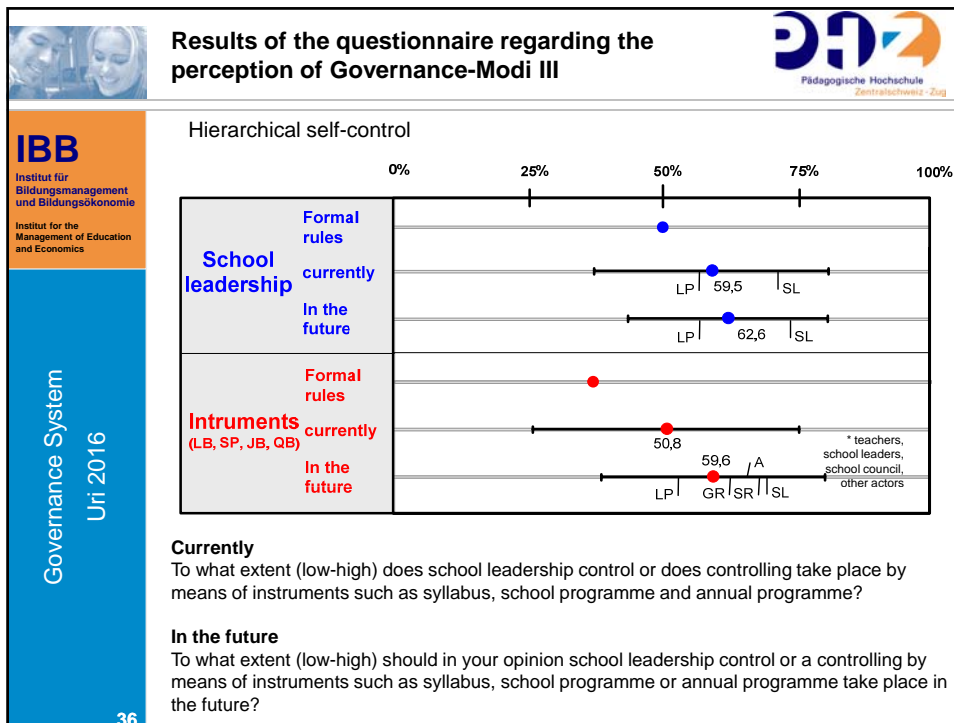
- Both parties agree to have equal rights regarding their cooperation
- However, the school council is dominant regarding finances; half of the school leaders regards this fact as negative for the quality of the work done in school.

**Relationship school council – community council**

- More issues of conflict – especially regarding questions of budget
- Community council wishes to gain more influence on the school
- More and more budget-cuts – partly connected with the reorganisation of the cantonal financing



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- Conclusions**
- The public school system is currently in a process of transition from a rather central/community input regulated governance model towards a decentralised output regulated governance model strengthening the individual school.
  - Coordination of action is usually done on a basis of equality.
  - The way actions are coordinated is mostly regarded as positive for the quality of the educational development.
  - Important aspects in the future:
    - More D-M-P on school-level (within the organisation)
    - Less D-M-P on school, and particularly community council-level (outside the organisation)
  - More collaboration and emphasis on teacher-teams and reduced autonomy on individual teacher level.
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## Looking ahead



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- More emphasis on professionalisation of actors on school level, particularly on organisational governance level, i.e. the school leader, the leadership team, the (members of the) school council.
- More collaboration between schools as well as with other education institutions and other partners.

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## Thank you very much for your attention!

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[tobias.feldhoff@phz.ch](mailto:tobias.feldhoff@phz.ch)

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