

»» 5 *minuten* für ...

... Freude empfinden

Ein ereignisreiches Schuljahr neigt sich dem Ende zu. Vielfältige Entwicklungsthemen wurden von den Teams an Ihren Schulen aufgegriffen und mit Motivation und hohem Engagement auf neue Qualitätsstufen gehoben. Ihre engagierte Arbeit hat an vielen NMS-Standorten wirkungsvolle und auch nachhaltige Entwicklungsspuren hinterlassen, die auch international Anerkennung und Wertschätzung finden. Nun ist Ferienzeit - Zeit um in Gelassenheit einen Blick zurück zu werfen auf das Erreichte, um Freude zu empfinden, zu feiern und auch Vorfreude wieder aufzubauen.

Wir freuen uns über international anerkennende und unterstützende Rückmeldungen zu unserer Arbeit an und in der NMS. Beiträge dazu finden Sie auf der Rückseite (vgl. OECD 2013,2015).

Wir freuen uns auf persönliche Begegnungen bei den Symposien im Juli und August 2016 und auf den persönlichen bzw. virtuellen Austausch mit lernenden Schulen (vernetzt durch das Bundeszentrum für lernende Schulen – ZLS).

Wir freuen uns auf die bevorstehende Ferienzeit. Sie bietet Ihnen und uns Gelegenheit, bewusster auf die eigene Work – Life - Balance zu achten, um jenseits des Schulalltags Energie für das neue Schuljahr 2016/17 zu tanken.



Das 5MF-Redaktionsteam bedankt sich an dieser Stelle im Namen des ZLS herzlich für Ihr reges Interesse an unseren Beiträgen und Themen, die wir im Schuljahr 2015/16 aufgegriffen haben.

Wir wünschen Ihnen eine schöne und erholsame Ferienzeit.

Das Redaktionsteam:

Johanna Schwarz, MA & Margarete Kranawetter, BEd

im Namen des Teams des ZLS

"The Austrian New Middle School reform, with its Centre for Learning Schools and the *Lerndesigner* innovation, have rightly featured prominently in the OECD's work on Innovative Learning Environments (ILE), including extensive references in its published 2013 report on learning leadership and that on innovative learning systems in 2015. Here is a national strategy that has grasped the importance of building system change through professional learning and action on the ground, not through individual teachers working in isolation but through the accumulation of school-wide innovations and 'meso-level' networks. It has taken ambition and impressive patience in nurturing generations of *lerndesigners* spearheading long-term system-wide reform."

David Istance, Leader of OECD/ILE.

"The professional learning organised by and with the "lerndesigners" in the Austrian case, who themselves help to identify the learning needs for the other members of the school and learning communities, is a notable feature of the programme including a whole calendar of lernatelier courses and events. This is backed up by an on-line platform enabling communication and exchange of ideas and innovations." (OECD 2013, Leadership for 21st Century)

"... the distinction between the macro system level and the meso network level is not a clear-cut one in the exercise of learning leadership. A strategy may be the creation of a network or learning community that itself operates as an arm of system leadership – macro in its origins, meso in its operation, systemic in its ambition. The NMS schools in Austria (is one such example)." (OECD 2015, Schooling Redesigned, S. 79)

"Austria similarly identified prototyping as the method for developing virtual Professional Learning Communities (PLC). In this, the challenge was to keep busy teacher leaders connected to an Austria-wide community of practice and to encourage them to participate actively in nationwide development activities. The virtual environment was redesigned to make it more navigable, userfriendly and manageable. There were organisational challenges, including that busy teachers from different schools with different timetables may have difficulty fixing appointments for the virtual meetings. There were technical challenges, too, including in the variable technical resources and digital skills of the different individual participants. The vignettes captured during the prototyping reveal the virtual PLC work as powerful for adult learning." (OECD 2015, Schooling Redesigned, S. 79)

"The Austrian NMS strategy has explicitly worked in terms of the different "generations" that have passed through the qualification cycles as Lerndesigners. Instead of assuming that the already qualified earlier generations had become active and expert and no longer in need of attention, networking and professional development opportunities were established for them as well in order to keep them engaged in the reform process. It is an impressive example where sustaining as well as creating the change has featured in programme design." (OECD 2015, Schooling Redesigned, S. 79)