

Supporting Service Learning as a School Leader



PARTNERSHIP FOR CHANGE

OUR SCHOOLS • OUR COMMUNITIES • OUR FUTURE

SLEAD



Service-Learning
for Democracy in Europe

Claudia Fahrenwald

University of Education Upper Austria

2024, January 31st



die pädagogische
hochschule
oberösterreich

Agenda

- **Theoretical Framework**
- **Empirical Results**
 - **Case Study I: Hamburg**
 - **Case Study II: Upper Austria**
- **Conclusion**



Theoretical Framework

- Schools, as the central educational organizations, exist against the backdrop of current cultural and social changes and must respond to new challenges



- **School Development** = Interorganizational Cooperation within „Learning Regions“ and „School Networks“
(Brühlmann & Rolff 2015)



Empirical Results

- Research data about emerging networks between Schools and Community Partners from two case studies in Hamburg (Germany) and Upper Austria (Austria) dealing with **Service Learning** projects.



- New forms of collaboration and networks break down traditional barriers between educational organizations and the surrounding communities.



Case Study I: Hamburg (Germany)

- **Sample:** Case study from the implementation of Service Learning Projects in 10 schools (supported by the Community Foundation Hamburg)
- **Research Method:** Interviews with administrators, teachers, and students involved in service learning programs as *change agents* in different types of schools (primary schools, middle schools and high schools)
- **Main research goals:** (1) Educational practice, (2) learning experiences (3) new forms of cooperation and networks inside and outside of schools

Case Study I: Hamburg (Germany)



Case Study I: Hamburg (Germany)

- Primarily positive and innovative effects on **school development** (= organizational learning)
- Challenges of border-crossing and building new individual and organizational and inter-organizational spaces (*both time and places*)
- Envision effective, even necessary, ways of thinking about **spaces of potential transformation**

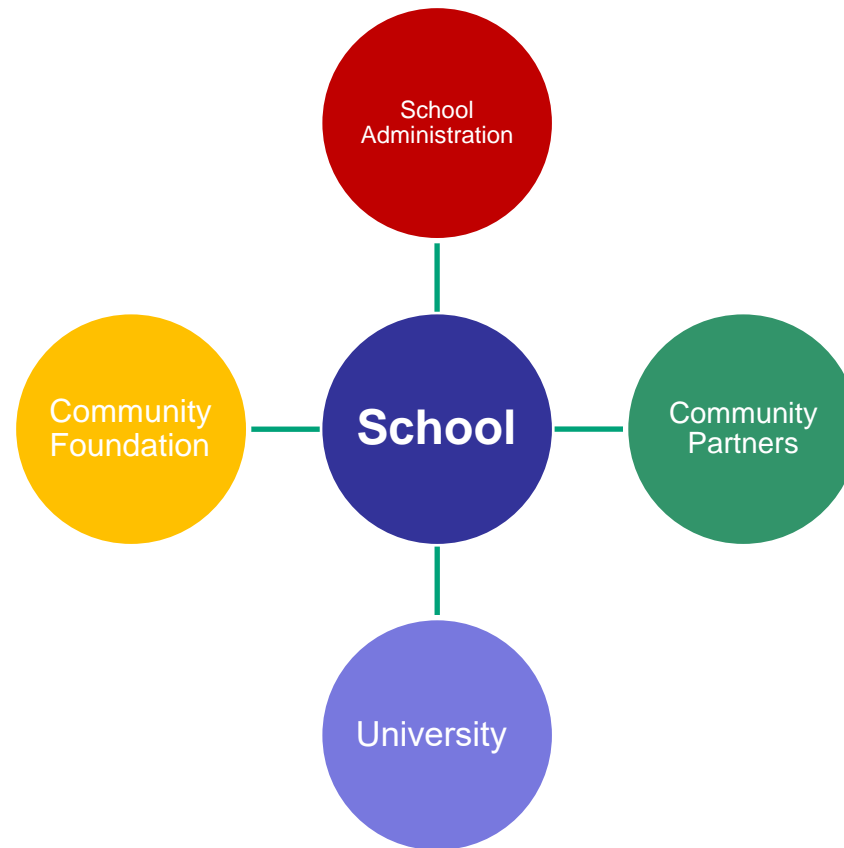
 Making underlying **metaphors** explicit

Case Study I: Hamburg (Germany)

Metaphors of Change and Transformation

- **Spatial metaphors:** *bridging islands, open up the otherwise encapsulated school to the outside world, encountering an intergalactic alien, being a stranger*
- **Energy-based metaphors:** *teachers who caught fire, administrators who personified fire and flame*

Case Study I: Hamburg (Germany)



Emerging Networks

Case Study II: Upper Austria (Austria)

- **Case study** from a school competition initiated by a local newspaper for schools practicing Civic Engagement
- **Sample:** 75 schools all over Upper Austria
- **Main research goals:** (1) Educational practice, (2) learning experiences (3) new forms of cooperation and networks inside and outside of schools
- **Research Method:** Document analysis and semi-structured interviews
- **Research Goal:** To find out more about these new emerging networks between different types of organizations.

Case Study II: Upper Austria

Local Newspaper Competition: “Engaged Schools”

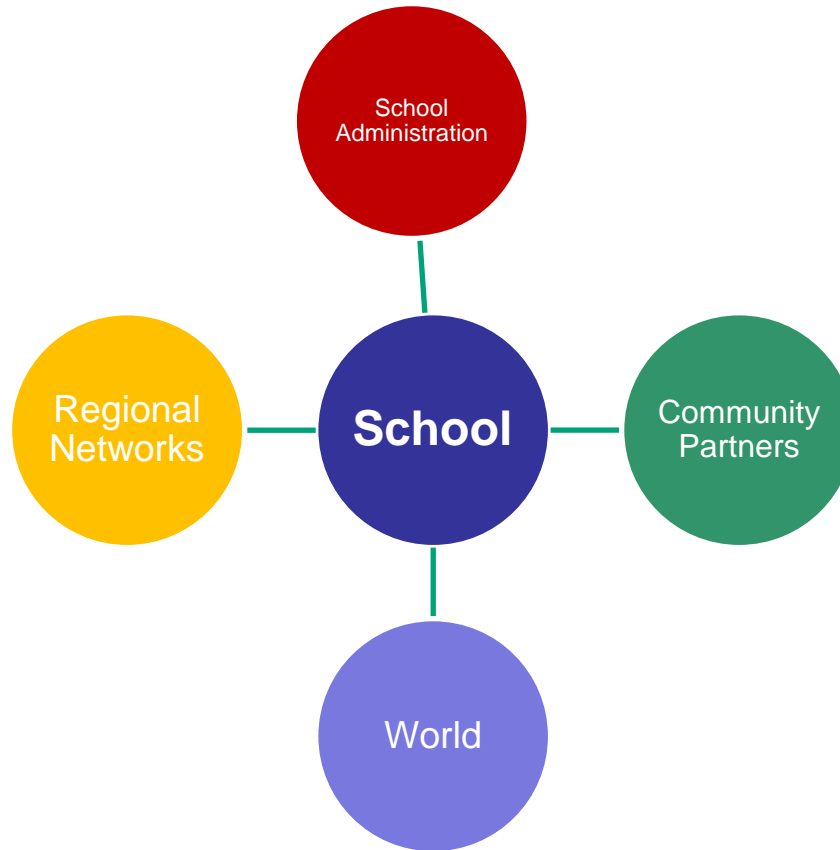


Tips 11/2015

Document Analysis

	Main Categories	Sub-Categories
Actors	Students, School Community, Parents, Community Partners etc.	„Volkshilfe“, Elderly Care Organization, Environment Protecting Organization, Tourist Promotion Network, etc.
Contents	Social, cultural, multicultural, ecological etc.	Donations, Social Welfare, animal protection, environment protection, global learning etc.
Time	Single Project, several months, whole school year, several years	Fund-Raising Campaign, School Festival, Project, Leisure time, etc.
Space	School, Community, World etc.	Single class/ whole school/ World (Africa/India)

Case Study II: Upper Austria (Austria)



Emerging Networks

Conclusion

Organizational Learning Challenges (*inside* of schools)

- Reorganizing ***school time*** (e.g. professional development programs, multi-year projects, course release, flexible scheduling) and
- Reorganizing ***school spaces*** (e.g. collaborative programs across grades, class time outdoors or in the community, public forums and social media spaces for sharing best practices)

Conclusion

Organizational Learning Challenges

(inside and outside of schools)

- **Individual Level:** providing a means of integrated, holistic learning (social, emotional, and interdisciplinary learning)
- **Organizational Level:** transformation of spatial dimensions of time and place (implementation of new ways of learning **in** traditional educational organizations and **between** traditional educational and other organizations)
- **Society Level:** new culture of cooperation between schools, communities and other partner organizations



Multi-faceted transformation of professional and organizational identity

Conclusion

Changing Schools in a Changing World

- New educational **mission of schools** in our changing world
- New possibilities of emerging networks as a response to the **changing face of civil society**
- Associated with a **variety of learning challenges** at the individual and organizational level



Thank you for your attention!



References

- Berkemeyer, Nils & Järvinen, Hanna (2011): Lernen in Netzwerken. In: Journal für Schulentwicklung, H. 3/2011, S. 4-7.
- Brühlmann, Jürg & Rolff, Hans-Günter (2015): Horizontale Schulentwicklung. In: Journal für Schulentwicklung, H. 1/2015, S. 4-7.
- Christoforatos, Ellen (2011): "Third Space". In: Journal for Teacher Education, 3/2011, pp. 51-54.
- Fahrenwald, Claudia (2014): Manifestationen des Neuen in Organisationen – Die Einführung von Service Learning an ausgewählten Hamburger Schulen. In: Susanne Maria Weber, Michael Göhlich, Andreas Schröer & Jörg Schwarz (Hrsg.): Organisation und das Neue. Beiträge der Kommission Organisationspädagogik, Wiesbaden: VS Verlag, S. 183-192.
- Fahrenwald, Claudia (2020): Demokratie (lernen) beginnt in der Schule. In: Reinhard Heinish (Hrsg.) (2020): Kritisches Handbuch der österreichischen Demokratie. BürgerInnen, Verfassung, Institutionen, Verbände, Wien: Böhlau Verlag, S. 117-133.

References

- Fahrenwald, Claudia & Müller, Norina (2022): Professionalisierungsprozesse und Professionalisierungsbedarfe von Lehrkräften im Rahmen demokratischer Schulentwicklung. In: Schauer, Gabriele; Jesacher-Rößler, Livia; Kemethofer, David; Reitingner, Johannes; Weber, Christoph (Hg.) (2022): Einstiege, Umstiege, Aufstiege. Professionalisierungsforschung in der Lehrer*innenbildung. 1. Auflage. Münster: Waxmann (Beiträge zur Bildungsforschung, 9) DOI: <https://doi.org/10.31244/9783830995883>, S. 199-212.
- Fahrenwald, Claudia & Feyerer, Jakob (2016): Zivilgesellschaftliche Öffnung des Lernraums Schule – Internationale Perspektiven. In: Gabriele Khan & Almut Thomas (Hrsg.): Erziehung & Unterricht, Schwerpunktausgabe zum Thema Bildungslandschaften, Nr. 1-2 2016, 166. Jg., Wien, S. 52-58.
- Müller, Norina & Fahrenwald, Claudia (2022). Demokratische Schulentwicklung zwischen Theorie und Praxis. In: Mensching, A., Engel, N., Fahrenwald, C., Hunold, M. & Weber, S.M. (Hrsg.), Organisation zwischen Theorie und Praxis. 3. Jahrbuch Organisationspädagogik. Wiesbaden: Springer VS, S. 199-214.
- Rürup, Matthias; Röbbken, Heinke; Emmerich, Marcus & Dunkake, Imke (2015): Netzwerke im Bildungswesen. Eine Einführung in ihre Analyse und Gestaltung. Wiesbaden Springer VS.