



Directorate for Education

Centre for Educational Research and Innovation (CERI), OECD

Innovative Learning Environments (ILE)

INVENTORY CASE STUDY

European Elementary School Dr. Leopold Zechner Goldschlagstrasse, Vienna

Austria

This primary school (students aged 6-10) has a special program to work with students from multi-ethnic/ migration backgrounds, fostering their German (national language) proficiency and using the linguistic diversity of its students in language and culture workshops for all students. Parents and community members are involved in the classes, for example, non-native speaking student mothers participate in German courses, learning with and from their children, and daily English lessons are supported by a native speaker teaming with the form teacher. English is used as language of instruction in subjects like sports and arts. In addition to the emphasis on language learning, there is a focus on elements of progressive pedagogy, with students working independently, in flexible groupings with week plans. The school uses a European studies curriculum that was developed in cooperation with colleagues from other countries. A school development team of teachers works on new ideas and evaluates current practice.

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European Elementary School Dr. Leopold Zechner Goldschlagstrasse, Vienna

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Abstract

The presented elementary school is situated in one of the districts with a very high rate of migrant population in Austria. Many students come in with insufficient language competencies in the language of instruction. The school has taken up this challenge for students and transformed it into an asset. Through a strong emphasis of language instruction in many languages spoken at the school as well as English (a foreign language to all students), language competencies in whatever language receive recognition. In language studios, students can learn a little bit about each other's language, and get an understanding of the diversity of languages. In our observation, students were remarkable skilled in producing phrases in a number of other languages after a short time of learning.

1 Introduction

The present case study presents an Austrian elementary school as an innovative learning environment. The school was carefully selected from a pool of likewise schools, presenting themselves after a call from educational authorities. The school was selected due to its special program to work with students from multi-ethnic backgrounds, and fostering students' German language (the national language) proficiency. The program positively takes up the tremendous language diversity in its students' population, often coming in with marginal competencies in German, the language of instruction. Thus, the school offers a positive role model to other elementary schools of how to introduce students to schooling in another language and to feel valued as a non-native speaker and as a learner in general.

The focus of the paper lies in presenting the nature and quality of learning within this ILE. In our exploration, we were interested in answering the following questions (based on the OECD criteria):

- How is learning organized in an ILE? What are the characteristics of an ILE concerning learning opportunities?
- Which aspects of education are innovative?
- Which aspects encourage or inhibit innovative learning environments?
- What can be learned from the history of ILE schools?

2 Methodology

Our methodology was based on the overall strategy of learning about ILE, set forth in the OCED document (2009). Thus, we videotaped two days of classroom teaching, interviewed students, teachers and the principal. We decided to focus on a third grade classroom, since the students would already be familiar with the school's culture, but yet not be pressured by the upcoming tracking decisions (following 4th grade).

The data was then analyzed using grounded theory and mixed methodology. In brief, the case study has the following three strands (see table 1).

Strand	Method of collecting data	Method of analysis
1	Videography of 2 school-days: Mondays the first and second lesson, on a second school day from 8 to 12 o' clock + classroom observation	Grounded theory (Glaser & Strauss, 1998; Strauss & Corbin, 1996)
2	Interviews with the principal teachers (group interview) learners (group interviews with four students per group)	Content analysis (Mayring, 2007)
3	Stimulated recall with the class teacher	Stimulated recall (Lyle, 2003)

Table 1: Methods of the case study

1. Videography

Each class was videotaped by two cameras (in the front and the back, offering students' and teachers' perspective in case of whole class teaching, or shadowing different groups in seatwork activities). The review of the taped classes and the additional observations offered a wide range of occasions which can illustrate the ILE. Exemplary sequences will be discussed later in this paper. The data collected via videography are based on one observed class (3rd grade).

2. Interviews

For the interviews we developed semi-structured interviews. The detailed questions can be found in the appendix. The structure of the teacher interview is depicted in figure 1.

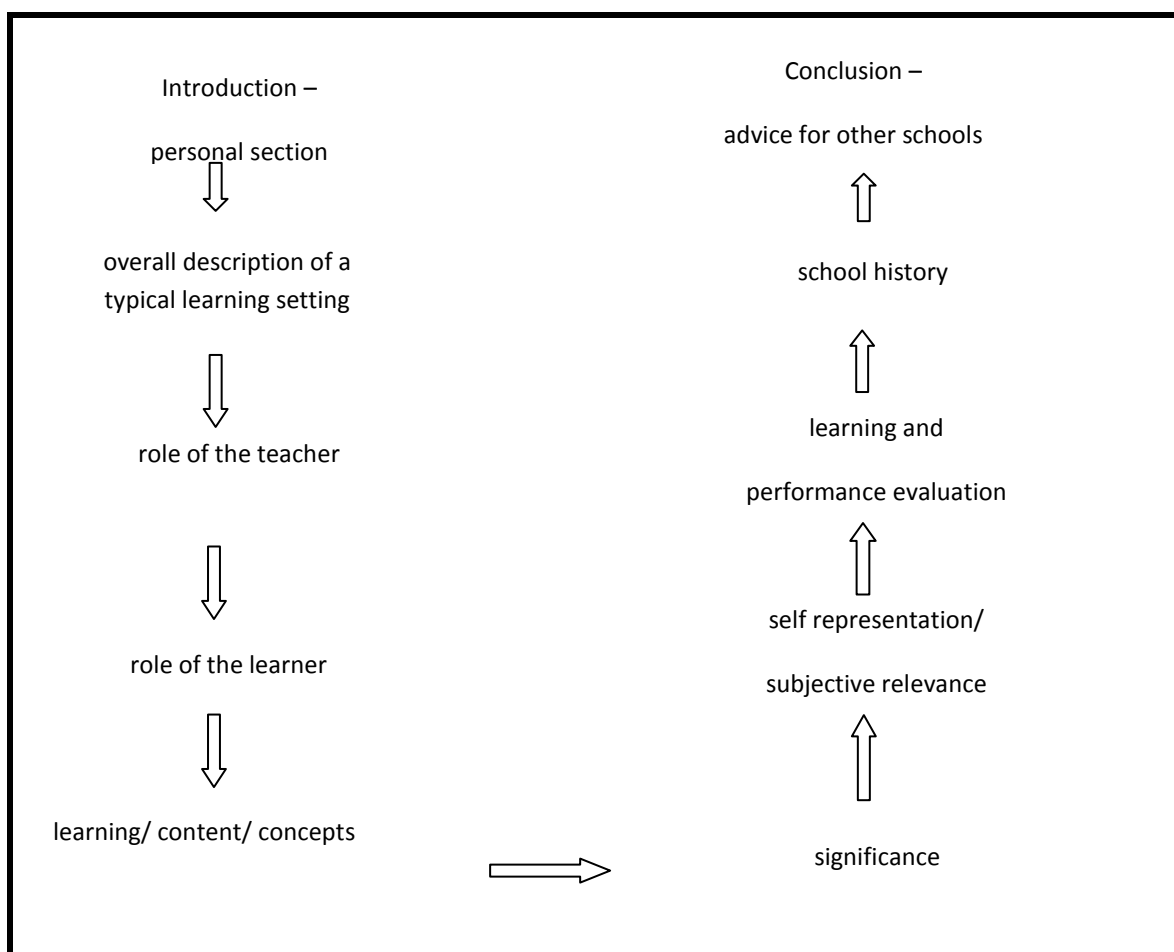


Figure 1: Flowchart and dimensions of the teachers interview

Finally group interviews with the learners were conducted. In a group of four students, students were asked about their school, teachers, learning environment and their personal attitude towards the school.

3. Stimulated recall

The stimulated recalls were conducted in a single session with one teacher and one scientist. The teacher was confronted with the video material of several sequences and asked to speak out loud everything that comes into mind while seeing oneself teaching. It was striking that the teachers set their focus especially on the individual learners when they were asked to memorize why they did a certain thing. The teachers explained why they made interventions with respect to the individual learners.

3 Background

3.1 Socio-cultural context and population in Vienna

In the year 2008, 339.134 foreigners lived in Vienna, representing a percentage of 20.1%. In comparison, the proportion of foreigners in the 15th district of Vienna, where the investigated primary school is located, was 32.3%.¹

If not only the alien status is considered, but all people with an immigrant background, then the numbers are much higher: 32.3% in Vienna have a migration background, in the 15th district there are 46.60%. The 15th district has the highest rate of all districts in Vienna. Most of the migrants in the 15th district are born in foreign countries and don't have the Austrian citizenship (28.31%, see figure 1, appendix), followed by 14.25% who have the Austrian citizenship, but are born abroad. 4.03% are born in Austria but don't have Austrian nationality.²

The 15th district is part of the so called "Gürtelphänomen" (= phenomenon of a large radial road called "Gürtel"), an area with old buildings with small substandard homes. The typical inhabitants in the 15th district are "Gastarbeiter" (guest workers) and their families, especially from Turkey (Kohlbacher & Reeger 2000, p. 1f).

3.2 Statistical data of the school

The primary school is attended by students from six to ten years of age (see appendix, the Austrian educational system).

In the school year 2009/10 167 students attended this primary school (see figure2, appendix), with almost as many girls as boys (85 male and 82 female students).

In grade 1, students of kindergarten and grade one learned together (n=38). Between 34 and 50 students were attending the other levels each. 111 students were regular students, and 56 so called extraordinary students, which means that their language competence in German was not high enough to follow the regular curriculum. For one or at least two years those students get an additional German course, and their examinations are not marked. Four children were taught according to the curriculum of special schools, and 18 students entered the school during the year. Six students had to repeat the grade (3.6%).

¹ ST.AT – Population index, modified by the Department no 5 of the Viennese magistrate

² ST.AT – Population index, modified by the Department no 5 of the Viennese magistrate

Similar to other schools in the 15th district the proportion of students with migration background and other mother tongues than German is rather high with 82.64% (see figure 3, appendix). (The average in Viennese primary schools was 50.60% in the school year 2008/09, and in the 15th district 82.32%.)³ The dominant L1 is Turkish, followed by languages of former Yugoslavia and several other languages. German speaking students are the fourth largest group.

Looking at the transfer to secondary schools, it's evident that the permissions to enter in higher track schools (i.e. the "Gymnasium") vary according to language background: While 83% with L1 German (= 5 students) got the permission to switch to the "Gymnasium", there were only 57% (= 25 students) with another L1 than German (see figure 4, appendix) who could enter that type of school in the school year of 2009/10. (Compared with the other schools in the 15th district, where 68% with L1 German and 44% with another L1 than German got the permission, the rate in the school Goldschlagstraße is much higher for both groups). Of course, these figures could vary in other years.

An interesting aspect is that almost all students with L1 of German all chose the Gymnasium when they got the permission, while only a part of those students with other L1 choose the Gymnasium (56%), other selected the newly established Viennese Middle schools (44%) (a model which tries to introduce comprehensive school in Austria, and which is sometimes considered as being less challenging). The proportion of German speaking children in the Gymnasium is therefore far higher than the Viennese average (a bit more than 50%; Lassnigg & Vogtenhuber 2009), while those with a different L1 is a little higher.

4 Aims of the ILE

The school sees itself as an European school with a large range of languages and can be characterized as implementing elements of progressive education of Dewey, Montessori and the Dalton Plan. Open forms of teaching are practiced at the school. Students find themselves at a place, in which the multiple home-languages are cherished, and in which students have recurrent phases of self-directed learning activities. For the latter, they get a number of tasks and assignments, which they have to complete until a certain day working alone or in small groups.

³ http://www.statistik.at/web_de/static/schuelerinnen_und_schueler_mit_nicht-deutscher_umgangssprache_im_schuljahr_029650.xls and school statistics

The European orientation and openness to languages have grown over years. Teachers as well as the current headmistress name the former principal as a major driving force of the development. With the support of the school supervisory board she began very early to open the school and - for example - to integrate migrant languages into the classroom. A pilot class was set up to give teachers the chance to adapt to these requirements ("*... nice and slow we grew into it*" (T1).

A special innovation was the construction of the so called "Language studios" (Sprachateliers). Again, the development was gradual and the school learned from experience. The current structure of the "Language Studios" is as follows: The school offers second grade students to participate in a Language Course (Language Studio) with native speakers. Each course lasts six weeks. Students can choose between up to nine languages. The aims of the workshops are to "*... get a feel one language*" (T1). Language Studios are offered mostly for languages, which are present in the study body. Thus, by offering the "Language Studios" the linguistic diversity of the school is immediately present. The school is consistently oriented to its existing resources. "*Then we said, we use our resources, there are so many multilingual children, and we have so many native speakers* (T1).

The special status of languages is also reflected in students' appreciation.⁴ In our interviews of groups of students, we asked students what they deemed as special in their school. Most groups mentioned the special language classes (Languages Studios).⁵

4.1 History of the innovation

One key factor of the development of the school was the regular participation in international projects like Comenius ("*We have always been evolved in EU-Projects*" (T1).

As already mentioned the other key factor was an active principal. Teachers as well as the current headmistress designate the former director as the initiator and agent of the innovations. She did not only take part in international projects herself, but also motivated her teachers to do so. She always tried to provide good conditions and frameworks for school development. Rejections were met with ingenuity. For example, the first native speaker for English was found through an advertisement in

⁴ They also favor sports and their friends, and they appreciate their teachers: "*The teachers here are so nice.*" Another student (in the same interview): "*Yes and the teachers are nice and helpful.*" When asked about some "special" experience in their school life, they mention physical exercise class, science class, and a "sports and play meet".

⁵ In addition they all learn English (as required by the national curriculum) with a native English speaker every day.

the local radio station in “Blue-Danube-Radio” and then she worked for many years voluntarily in support of teaching English in this school.

4.2 What makes the development of the school successful and sustained?

The following indicators of success are mentioned in the interviews with teachers (group interviews) and in the interview with the current headmistress:

- An effective school administration in form of **an active principal** who acts as a **change agent**; *“... most likely I see myself as a supporter of ideas, of the potentials of my school” (P)*
- Many ways of **participating**; *“... this relatively wide framework within which we move as a teacher” ... gives us much freedom for ideas, development and innovation ... that makes you ready to participate.” (T1)*
- **Professionally relevant communication**; *“...We constantly communicate about professional things“ (T1)*
- **Voluntariness and choice**; *“Each of us is once in a situation, where he says, not again, I cannot take any additional task ... this attitude is accepted, and because it is accepted, we are considerate to each other.” (T1)*
- **Flexibility and a climate keen on making experiences**; *“It is a smooth development, always trial and error, trying to change, to improve “ (T1)*
- **An active staffing policy**; *“Our inspector would not hire someone, who does not be in line with the school“ (T1)*
- **Ingenuity and expectation of success**; *“... there is simply no: No you cannot. It simply does not exist” (T1).*
- **Middle Management** ; *“school development group“*

A school development group was set up by the current headmistress as a middle management level (*“... as an innovative cell and a link between principal and teachers” (P)*). The members are authorized by the teaching staff to discuss and set goals for the entire school, thus the plans for innovations set by the team are respected by the entire staff. Moreover they take up and pool ideas and to support and evaluate innovations. The school development group provides a forum in which the development of the school can be reflected.

Before the current headmistress came to the school, the two general priorities – reform pedagogy and language learning – already were in place. But these two concepts were unrelated to each other and enacted in different classes. It is the merit of the school development group, as stated both by the teachers and the headmistress, that it combined progressive education and the European dimension reflected in the language education program so that now one can speak of a unified school culture (“... *the awareness of being one social community has increased*” (P). Also the Language Studios as they are now is the result of the developmental work of the team (P), with its inclusion of the students from grade two to four.

5 Structured patterns

As presented above, the school has two main foci, (a) a special emphasis on language learning and (b) using elements of progressive pedagogy. After presenting how the school implements these strategies, we will briefly describe a regular school day, as we observed it and as it was described to us by the students in the interviews. Following the description of the “normal” instruction, we will briefly touch on the context, the resources which the school draws on and which allow it to offer its “riches”.

5.1 The special emphasis on language learning

The regular classroom teaching incorporates many elements of language teaching (see section 7). In addition to the day-to-day implicit language education as part of the usual language instruction for beginning readers (in German), the school also offers many opportunities to learn languages, and offers four types of language courses: Language promotion in German, intensive English teaching, courses in mother tongue and *Sprachateliers* (language studios). These offers demonstrated the value the school placed on language competency, whatever the language; students were encouraged to use multiple languages, and value the ability to switch between different languages. In addition, with English the school invested in one language, which was foreign to all students⁶. Thus, the English class provided a context in which all students were beginning language learners, and in which the ability and fluency to learn a new language was paramount, but not competency in German.

⁶ There is a small number of bilingual elementary schools for English-German in Vienna; moreover, English speaking students mostly have a different social economic background and would probably attend the bilingual schools.

The following list describes the language learning and further opportunities:

- In the school year 2008/09, three language promotion courses in German were offered to non-native speakers, whereas in the other primary schools of the 15th district were offered between one and two. (Englisch-Stölner & Mayer 2009, p. 7)
- Courses in mother tongue: The maximum number of courses in mother-tongue teaching per school for children with migration background is Vienna-wide five: In the primary school Goldschlagstraße, there are four different languages in the native language instruction offered (Albanian, Arabic, Bosnian-Croatian-Serbian and Turkish) and three more (Slovak, Czech and Hungarian), because the school is a European School (Bundesministerium für Unterricht, Kunst und Kultur 2009; Homepage of the school). In other words, the school has actively drawn on all possible venues to offer as much language support as possible for its students with non-native languages. For the mother tongue instruction, students of that mother tongue leave the regular classroom and to attend that class. During that time, there are less students in the regular classroom. As teachers work with weekly work plans, this poses no problem. During the time some children are absent for their mother tongue instruction, other children can work on their work plans, affording the classroom teachers to further support individual students.
- A specific type of German learning was offered in one class. The (mainly) Turkish-speaking mothers got the option of sitting with their children learning together German in the morning classes; at first the school had offered a German course which was held by official agencies of the City of Vienna in the afternoons. This was not well received by the parents, and school used the situation to bring parents into closer contact to the school and the school life of their children itself: "*... it was a kind of peer-learning. The children have (...) learned German with their mothers in the classroom and explained their mothers how this works.*" (P) This course was very much appreciated by the mothers: "*They would be another ten years with us attending school, if it had been possible because they liked it so well.*" (P)
- One (compulsory) lesson per day in English – it can be used as an instruction language in the subjects music, arts, sport, social studies, science, and handicrafts (as stated in the national curriculum, see also Grubich-Müller, Weihs-Dengg & Sattlberger 2005, p. 75) The intention was to offer a language which none of the students are speaking in order to give everyone the same opportunity to acquire this language. In that case everyone is a beginner. The method of teaching English is immersion learning.

- *Sprachateliers* (language studios): In October 2008, the *Sprachateliers* (language studios) were set up: The students between 2nd and 4th level can choose to learn one of the offered languages for the next six weeks (1 – 2 lessons per week); the studios are offered in the following languages: Albanian, Arabic, French, Croatian, Portuguese, Slovak, Czech, Turkish and Hungarian (Homepage of the school, Kainz 2008). However, not all students attend the language studios. Students who have need of further instruction in reading or mathematics, are encouraged to remain in the classroom to receive further personalized support by their regular classroom teacher.

5.2 Reformist pedagogy based on Freinet, Montessori and Dalton Plan as an integrated teaching principle

All teachers prefer what they call “open learning” as a teaching method. (T1, T2). Open learning is, among others, drawing on the work of Célestin Freinet and Maria Montessori. It is supposed to allow pupils self-determined, independent and interest-guided learning. In one way or other all teachers use elements of the pedagogy of Celestin Freinet (“*week plan*”), Maria Montessori (“*material based learning*”) and base their teaching on the principles of Helene Parkhurst (freedom, responsibility, cooperation, self-activity). In the group interview teachers explain: “*We start together in the morning but then the children begin to work individually. They come to us, when they have questions and then we work with individual children or small groups of pupils. ... everyone gets help, when they need it*” (T 1). The Teachers point out that they do not follow a specific method but try to align the learning task with the particular child.

5.3 A regular school day

In Austrian elementary schools a regular school day usually starts around eight o’clock and ends at noon or at bit later. While the federal curriculum provides a framework of how many hours are to spend on reading instruction, mathematics and so on, this is just an overall provision; for the students those hours blend into each other, the teacher is free to use the time as he or she sees fit at the present day and moment, and to change from German studies to mathematics and science responding to the needs of the students. Only the organizational restrictions of having different teachers for subjects like handicrafts and religious studies as well as regular breaks (announced by the bell), force an external structure onto the school day.

In this, as in many other schools, students start the week – and some of the regular school days – with a “morning circle” on the floor in the back of the school room. At the beginning of the week, they share experiences from their week-end, with a strong participation of the teacher, coaching and rephrasing. In our observation the teacher used her time to share her experience to introduce the week’s central topic, the squirrel, which was used as a main theme tying in reading, German studies exercises, math exercises and naturally science studies. In the middle of the circle, she had a number of objects on display, which were then used for tasks of the week plan. After her introduction of the main topic, she explained a number of those tasks, and had students get back to their places.

On our observation, the circle time was followed by class time, in which the teacher went through a whole class teaching episode in German studies, working through a set of exercises in the course book, calling on students to answer questions.

After the whole class session, students were split into two groups according to ability, with some self-selection going on. Some students were addressed by the teachers to join the lower ability group, but students were free to negotiate that assignment, other students wanted to join the lower ability group. According to the teachers overall assignments were changing depending on the performance of the students. The lower ability group left for another classroom. The small groups of about ten students then sat in a circle (in one case around a table, in the other on the floor) and were introduced to a new chapter of mathematics. After the introduction by the teacher, they started working through examples, with the teachers circling around and providing individual coaching.

When students finished these exercises, they moved on to week-plan tasks. Towards the end of this session, a break was called, with some students continuing to work, other students getting up to play.

The break was again followed by individual week-plan work.

According to the students, the work on a “week-plan” is a major element of their school life. It lists the assignments in German studies, mathematics and science study of the week. Students may work on these assignments in any order. They may take small carpets and move in to hallway or the back space of the classroom. In contrast to other students we have interviewed, for these students the week-plan is a regular element of their school life, eliciting no special emotion.

This working on the week-plan is suspended by “special classes” like “handicraft”, religious studies etc., classes in which students are usually (in Austria) taught by other teachers.

5.4 Resources

5.4.1 Human resources

An important resource of the school is the possibility of team teaching in almost all lessons. Team Teaching means, that two teachers are responsible for teaching. They stay together in the classroom and undertake various tasks. Sometimes a teacher also goes with a small group of students to a separate room to provide special support.

All teachers of the school show a high standard of training and a lot of them are engaged in European projects (Comenius projects).

A very special resource of the school is the high number of native speakers in the languages of migrants. The new headmistress strived to attract these teachers: *"... when I came to this school it was one of my first claims to say: I need teachers who speak migrant languages as well as German. I went to my inspector and said: I really need them. Then the teachers and I wrote a draft and the inspector agreed (P).*

Needless to say, all human resources of the school were used to support learning. Even the Turkish speaking school janitor has an important role as male figure especially for Turkish boys.

Teachers name "flexibility" as an outstanding feature of the school. The entire learning system is focused to promote the individual child according to its individual requirements and talents. This demands a flexible mind-set of the whole staff.

5.4.2 Available space

The facilities in the 100-hundred-year-old schoolhouse are generous compared to the average Austrian primary schools. The building offers many rooms which can be used for break-out groups. In addition, the wide aisles can be used as learning spaces.

However, in our observation, we found the classroom environment itself rather cramped with shelves, materials, chairs, PC working places etc. While students may work on the floor, using carpets, or ask permission to work in the hallway, many chose to remain seated.

6 Nature and quality of learning taking place

In the following we will present five short sequences, which demonstrate important features of the classroom culture. The first two concern the role of language in the classroom, followed by three dealing with diversity. This is followed by additional observations about the classroom.

6.1 Emphasis on language learning

The week and some mornings begin with a morning circle. At the beginning of the week, the teacher asks students to report on happenings of the weekend. The students met in the back of the classroom on a round carpet on the floor. While this is a very typical sequence in many elementary school classrooms, in this school, this is also clearly a place of language learning. Through careful questioning, students are encouraged to present long narratives. Language mistakes are not corrected; at most a certain reformulation is implicitly stated in the teacher asking further questions.

Sequence name	Interpretation	Additional information
Morning ritual: language learning, activation of students	<p>boy tells a stories about his experiences of the weekend;</p> <p>teacher reads out a story and stops at a certain point, students are interested in the end of the story and ask the teacher to continue;</p>	<p>In a natural situation the focus is set on language learning</p> <p>teacher as model for language</p>

Table 2: Video sequence morning ritual

One student (male) tells a lively story about visitors that came to visit him and his parents in their flat. It was noticeable that there was no time limit for telling the story, and that all children were interested. The teacher asks the student a number of questions, modelling a conversation between friends. Implicitly, the teacher engaged in language learning. She repeated important words.

In the observed morning ritual, the telling phase was ended by the teacher telling her own story (about a squirrel, she observed), which introduced the week's main theme – squirrels. She then also read a story about a squirrel to the students. Right after the climax and before the solution she stopped, and told the students that one of their tasks of the day would be to finish reading the story to themselves. In this situation we observed that the students were very curious and interested in the end of the story. Some students tried to catch a glimpse on the sheet of paper. In other words, young non-native speakers were given a strong incentive to read a story in German.

Another sequence demonstrates the teaching of English, a language which is foreign to all of the students. Thus all students are at first equally competent with respect to this shared foreign language. The topic of the day's English class was the clock and students were asked if they wanted to answer a difficult or an easy question concerning clock times. This allowed students to assert some control of the situation, setting them at ease about the challenge.

Sequence name	Interpretation	Additional information
English with the native speaker Community of language learners	Easy or difficult Picture book	learners have to rate their one level of performance language learning in a team – all children are some kind of non-experts in English, and therefore they use their mother tongue to describe a phenomenon

Table 3: Video sequence English with the native speaker

Later, the English teacher read out a picture book (an animal describing its experience on the beach). The teacher tries to describe a special phenomenon concerning hot air on the beach but the word for the phenomenon does not come to her mind. A student knows the name for the phenomenon in her mother tongue, other students start to search for the word in their own mother tongue. The teacher did not respond neither asking the students to stop nor prompting them for the native expressions. The native expressions are spread through the class, enabling understanding and linking foreign language competence with first language competence.

6.2 Dealing with diversity

How does the school deal with the diversity of its student population in terms of its ability? The school uses the resource of having two teachers in each classroom, to split the group of students at least sometimes when introducing new content. On the days we were in the classroom, we observed one group of students to leave the classroom with the second teacher, to move to another room. There they sat down in a circle and the teacher introduced the new content (rounding of numbers). Thus, each teacher had effectively a small group of up to 10 students to deal with, working with them in a small circle.

The assignment to the groups was partly done by the teachers (the teacher leaving the classroom calling out student names), partly by the students, who asked to be placed in this or that group. However, mostly students are habitually in one or the other group – according to ability. However, in observing the groups we could not make out a difference in the nature of teaching, the content was not “tuned down” for lower ability students⁷. The division seemed mostly to allow teachers to talk to a smaller group, facilitating a higher monitoring of all students in each group, and then to support them individually while working through problem sets. In the lower ability group, the teacher did more one-on-one consulting of individual students after the general introduction for all in her group, then in the higher ability group.

Sequence name	Interpretation	Additional information
Grouping in mathematics	Students are assigned to a certain group according to ability and personal inclination.	Students leave the group when finished with their tasks and resume working on the week-plan

Table 4: Video sequence grouping in mathematics

As presented in the section of the background, students come from various cultural backgrounds.

What does this mean for the students and the class as a whole?

In one sequence, a student began to tell a story about his grandmother. While bathing, a strong wind blew off her headscarf. Many children began to laugh, showing that they shared the cultural understanding that this was an embarrassing yet funny situation concerning a respected older person. When observing the tape, we noted that the teacher did not pick up the humour of the situation. This story would not elicit the same response within the traditional Austrian culture; it derives its emotionality from the taboo of showing one’s hair in Middle Eastern cultures. The sequence nevertheless demonstrated, that in this classroom, the student telling the story had an audience, which could understand and share the pleasure of telling this story, a good number of students shared his cultural interpretative framework. The teacher, while not sharing the cultural context, still supported the telling of the narrative – a long production in German – by providing the space for telling the story.

⁷ The teaching was different, but we conjecture that this was due to the different personal styles of the teachers, not due to an effort to provide different ways into mathematics to different students.

Sequence name	Interpretation	Additional information
Child tells story about his grandmother	Shared cultural frame	The student telling the story had an audience, which could understand the intercultural background and share the pleasure of telling this story

Table 5: Video sequence child tells a story

In our classroom observation, we observed no ethnic or other tensions. Students were congenial while mostly focused on the teachers and less on each other. In the student interviews, particularly one student mentioned inter-ethnic problems. The student was harassed by students of a nearby school. The teachers told her strategies to deal with it – to quickly leave for a local cafeteria or to go back into the school building. In other words, if mentioned at all, ethnical problems appeared outside of school, in the interviews students positioned the school as a place without many frictions and a source of support to cope with ethnic problems outside.

A strong element of the day to day classroom experience was individual seatwork, in which students worked on tasks listed on a week-plan or discussed in the morning circle. Students would sit quietly on their seats (or relocate to the hallway), and do their work-sheets.

Sequence name	Interpretation	Additional information
Seatwork	Students sit more or less quietly on their places (or in various locations in the classroom and the hallway) and work through their tasks.	Students are focused on the teachers

Table 6: Video sequence seatwork

It was notable, that there was almost no interaction between students during seatwork, they worked on their assignments. If they needed help, they mostly asked the teachers. While one might wish for more interaction and engagement between students, this again points to the prominent role of the teachers in this classroom, one of whom actively worked to make herself the center of activity whenever present. We are ambivalent about this feature of the learning environment; on one hand the prominence of the teacher was an important aspect for the classroom in their role as language role models and even more role models for the implicit mainstream cultural rules of engagement – in some cases possibly the only one being a regular part of the student's life and interacted with on a regular basis. On the other hand, their prominence and engagement did not encourage the development of a unique autonomous learning community formed by just the students.

Thus students would not see each other as the resources for learning and understanding that they are, and not develop an appreciation of their own worth based on being a knowledgeable individual in their school community.

6.3 General patterns and strategies

One striking feature of the observed classroom, is the prominence of the teachers, or especially one of the teachers. She is almost constantly present, supporting the children, moving around, touching and talking to them. The teacher is not only present, but also clearly important for the students. In the interviews, when asked about their worst experience of the last school year, some responded: *“When our teacher told us, she’ll get a baby.”* In fact, this class has experienced a repeated change of teachers due to a pregnancy and the illness of a previous teacher, thus the class we interviewed had the third main class teacher in three years.

Students seem to have established a strong bond with their teachers, i.e. the teacher acts in some situations with some students as an attachment figure (see e.g. Bowlby, 2001; or Julius, Gasteiger-Klicpera, & Kißgen, 2009 for attachment-based interventions). We hypothesize, that this binding might also be seen in the context of the wider students’ life. The teacher as a attachment figure could be important in a world in which the children experience a wide range of uncertainty. Some of the children might feel insecure in their everyday life concerning varying cultural frames. Uncertainty activates attachment and the teacher might act in such stressful situations as an attachment figure – as a kind of secure base. As many of these students live at home in another culture, possibly even speaking a different language, it might be imperative, that a strong “mothering figure” allows them to feel at home in the alternative (mainstream) culture and its rules and norms, which are enacted in school.

Thus we observed students mostly orient themselves towards the teachers to ask for help, then to their fellow students. Likewise, there was noticeable less side-talk and peer-group interactions than we are used to see in other Austrian classrooms. While students interacted during recess, the most lively interactions took place, when the teacher was part of the group or the audience.

One important feature of the relation between teacher and student also concerns disciplining. We asked students, what teachers did, when they misbehave. Students mentioned being scolded, and being asked to leave the classroom. Other forms of discipline involve having to remain seated during recess, having to do extra work and going to see the principal. Misbehaviour is defined by talking when the teacher is explaining something, getting up or falling from one’s seat, and being aggressive to fellow students. Students generally accepted these measures.

6.3.1 Explicit norms

Rules are not a major part of students' discourse. In the interviews, once a rule is mentioned concerning the distribution of favourite play things (according to alphabet); in another interview a student says that about discipline "there are rules, that one may not hit, may not use name-calling.". Otherwise, the children seem often unsure about what is allowed and forbidden (e.g. they wonder whether one may choose the same language twice in a row, the wonder whether they may wander around the school before the regular beginning of classes.) Some rules seem to be handled more lenient than others, e.g. we observed students to work during their break. We asked them, whether this was done on a regular basis, and they meant, "we may not, but...".

6.3.2 Assessment

The school practices a special performance assessment called "commented performance portfolio" up to the third grade: Twice a year the students present their achievements to parents and teachers. (*The children present their parents what they have learned in six month (T1)*). It is a detailed conversation between parents, teachers and the students and lasts about half an hour, in which students present work they have done and answer questions of the teacher or solve problems they feel confident about in front of their parents to show what they have learned. In third grade, the parents have to consent to these form of assessment, in fourth grade students receive a report card with numerical grades as usual in Austria.

It is significant that the students we asked in our interview could not tell us how many nuances in the grade scale are used in Austria ("*... three? Four? No six! We are not sure (S1)*"). Numerical grades have no meaning to the students up to that age. We also asked the students, what they had to do to get marks. For the students, getting good marks means learning a lot, avoiding mistakes, and behaving well. However students also remarked: "*They don't want to give threes and fours.*" (This is equivalent to Cs and Ds).

Teachers prefer this form of evaluation, because "*... it makes students proud to show their achievements ... and parents receive a far reaching feedback on the proficiency of their children*" (T1).

7 Impact and effectiveness of the ILE

Austria has historically a lack of looking at educational output, for a long time educational policy was geared towards input measures. Thus, until recently there have been no state-wide assessments and benchmarks. This situation is presently changing, but not yet implemented and documented nationwide. There are also historical concerns about the use of national assessments which can be tracked back to individuals or schools. Thus, data on school effectiveness and even more data which allows to factor in the special circumstances in terms of student populations and making valid and fair comparison is still lacking.

Consequently, we cannot offer statistics which prove the effectiveness of the school's program.

However, we have made some observations which suggest that the school is reaching some of its aims:

- In our classroom observations, we perceived the German language competence of the students as very high for third grade student – for many students, we could not determine from their language use whether they speak German at home or not, even though a quarter of them may have entered school without speaking any German.⁸
- Students showed a high proficiency in dealing with languages, as demonstrated by their listening comprehension and use of English (for third graders), which was for most the third (or more) language, moreover, we were astounded by their competence we observed in the language studio. In this (dealing with Hungarian), they were able to use phrases and respond to simple questions after just a few lessons and without written materials to use as a crutch. Moreover, being asked to provide us with examples for what they have learnt in the studios, they quickly gave us phrases in different languages during the interview.
- Students switched between languages with great ease.
- We did not observe ethnic conflicts or other conflicts
- We did not notice any differential treatment of girls and boys.

⁸ We do not know the percentage for the observed class, but a teacher in the teacher interview told us in the interview as an example that in her class of 24 six students would not speak German at all when first coming to school. There is no reason to believe that the situation would be different in other years.

8 Conclusion

At the end of the paper, we want to come back to the questions stated at the beginning of this case study. We have described the ILE and the learning organized in “our” school. We will refrain from stating overall conclusions pertaining to “all” ILEs, as our case allows only conjectures about principles and relevant parameters. With this caveat in mind, we will now address some of the questions.

8.1 What are the characteristics of an ILE concerning learning opportunities?

Learning and the ILE is designed with the children’s’ individual needs in focus. The ILEs, we have been looking at, worked with elements of reform pedagogy, which allowed for students self-directed learning with a strong support of their teachers.

8.2 Which aspects of education are innovative?

In this school, languages had a special place. Students got to learn much more than just their mother tongue and the official national language, German. They also learnt a bit about the variety of languages spoken by fellow students, and they all shared a common language learning experience in learning English.

8.3 Which aspects encourage or inhibit innovative learning environments?

Page seven provides a list of the indicators of success we found in our research. The most important point is an effective school administration and an active principal who strives for the innovation. Principles that lead to success are: Participation, transparency, choice, ingenuity and expectation of success. These principles are supported by a climate keen on making experiences, flexibility and appreciation.

The classical management tools like staff development, quality teams and so on are only a (necessary) side dish.

8.4 What can be learned from the history of ILE schools?

The most important thing we can learn from the history of the ILE School is patience. The teaching staff could develop their school through trial and error without fear of failure. The permanent international contacts in projects like Comenius have supported the process.

8.5 What is the potential for transfer?

The general idea of offering students short-time instruction in their peers language, thus officially sanctioning and valuing languages other than the language of instruction, is certainly something which can – and should – be taken up in other context, in which language diversity and lack of competence of the language of instruction is an issue. This approach offers students to feel competent and valued in the language in which they are competent, thus strengthening the self-value of students who face additional challenges due to their background.

The main question is how school may acquire the resources to offer those additional classes. In that, the presented school demonstrated a high level of ingenuity, and can serve as a model in looking for resources beyond the obvious. In the local community people may be willing to contribute at no cost to the school. Here, models for cooperation have to be developed, which negotiate the access to the school, and allow schools at minimal costs to all involved parties to disengage people for whom interaction in a classroom is a challenge. Additional language competencies may also be an asset to look out for in staffing. This and another school we were engaged with tried to make full use of the language competencies of all teachers, asking them to teach language classes in addition to their conventional teaching tasks.

In brief, if given enough time and the support of the educational authorities – in particular with respect to staffing – we feel that the model is in its main innovative dimensions transferable, provided that the idea is reshaped to fit the local context.

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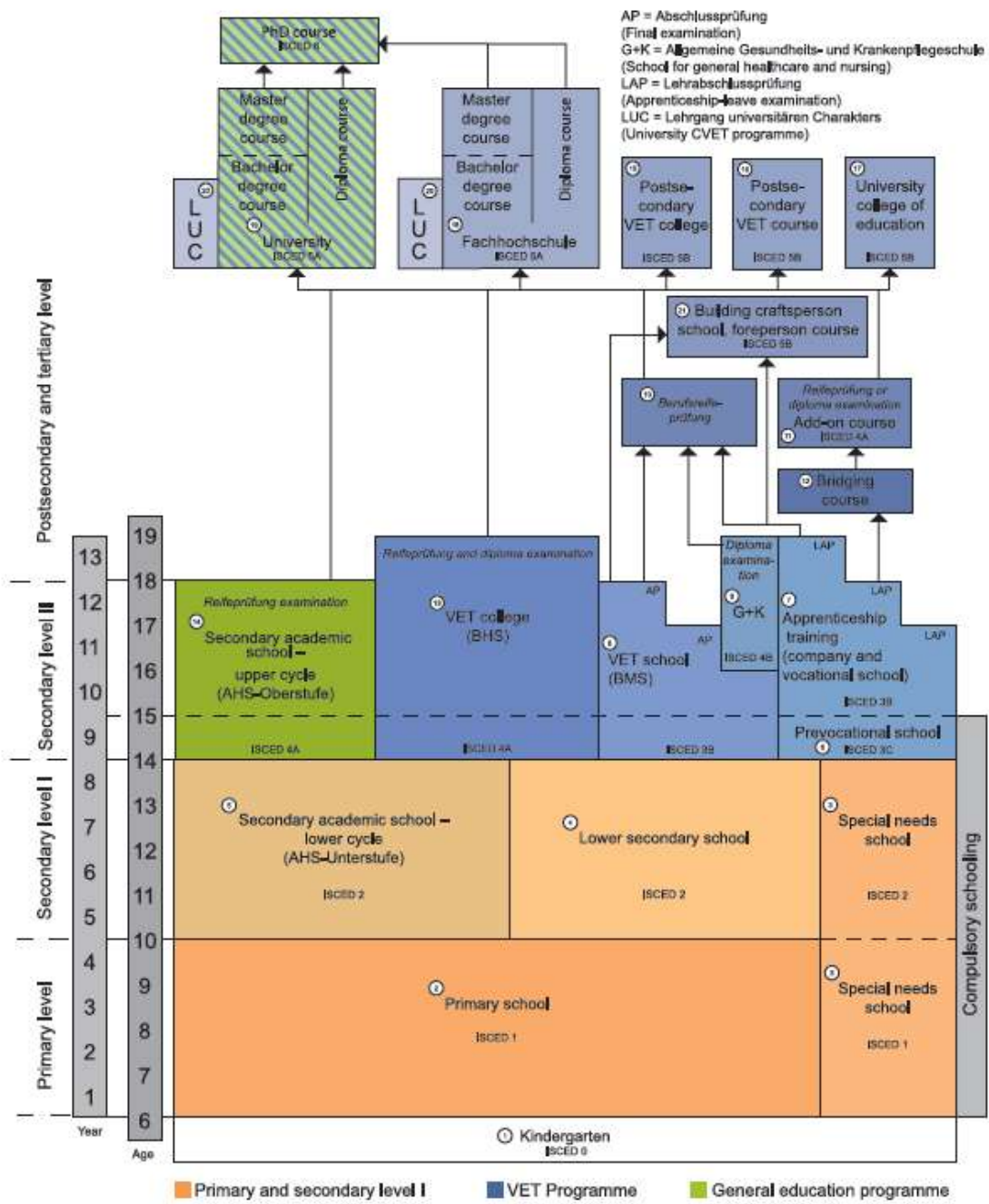
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10 Appendix

The Austrian Education System

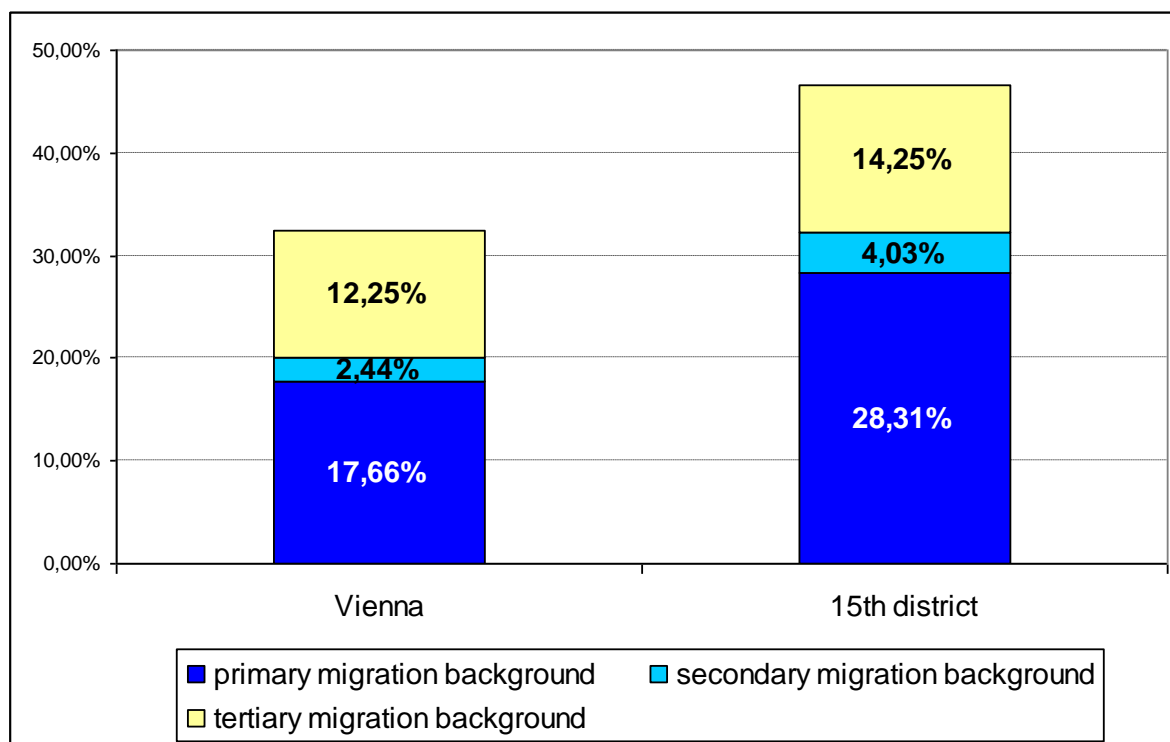


Source: http://www.bic.at/downloads/en/brftipps/0_1_bildungssystem_en.pdf, download 08.09.2010

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Figure 1: People with migration background in Vienna and in den 15th district of Vienna, 2008



Legend: primary migration background = born outside of Austria and no Austrian citizenship; secondary migration background = born in Austria, but no Austrian citizenship; tertiary migration background = Austrian citizenship, but not born in Austria

Source: ST.AT – Bevölkerungsregister, bearbeitet von der MA 5 [Population index, modified by the Department no 5 of the Viennese magistrate]

Figure 2: Student’s gender and their school level (school year 2009/10)

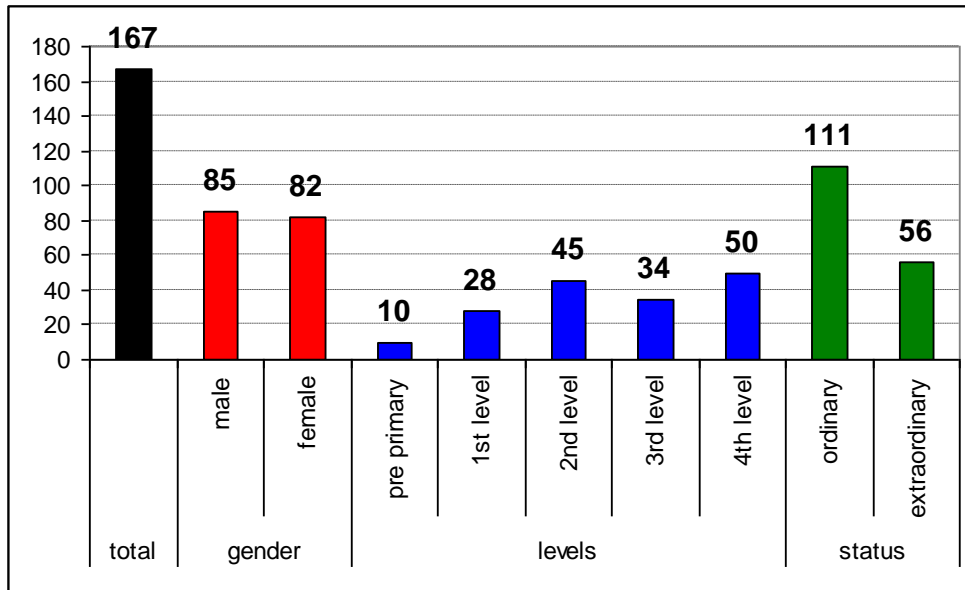


Figure 3: Mother tongues of the students (school year 2009/10)

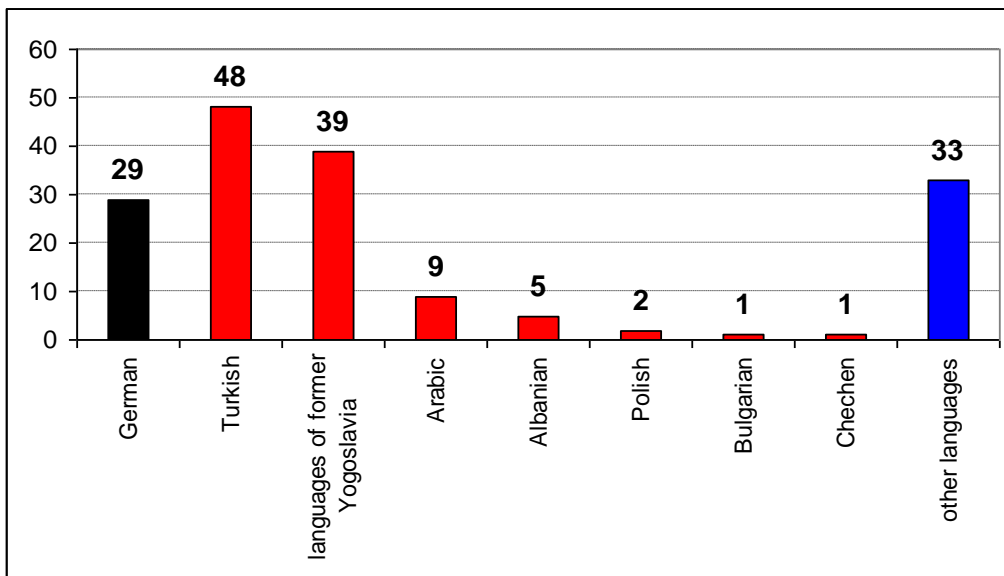
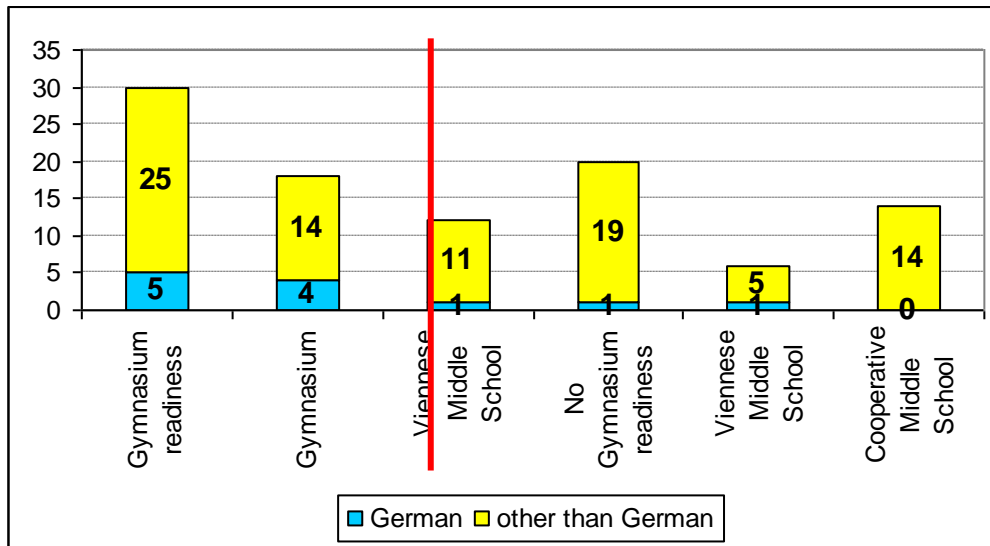


Figure 4: Possibility (Gymnasium readiness) and real attendance of school types (sec. I), 4th level school year 2009/10



10.1 Datenportfolio

Datenportfolio der VS, 1150, Goldschlagstraße 14-16

Schulkennzahl: 915041

Schuljahr 2009/10

Stand: 17.09.2010

Schüler- und Klassendaten

Zahl der Klassen:	Stammklassen	8
	Vorschulklassen	0
	Integrationsklassen	0
Zahl der Schüler/innen:	alle Schulstufen	167
	männlich	85
	weiblich	82
	Vorschulstufe	10
	1. Schulstufe	28
	2. Schulstufe	45
	3. Schulstufe	34
	4. Schulstufe	50
Zahl der Schüler/innen mit SPF:		4
Zahl der Schüler/innen mit einer anderen Erstsprache als Deutsch:		138
Sprachgruppen:	Sprachen des ehem. Jugoslawien	39

türkisch	48
polnisch	2
albanisch	5
bulgarisch	1
arabisch	9
tschetschenisch	1
sonstige Sprachen	33
Deutsch	29
Sprachkompetenz der Schüler/innen mit einer anderen Erstsprache als Deutsch	
Sprachkompetenzstufe A	20
Sprachkompetenzstufe B	70
Sprachkompetenzstufe C	48
ordentliche Schüler/innen:	111
außerordentliche Schüler/innen:	56
Repetent/innen:	6
Seiteneinsteiger/innen:	18
Zahl der vorzeitig aufgenommenen Schüler/innen:	7
Zahl der Schüler/innen, für die ein Wechsel der Schulstufe ausgesprochen wurde:	4

10.2 Observation tool

Datum: _____

Schule/ Klasse: _____

Lehrer/ in 1: () weiblich () männlich () Alter in Jahren

Lehrer/ in 2: () weiblich () männlich () Alter in Jahren

Lehrer/ in 3: () weiblich () männlich () Alter in Jahren

Anzahl weibl. Schüler: _____

Anzahl männl. Schüler: _____

Zeit: Beobachtungszeitraum (20 Minuten): von _____ bis _____

Unterrichtsgegenstand/ Unterrichtsthema: _____

Bitte schätzen Sie jedes Item des jeweiligen Indikators nach dem Vorkommen/ Auftreten des beobachteten Verhaltensmerkmals ein:

0 = kommt nicht vor / nicht zu beobachten

1 = kommt wenig vor / wenig zu beobachten

2 = kommt mehrfach vor / ist mehrfach zu beobachten

3 = kommt oft vor / ist oft zu beobachten

Indikator	I_Nr.	Beobachtetes Item	0	1	2	3
1. Entwicklung von Lernzielen	1	Werden der Klasse die Inhalte/ Lernziele mündlich, schriftlich oder gar nicht vermittelt?				
	2	Werden spezifische Unterrichtsergebnisse verwendet?				
	3	Werden die inhaltlichen Ergebnisse am Ende in der Klasse diskutiert?				
2. Auswahl und Verwendung des Unterrichtsmaterials	4	Verfolgen Filme, Websites und andere audiovisuelle Materialien einen bestimmten Zweck?				
	5	Ist die Anzahl der Handouts den Themen angemessen?				
	6	Gibt die Lehrerin bzw. der Lehrer aufgrund der Vorauswahl des Textes Hilfestellungen beim Lesen oder in der Verwendung des Textes, falls es notwendig ist?				
3. Klassen- und Lernklima	7	Sind die Schülerinnen und Schüler interessiert und begeistert?				
	8	Verwendet die Lehrerin bzw. der Lehrer die Namen der einzelnen Schülerinnen und Schüler?				
	9	Wird Humor im Unterricht angemessen eingesetzt?				
	10	Verhindert oder unterschätzt die Lehrerin bzw. der Lehrer die Schülerinnen bzw. Schüler in irgendeiner Hinsicht?				
	11	Ist die Atmosphäre in der Klasse partizipativ - nehmen die Schülerinnen und Schüler auch wirklich am Unterrichtsgeschehen teil?				
4. Variabilität der Unterrichtsaktivitäten	12	Hatte die Lehrerin bzw. der Lehrer Augenkontakt mit den Schülerinnen und Schülern?				
	13	Werden in der (zeitlichen) Unterrichtsplanung die Aufmerksamkeitsspannen der Lernenden berücksichtigt?				
5. Vorbereitung für den Klassenunterricht	14	Involviert die Lehrerin bzw. der Lehrer die Schülerinnen und Schüler in die Entscheidung, welche Themen zu diskutieren sind?				
	15	Wird der Unterricht durch vorbereitete Beispiele der Lehrerin bzw. des Lehrers angereichert?				
	16	Wissen die Schülerinnen und Schüler, welche Vorbereitungen (lesen oder andere Übungen) für den				

		Unterricht durchgeführt und abgeschlossen sein sollten?				
6. Lehr-Lern-Methoden	17	Gibt es eine Liste der Aktivitäten der Lehrerin bzw. des Lehrers?				
	18	Hat die Einstiegsphase in die Unterrichtssequenz Aufmerksamkeit erregt? Ist dadurch ein gutes Arbeitsverhältnis zwischen Lehrendem und Lernenden hergestellt worden?				
	19	Sind in der Einstiegsphase das Thema und das Ziel der Unterrichtsstunde deutlich hervorgegangen?				
	20	Ist die Förderung an die Bedürfnisse der Schülerinnen und Schüler insgesamt angepasst?				
	21	Führt der Lehrer bzw. die Lehrerin in das Thema ein, - werden feststehende Ziele erwähnt, - wird Material präsentiert und/oder eingesetzt, - wird zusammengefasst, - werden Übungsaufgaben gegeben, - wird eine Idee für die nächste Unterrichtseinheit zur Überlegung vorgeschlagen?				
	22	Konnte die Lehrerin bzw. der Lehrer gesehen und gehört werden?				
	23	Wurden Schlüsselthemen hervorgehoben?				
	24	Waren die Erklärungen für die Schülerinnen und Schüler klar verständlich?				
	25	Waren die Beispiele, Metaphern und Analogien angemessen?				
	26	War die Unterrichtseinheit anregend und gedanklich herausfordernd?				
7. Möglichkeit für die Teilnahme der Schülerinnen und Schüler	27	Gibt es eine Liste der Aktivitäten der Schülerinnen und Schüler?				
	28	Ermutigt die Lehrerin bzw. der Lehrer die Schülerinnen und Schüler, zusammenzufassen und andere Zusammenfassungen zu ergänzen?				
	29	Unterstützt die Lehrerin bzw. der Lehrer ruhigere Schülerinnen und Schüler darin, mit anderen zu interagieren?				

8. Individualisierung im Unterricht	30	Wird den emotionalen, physischen und den kognitiven/ intellektuellen Bedürfnissen der Schülerinnen und Schüler entsprochen?				
	31	Erweckt die Lehrerin bzw. der Lehrer die Aufmerksamkeit der einzelnen Schülerinnen und Schüler hinsichtlich ihres Vorwissens und ihrer Vorerfahrungen?				
	32	Bietet die Lehrerin bzw. der Lehrer reale Anwendungssituationen?				
	33	Ist die Lehrerin bzw. der Lehrer vor oder nach der Unterrichtsstunde verfügbar?				
	34	Bringt die Lehrerin bzw. der Lehrer die Klasse in Verbindung mit Unterrichtszielen, persönlichen Zielen der Schülerinnen und Schüler oder mit gesellschaftlichen Belangen?				
9. Ansprechbarkeit auf Studierenden – Feedback	35	Geht die Lehrerin bzw. der Lehrer auf Langeweile und Begriffsverwirrung ein?				
	36	Ermutigt die Lehrerin bzw. der Lehrer Fragen zu stellen (Meinungsverschiedenheiten)?				
	37	Bietet die Lehrerin bzw. der Lehrer den Schülerinnen und Schülern die Möglichkeit, Probleme in der Klasse anzusprechen, entweder mündlich oder schriftlich?				
10. Lernschwierigkeiten	38	Braucht eine Schülerin bzw. ein Schüler eine kurzfristige oder durchgehende Hilfestellung wegen einer Behinderung?				
	39	Sind ein oder mehrere Schülerinnen bzw. Schüler nicht motiviert oder unfähig, dem Unterricht zu folgen?				
	40	Bevorzugt die Lehrerin bzw. der Lehrer bestimmte Schülerinnen oder Schüler?				
	41	Sind die Schülerinnen und Schüler in der Lage visuelle Hilfestellungen wahrzunehmen?				
	42	Dominiert eine Gruppe die Diskussion und verhindert die Teilnahme anderer?				

Offener Bereich - Beobachtungen

Bitte antworten Sie jeweils für die beobachtete Einheit und füllen Sie unmittelbar nach der beobachteten Einheit aus.

Was war zu viel?	Was war zu wenig?
Was waren besondere Stärken?	Was waren besondere Schwächen?

Gesamteindruck:

Interview-Principal

Vorbemerkungen zu dem Interview: Es geht darum die Antworten aus dem schriftlichen Antrag noch besser zu verstehen, zu vertiefen und auch weitere Fragen einzubringen. [*Wichtig ist immer wieder der Rückbezug auf das bereits von der Schule Niedergeschrieben.*]

Kurz zu ihrer Person:

Seit wann sind Sie schon Schulleiter/in an dieser Schule?

Waren sie damals schon an dieser Schule tätig, oder kommen sie quasi von außen?

Was hat sie damals bewogen, sich genau für diese Schule zu bewerben?

Nun zu dieser Schule selbst:

Was würden Sie sagen, ist das Besondere an dieser Schule?

Sie haben ja auch in den Unterlagen ihre Schule als Innovative Schule beschrieben,

1. Was war der Beginn der „Innovationen“? Wie ist diese innovative Arbeit an Ihrer Schule entstanden, wie ist es dazu gekommen? (Achtung: In Antrag teilweise bereits beantwortet – also alternativ: Sie haben ja schon einiges über die Entstehung ihrer ILE geschrieben, wollen sie das noch ergänzen? Uns hätte noch folgendes daran besonders interessiert [Eigene Frage einfügen, die den geschriebenen Text vertieft.]

1.1. Was sind die grundlegenden Ziele, die sie an ihrer Schule verfolgen? [sh. Auch Liste/ Angaben im Antrag!] Warum sind gerade diese für ihre Schule so bedeutsam?

1.2. Waren Eltern, Schüler und Schülerinnen bei dieser Entwicklungsarbeit aktiv dabei und wenn ja wie?

1.3. Wie macht sich „das“ (ihre Innovation) bei den Schüler/innen bemerkbar, was haben sie da beobachtet?

1.4. Haben sie an der Schule für ihre Entwicklungsarbeit irgendwelche konkreten Vorbilder (andere Schulen, angelesene Konzepte), die sie in der Arbeit leiten?

1.5 Wie würden Sie die Stärken und Vorteile Ihrer Schule beschreiben? Wo sehen Sie den Unterschied zwischen Ihrer Schule und „normalen“ Schulen?

2. Wie sehen Sie Ihre Rolle als Schulleiter/in – was glauben sie ist besonders wichtig, dass sie tun, um ihre Schule weiterzubringen, bzw. was haben sie bisher gemacht, um die Schule dahin zu bringen, wo sie heute steht?

3. Was ist ihre Vorstellung von einem gelungenen Lernprozess? (und dem dazu nötigen Umfeld)

3.1. Haben sie an ihrer Schule eine große Vielfalt an unterschiedlichen Kindern? [Alternativ: Sie haben in ihrem Antrag geäußert, dass...]In welcher Weise äußert sich das [sonst noch]? Wie gehen sie damit um?

3.2. An sich ist ja jeder Lehrende im Klassenzimmer sein eigener König, bzw. die Königin. Zudem wird Lehren ja auch oft als eine Kunst gesehen, bei der jeder und jede entsprechend ihrer Persönlichkeit

einen eigenen guten Weg finden muss. Haben sie konkrete Absprachen über verbindliche gemeinsame Unterrichtsprinzipien?

Gibt es eine gemeinsame Rückmeldekultur? Was konkret wird da gemacht (oder was wird von einzelnen Lehrenden gemacht)?

3.3. Rückmeldekultur kann man auf Schüler/innen beziehen – also Rückmeldung zu deren Handeln und Können, aber man kann es auch auf Lehrer/innen beziehen, dass man sich Rückmeldungen zum Unterrichten und anderen Aspekten des Lehrberufs gibt. Sie haben hierzu im Antrag schon geschrieben.... [viele haben Elemente, die man hier bereits nennen kann] können sie uns dazu noch mehr erzählen, dem Farbe geben? Gibt es noch andere Formen der Rückmeldungen für Lehrende?

3.4. In ähnlicher Weise: gibt es an der Schule irgendwelche Absprachen zur Leistungsbeurteilung, oder wird das von jeder Lehrkraft unabhängig und eigenverantwortlich bewältigt?

3.5. Stichwort Schuldemokratie: Wie wird diese an ihrer Schule gelebt?

3.6. Wie schaut die Teamkultur an ihrer Schule aus (Prozesse und Tätigkeiten), wie wird sie gelebt, was passiert, was tut sich?

Hat die innovative Arbeit Ihrer Schule in irgendeiner Weise zu einer besonderen Art der Kommunikation innerhalb des Kollegiums geführt?

3.7. Was passiert, wenn jemand im Lehrerkollegium ihre Vorstellungen nicht mitträgt?

3.8. In der Durchsicht der unterschiedlichen ILE-Projekte haben wir festgestellt, dass der vorhandene oder fehlende Raum immer wieder eine große Rolle spielt. Wie schaut das an ihrer Schule aus: Was für Räume braucht es, damit sie ihre Form der innovativen Schule umsetzen können, und haben sie die, bzw. was machen sie, um mit dem Raumbedarf umzugehen? Gibt es (sonst noch) besondere Erfordernisse an Material oder anderen Dingen, die sie (die Schule) in ihrem Alltag brauchen?

3.9. Wo sehen sie überhaupt die Schwächen und Grenzen innovativer Arbeit in der Schule?

4. Sie gelten als innovative Schule. Wie sehen Sie die Aufwand-Nutzen-Relation Ihrer Anstrengungen und Initiativen?

4.1. Gibt es Anregungen und Unterstützung durch Schulaufsicht, Schulverwaltung, durch strukturelle Gegebenheiten?

4.2. *Gibt es Behinderungen, Erschwernisse durch Schulaufsicht, Schulverwaltung, durch strukturelle Gegebenheiten?*

4.3. *Wie kann es weiter gehen? Gibt es für Sie weitere, anstehende Schritte, um die Innovationen weiter zu entwickeln?*

10.3 Interview-Teachers

Ablauf / mit ergänzenden Kommentaren:

Einstieg/ Vorspann

Sie arbeiten an einer Schule, die genannt wurde, weil eine innovative Lernumgebung verwirklicht wird.

V1: Schildern sie mir bitte eine aus ihrer Sicht für ihre Schule typische und besonders gelungene Unterrichtssituation. Und sagen sie mir bitte, warum sie aus ihrer Sicht so gelungen ist.

Bemerkung: An sich soll die Frage dazu einladen, eine gemeinsame Situation zu entwickeln, es kann aber auch durchaus dazu kommen, dass jede Person eine eigene Situation entwickelt. Hier ist der Prozess (oder auch das Fehlen davon) von gemeinsamen Vorstellungen von Interesse.

V2: Können sie uns vielleicht ein Stück weit in die Unterrichtssituation mitnehmen: Also, wenn sie sich diese Situation vorstellen: Was ist als wesentlich anzusehen? (Beschreibung, ev. auch nachfragen, wie sich die L bzw. der L in der Situation gefühlt hat.)

(Dimension: Allgemeine Beschreibung eines Settings)

Bereich A: Wahrnehmung von Schule/Schulstruktur/eigenes Erleben/Professionalität der Lehrerinnen und Lehrer

Nun möchte ich gerne einige Bereiche dieser von ihnen dargestellten Situationen ansprechen.

(Bitte, wo es im Gesprächsfluss passend ist, die Reihung der Fragen zur Rolle der Lehrerin

bzw. des Lehrers, der Schülerinnen und Schüler und der Inhalte beliebig anordnen, die Frage zur Bedeutsamkeit ist die letzte in diesem Block.)

Rolle der Lehrerin bzw. des Lehrers

A3: Was machen/machten sie als Lehrerin bzw. als Lehrer (sonst noch) in dieser Unterrichtssituation? Was ist die Rolle oder Aufgabe von ihnen als Lehrerin bzw. als Lehrer? Bitte begründen sie, warum sie so und nicht anders handeln? (Bitte differenziert nachfragen und um die Beschreibung von Handlungsalternativen bitten!)

Rolle der Schüler/innen

A4: Was machen die Schüler/innen? Welche Rolle oder Verantwortung übernehmen sie in dieser Unterrichtssituation?

Lernen/Inhalte/Konzepte

A5: Was lernen die Schüler/innen in der Situation? Womit beschäftigen sie sich? Was denken sie: Warum ist es wichtig, dass sie sich gerade damit beschäftigen?

Bedeutsamkeit

A6: Warum haben sie gerade dieses Beispiel ausgewählt? Bitte versuchen sie, ihre Auswahl zu begründen! Sagen sie mir also, warum diese Erfahrungssituation so bedeutsam für sie war!

Bereich B: Lernen und Leistungsbeurteilung

B7: Schülerinnen und Schüler sehen sie als Lehrerin bzw. als Lehrer auch je nach dem, wie sie deren Leistungen (im Unterricht) bewerten und beurteilen. Stellen sie bitte dar, wie sie bei der Beurteilung der Leistungen der Schülerinnen und Schüler vorgehen. Ich ersuche sie, dies wieder anhand eines Beispiels zu erklären bzw. zu erzählen.

B8: Nun bitte ich sie, mir zu sagen, was aus ihrer Sicht das besondere bzw. das typische dieser Leistungsbeurteilung ist.

Bereich C: Selbstpräsentation und subjektive Relevanzen

C9: Ich möchte im Anschluss das anfangs von ihnen geschilderte Erfahrungsbeispiel

aufgreifen. Sie haben ein typisches Beispiel erzählt, aber ein Beispiel kann nie alles abdecken.
Vielleicht können sie kurz schildern, wofür ihre Schule steht, und was die Schule und den Unterricht an ihrer Schule besonders auszeichnet.

Schluss:

Zur Geschichte/Entwicklung der Schule mit den innovativen Lernumgebungen

S10: Was waren förderliche und hemmende Faktoren der Entwicklung?

Sie haben uns jetzt viele Informationen gegeben. Uns interessiert nun noch, wie es dazu gekommen ist. Wie etwa kann die Entwicklung dieser Schwerpunktsetzungen aus ihrer Sicht dargestellt werden? Gerne nehmen sie, wenn sie das möchten, auf die im vorherigen Punkt angesprochenen Besonderheiten Bezug.

S11: An welche wichtigen Ereignisse können sie sich erinnern? Bitte erzählen sie mir die wesentlichen Ereignisse. Gerne können sie auch eines herausgreifen und genauer schildern!

Welche Personen waren beispielsweise besonders bedeutsam für diesen Prozess?

Was hat sie in ihrer Entwicklung als Lehrerin/als Lehrer hier besonders gefördert und unterstützt? Bitte nennen sie mir einige Beispiele! Und bitte versuchen sie auch, mir zu sagen, welche Hindernisse sie überwinden mussten, um nun so wie jetzt arbeiten zu können.

S12: Abschließend bitte ich sie um folgendes. Nehmen wir an, sie dürfen einer anderen

Schule eine Empfehlung aussprechen:

Welchen Rat geben sie einer Schule, die ähnliches wie sie machen möchte?

Möchten Sie uns sonst noch etwas mitteilen?

Vielen Dank für Ihre Informationen!

10.4 Interview-students

1. Wahrnehmung von Schule/Schulentwicklung/Veränderung von Schule/Schulkultur/ Umgang mit Vielfalt

- Ich habe eine Schwester, und deren Sohn wird nächstes Jahr auch in die Schule kommen. Die Frage ist, soll ich ihr sagen, ihr Sohn soll hier an die Schule, oder an eine andere? Warum sollte er hierher gehen, oder gibt es irgendwas, was nicht gut ist, wo ihr sagt, er soll lieber wo anders hin gehen?

- Ihr seid jetzt schon so lange an dieser Schule. Gibt es etwas, an das ihr euch gerne erinnert? Gibt es etwas, das euch besonders interessiert? (Beispiele nachfragen)

- Gibt es auch einen Tag an der Schule für euch, der schrecklich war?

Wahrnehmung von Schule/Schulstruktur/eigenes Erleben

- Wie sieht denn ein ganz normaler Schultag aus? Erzählt mir davon! [Bem.: Da kommen sie schon meist auf den Unterricht in der Früh, oder unterschiedliche Unterrichtssituationen, daher habe ich den Block hinten dann nicht mehr zur Unterrichtswahrnehmung; hier viele Nachfragen zu den gebrachten Details.]

- Wie sind denn die Pausen bei euch? Was macht ihr denn in den Pausen?

oder: Erzählt mir von einer Pause heute Vormittag! Was habt ihr da gemacht? War diese wie immer? Oder anders?

Wahrnehmung von Mitschüler/innen/Eltern

- Gibt es Mitschüler/innen, die (manchmal) schlimm sind?

- Was macht denn dann Eurer Lehrer?

- Behandelt euer Lehrer/eure Lehrerin bestimmte Schüler/innen anders als euch?

- Habt ihr in eurer Klasse Mitschüler/innen, die anders reden, oder anders aussehen oder sich anders anziehen oder so was als ihr?

- Was macht ihr da?

- Was machen Eure Lehrer/innen, wenn ihr das macht?

- Hattet ihr viele Hausaufgaben? Was ist denn „viel“, was müsst ihr da machen?
- Wie lange sitzt ihr denn bei den HÜs?
- Was macht ihr, wenn ihr Euch bei den HÜs nicht auskennt?

2. Wahrnehmung von Leistungsbeurteilung

- Gibt es bei euch Noten? Wie geht es euch damit?⁹ Was müsst ihr für eine gute Note tun?
- Was fällt euch besonders leicht im Unterricht? Und warum?
- Was fällt euch besonders schwer im Unterricht? Und warum?
- Ist es schlimm für euren Lehrer/eure Lehrerin, wenn ihr Fehler macht?
- Was macht ihr, wenn ihr euch nicht auskennt (Lehrer/in, Mitschüler/innen)?
- Es gibt ja immer welche, die tun sich in einem Fach leichter, und andere in anderen Fächern. Wisst ihr das voneinander, wo es euch so geht? Woher wisst ihr das? Wer hat euch das gesagt?

3. Wahrnehmung der Lehrer/innen und ihrer Professionalität (u.a. Differenzfähigkeit)

- Ist eure Lehrerin streng? [oft: nein; hier anschließend die Frage zu schlimm-sein, wenn das nicht früher gekommen ist]
- Kennt ihr auch andere Lehrer/innen an der Schule? Redet denn eure Lehrerin/euer Lehrer auch mit den anderen Lehrern und Lehrerinnen?
- Was ist für euren Lehrer/eure Lehrerin wichtig in der Schule? Woran seht ihr das?

⁹ Es sollte vorher an der Schule abgefragt werden, ob es überhaupt Noten an der Schule gibt. Wenn nicht, soll diese Frage ganz gestrichen werden.