Austrian government agenda on education - quick presentation and assessment

Lorenz Lassnigg
(lassnigg@ihs.ac.at; www.equi.at)
Presentation at European Semester 2019
"Indepth session - education"
24.September 2018, Berlaymont, Brussels

agenda

- Presentation

  – Overview

  – Implementation plans

- Assessment

Overview
main issues of government programme

- Complete reregulation

- Differentiation programmatic topic

- Questioning, revising main past reforms

- Interface management through assessment

- Belief in goal steering through assessment

- Use and redefinition of constitutional agreements (Bund-Länder-Vereinbarungen)

adaption of GERM Global Education Reform Movement

4 Package Control (2 pts)

1 Package elementary education (15+3 =18 pts)

5 Package VET (12+4=16 pts)

2 Package School differentiation (25+37=62 pts)

3 Package Grading, Assessment (16+31=47 pts)

Packages

6 Package Schools abroad (4 pts)

4 Package Control (2 pts)
+strengthen rights for timely enforcement and sanctions in case of misbeahviour in all educational institutions
- evaluation of financing flows
+extensive assessment of programmes in private schools before opening

1 Package elementary education (15+3 =18 pts)
+shift federal responsibility from family to education ministry
+framework plan,
including goals, core competences (language and social), values, language assessment and support
 +control and enforcement

+Elementary education professions education
-qualitative demands

5 Package VET
(12+4=16 pts)
+NMS focus
+apprenticeship occ
+enterprise cluster
+apprenticeship mat
+NQR
+VET colleges reform
+accreditation
+VET medium schools
+know-how transfer
+9th grade transition
+external enterprise

ELEMENTARY

more separate points

2 SCHOOL
+BIFIE closing
+representation bodies
(pupils parlaiments, school tripartite bodies at regional and federal level)
+movement and sport
+opening schools for alternative care

3 GRADING, ASSESSMENT
+std.Reife-Diplomprüfung
+delay upper secondary reform (NOST)
+books gender
+summer school as parent support
+religion
+Adult education initiative (extension, steering) REG

2 Package School differentiation
(25+37=62 pts)
TALENT strategy, schools, modules

PEDAGOGY PROFESSIONS (see regulation: law)
Demands, mobility, remuneration (achievement based), working time models,
continous education/training including evaluation,
regulation of hiring, assessment, fireing
360 grade feedback by pupils
> Elementary education professions
> Special education teachers redifferentiation
Evaluation of Pedagogy education reform (REG)

INSTITUTIONAL INTERFACES, PROCESS
+NMS remove catchment areas, selcetion autonomy
+continuous assessment
- 3rd grade ‚Talente Check'
- 7th grade , Chancenpass', based on standards
+information, counseling

RESSOURCE MANAGEMENT
+Development and restoration plan
- across governance levels
+Accounting system
- Longer term personnel planning
- quota system for ressources
- support personnel

SPECIAL ED

REGULATION
+Evaluation of school laws,
+regorganisation to two basic laws
- Education law
- Pedagogy professions law

add RESOURCES
+elementary education expansion, group size
+all-day schools
+shift administrative personnel to schools

ASSESS CHAIN

3 Package Grading, Assessment
(16+31=47 pts)

ELEMENTARY ENROLMENT (SCHULREIFE, VORSCHULPFLICHT)
interface elementary education
+assessment access, particular German language
+shift to elementary instituions for German language learning

CURRICULA-GOALS-COMPETENCES-GRADING-STANDARDS
+renewal all curricula (content, goals, principles)
+'Notenwahrheit' (truth of grading)
+continuous standardised assessment of learning gains (chain curricula-grading-standrds assessment-Bildungspflicht)
+new strategy educational standards, 3rd, 7th grade, quick feedback, publication at school level
+autonomy related to asessment

RESULTS ENFORCEMENT (BILDUNGSPFLICHT)
+REGULATION: end of compulsory education based on results mesured by standards (not time)
+separate remedial classes, if standrds are not fulfilled

EVALUATION OF REFORM LAW 2017
(directorate, clusters, pupils/class)

COMP

add REGULATION
+enforcement attention by welfare cuts

+separate special education

REGUL

reading, writing, social, creative
bilingual, digital, economic, entrepreneurial
(cross-sectional) DEFINITION OF COMPETENCES

6 Package Schools abroad (4 pts)
+Swiss, German cooperation
+'Entsendung'
+German teachers congress
+schools for German minorities

+pedagocial goal steering, based on standards
- public information about school profiles and results / - goals for schools

GOAL STEER

5

Interpretation:
5 Larger themes, based on priority sub-points

- Strengthening of performance and tightening control of **elementary education**

    (package 1 + access regulation 3.1 + some points in packages 2 and 4, together about 24 pts.)

- Management of institutional interfaces (Schnittstellen) and building a **continuous assessment chain**

    (2.10 + 3.3, 16 pts.)

- Pedagogy **professional law**, covering teachers and other personnel in elementary education and support personnel, giving only main dimensions

    (2.4, 14 pts.)

- **Resource management**

    (2.21-22, 8 pts.)

- Enforcement of basic competences (**Bildungspflicht**)

    (3.2, 7 pts.)

Implementation plans: priorities by minister, May 2018, 5 goals

- Specifying access criteria to a primary school.
  - conflicts with flexibility in the transition from elementary to primary education

- Decisions about educational and vocational pathways.
  - focus NMS vs. AHS, binding Talent-Check at 3rd and 7th grade, basis for counselling

- Feedback through grading, with a focus on primary schools.
  - relate the grading to the curricula through achievement goals, minimal levels at each grade (Lernzielraster)

- Strengthening NMS: reform of grading, grouping, and resources

- Reform of all curricula.
  - linkage of curricula to assessment and grading, overall reworking, minimal goals.

Implementation plans/practice

- ## Reorganisation of the ministry
  secret.gen, big cabinet; gen+voc; development+monitoring; sep: reform, language+div; teacher education divided…

- ## Separate German language learning as a second language (Deutschklassen)
  main project, controversial; big debate currently

  assessment, ‚objective' access criteria, allocation, instruction regulation (hours 15/20, group size 25, additional support 6 hours, teachers…, transition into regular instruction

  actual implementation hasty and provisional

- ## Further development of elementary education
  government control and enforcement over regional authorities main issue

- ## Implementation of the reform 2017: autonomy; governance
  - Autonomy package: *time, groupings; personnel selection, development; individualisation*
  - Clustering of schools: *groupings of neighbouring schools, sharing resources (100, 200)*
  - Administration/governance: Bildungsdirektionen, *new resource management*
  - Comprehensive professional project management from top-down
  - **KEY ISSUE**: How does the policy reach the grass root level?
    previous mechanisms: SQA, support of basic competences project 2017-2022

SQA, support of basic competences project 2017-2022

- SQA-Schulqualität Allgemeinbildung: main mechanism of involving school in quality development, related to standards-evidence
    - improvement programmes at different levels (school, regional, central), overall goal individualised instruction
    - use of standards results at school level
    - ‚Augenhöhe'

- Basic competences project 2017-2022
    - support structure for improvement in school with low results
    - cooperative approach, no stigmatisation (may not work…)
    - strongly related to standards project, next round assessment should show efficacy

- …in both projects unclear how new government will follow-up or interfere…
    - assessment chain different steering approach
    - standards open to change, publication of results…

Autonomy package

- …implementation mostly depends on bottom-up initiative…

- …related to governance changes…

- …at the moment all action at central level, regional and local units not involved/informed…

Environment for clustering

- Very extended and dense compulsory school framework in the regions…

- …clustering top-down or bottom-up?
    - politcal decisions (criteria)
    - political barriers (local stakeholders say)

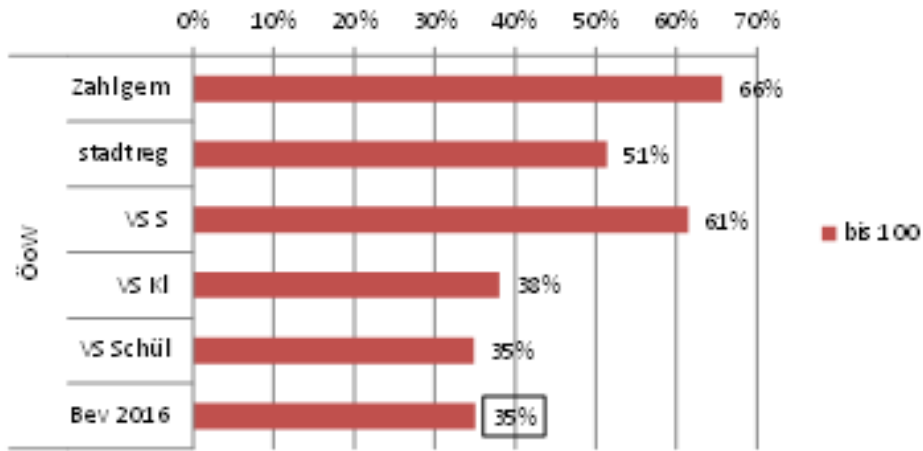# Small schools, primary (units communes)

ÖoW: VS bis 100

ÖoW	bis 100
Zahlgem	66%
stadtreg	51%
VS S	61%
VS Kl	38%
VS Schül	35%
Bev 2016	35%

Table: Austria without Vienna; units are communes

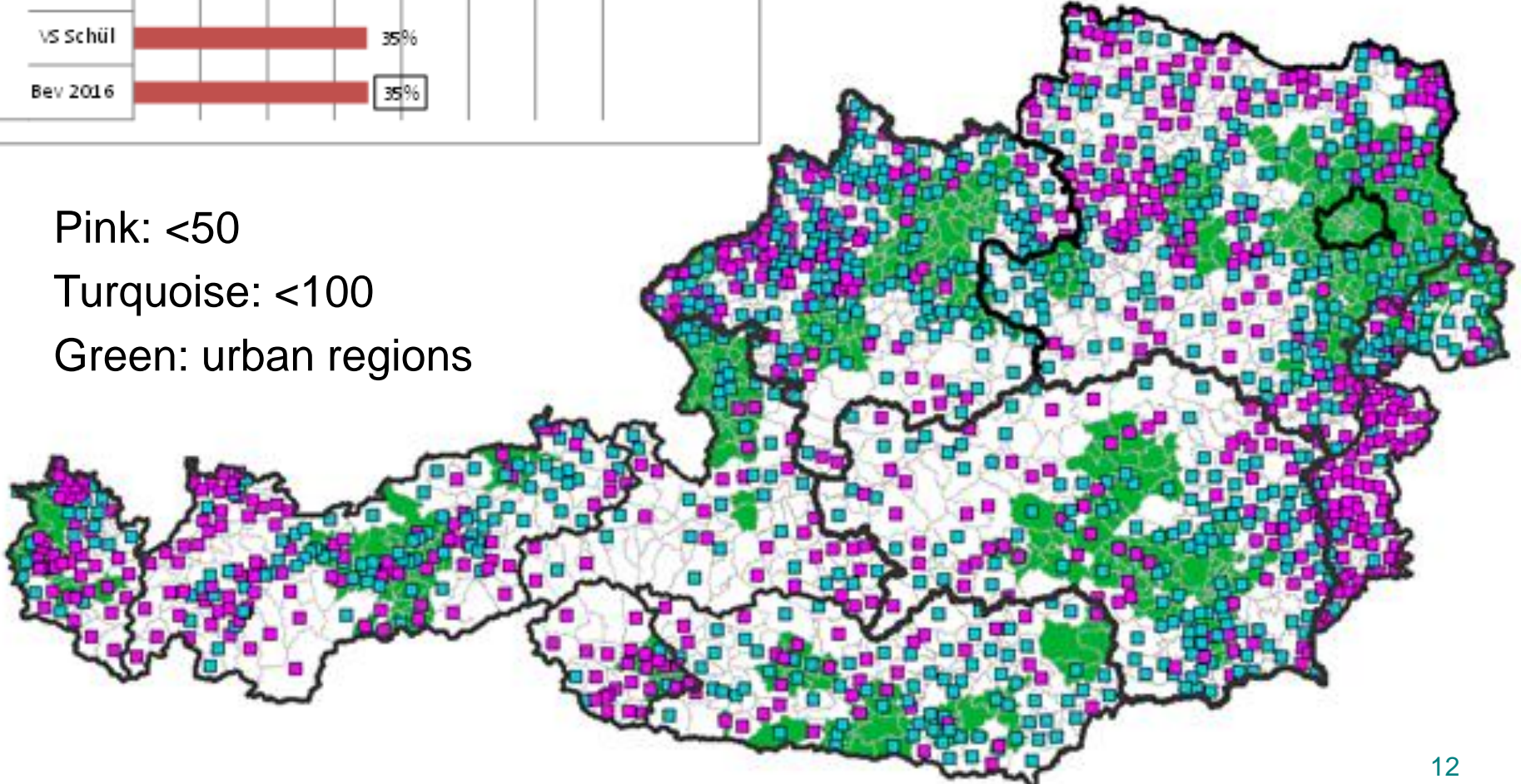*% pop, % of all communes, with primS <100*
% of urban communes with primS <100
% of primS, classes, pupils in communes wS <100

Pink: <50
Turquoise: <100
Green: urban regions

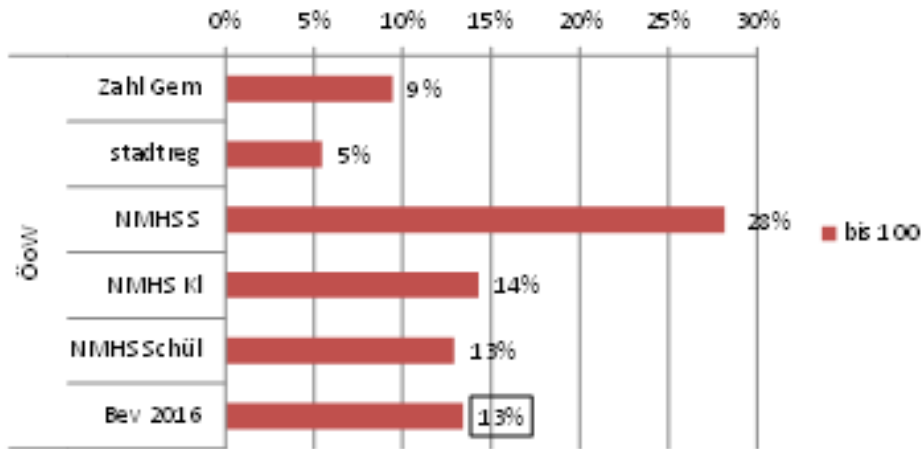# Small schools, secondary (units communes)

ÖoW: NMHS bis 100

ÖoW	bis 100
Zahl Gem	9%
stadtreg	5%
NMHS S	28%
NMHS Kl	14%
NMHS Schül	13%
Bev 2016	13%

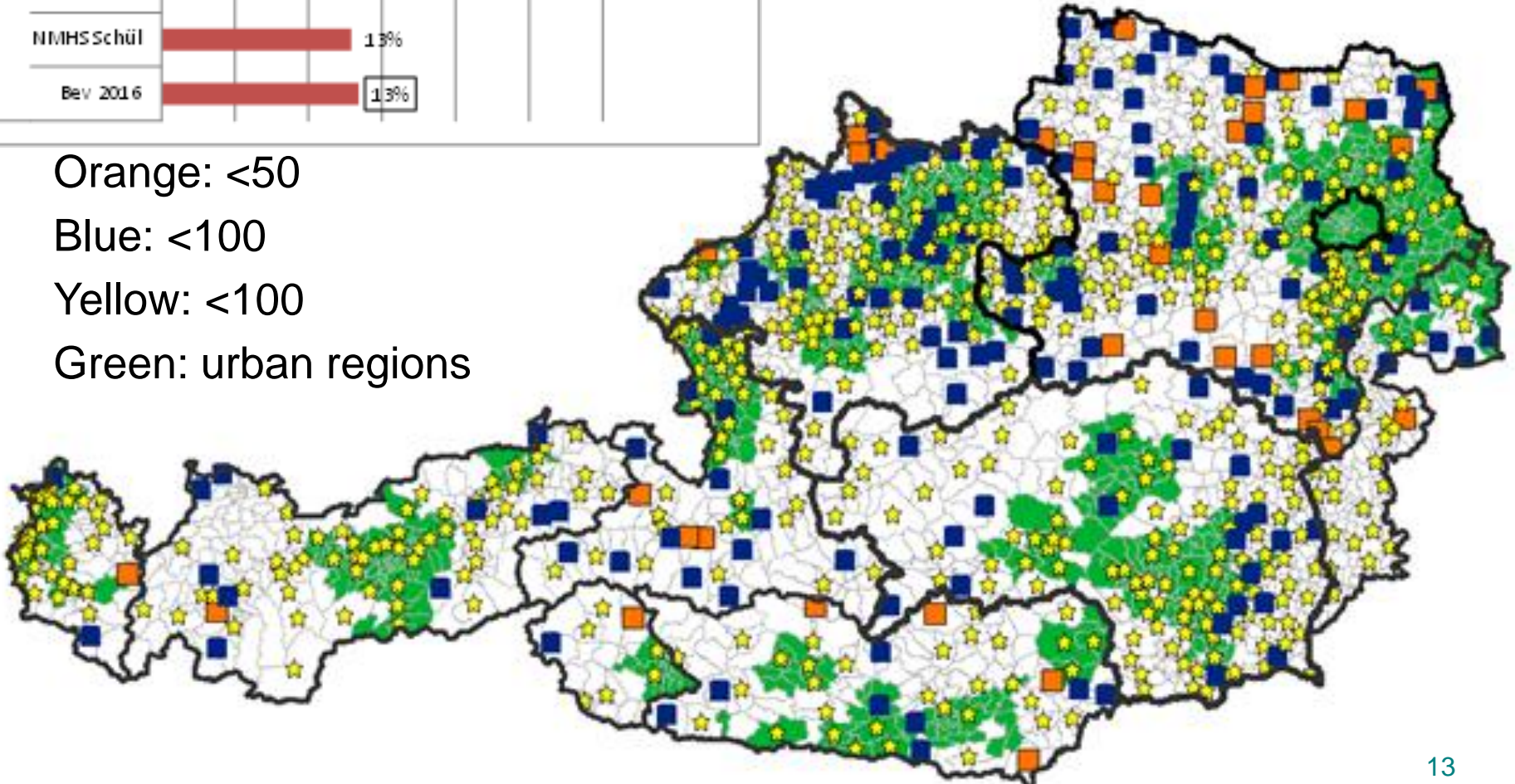*Table: Austria without Vienna; units are communes*

% pop, % of all communes, with secS <100
% of urban communes with secS <100
% of secS, classes, pupils in communes wS <100

Orange: <50

Blue: <100

Yellow: <100

Green: urban regions

Assessment

- …implementation at early stage, real assessment not possible…

- …amalgamation of ‚old' 2017-reform and ‚new' government programme seems challenge…

- …realisation of programme so far and near future…

  – authoritarian reorganisation, general and vocational directorates combined, steeering and monitoring separate,

  – segregative instead of integrative language learning, against resistance of engaged people, open how it will work
      actually big debate (book ‚Kulturkampf…')

  – more dominating/authoritarian policy towards regional governments in elementary education (conditions, indicators, pay-back)

  – reform 2017 huge top-down organisation, translation into practice questionable

The End

Thank you!

Material
http://www.equi.at/de/team/Lorenz+Lassnigg

www.equi.at