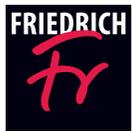




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INSTITUT FÜR
LEHRER/INNEN/BILDUNG UND SCHULFORSCHUNG
LEOPOLD-FRANZENS-UNIVERSITÄT IN INNSBRUCK

BEING MINDFUL OF LEARNING

Symposium on Leadership and Learning
in honor of the 60th Birthday of

Univ. Prof. Dr. Michael Schratz

Dean of Education,
University of Innsbruck

In honor of the 60th birthday of Univ. Prof. Dr. Michael Schratz, Dean of Education at the University of Innsbruck, the Department for Teacher Education and School Research warmly invites you to:

Symposium „Being Mindful of Learning: Teaching and Leading“

Because teaching and leading for learning have been the primary threads woven into Michael Schratz' lifetime work as educator and academic, this symposium is dedicated to them in his honor and invites you to think forward!

The only constant is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.
Isaac Asimov

After the Opening and Keynotes, "Rooms for Thought" (Denkräume) will be opened for moderated group phases. Michael Schratz will pose questions as focal points for discussion, which will be explored in three rounds. Insights will be presented as a gift honoring him on his birthday in a plenary session at the end.

Program:

8:30	Arrival and Registration Welcome coffee
9:30	An Opening Prof. Michael Schratz and Prof. Ilse Schritteser
10:00 – 10:50	Leadership for Learning: Two Impulses Prof. Käte Meyer-Drawe, University of Bochum Prof. John McBeath, University of Cambridge
10:50 – 11:00	Three Questions for the "Rooms for Thought" Prof. Michael Schratz
11:00	Coffee Break (getting to know Denkraum colleagues)
11:30 – 12:30	Room for Thought - Phase 1: taking up – sharpening – differentiating
12:30 - 14:00	Lunch Break
14:00 - 15:00	Room for Thought - Phase 2: nearing – pursuing – connecting
15:00 – 16:00	Room for Thought - Phase 3: focussing – positioning – articulating
16:00	Coffee Break
16:30 – 17:30	The Gift-Giving Presentation of insights to Michael Schratz
17:30	A Closing From symposium to celebration

Moderation: Christoph Hofbauer, MA

On behalf of the Symposium Committee
Univ. Prof. Dr. Ilse Schritteser

Being Mindful of Learning: Making Way for Learning in Teaching and Leading

Learning is a complex phenomenon requiring particular approaches to teaching and leading in contexts dedicated to learning and education. The word *lernseits*, which Michael Schratz coined in German in 2009, expresses the "beyondness" of learning, its being out of reach for teaching and leading if they are not pursued in the mode of learning. *Lernseits* is therefore a call to be mindful of learning, pointing to the constitutive nature of learning for instructional and leadership processes for teaching and leading are only carried through to completion when they are actualized in the learning of others. To view school from this perspective requires redefining the relationships among actors in school. In a "learning school" the center is a commonly shared life context, in which all engage in activities as learners and think and do in the mode of learning (Schratz et al 2010 & 2011).

Pedagogical perspectives on the complexity of the learning phenomenon pose great challenges for teaching and leading. Openness to the present, taking up the opportune moment to make way for learning (Meyer-Drawe 2008), is the ground for "learning mindfulness," revealing the educative character of experience and assuming that educational processes first occur in confrontation with the world. Rather than on a standard-oriented construct of the individual, the focus of this mindfulness is on grasping connections among things in the world.

Those who teach in the mode of learning seek to recognize the educative value in learning and act with pedagogical tact. This disposition is oriented to resistance as it occurs during learning, attending to the immanent imponderability and ambivalence of teaching and leading. Teaching and learning as two sides of the same pedagogical coin are experiences at once both oppositional and interdependent, constitutive for the learning of all.

School reform is only successful if it has an impact on the educational processes of students in such a way as to foster their ability to be not passive participants but active citizens in a democratic society. If Leadership for Learning (MacBeath & Cheng 2008) is lived on all system levels, the distance between policy and practice is reduced and all system levels take responsibility for the learning of those involved.

Developing a whole system that is mindful of learning means that all efforts focus consistently on the fruition and fruitfulness of the learning and educational processes of each and every student. The goal of this symposium is to gather multiple perspectives to collectively explore further how mindfulness of learning in teaching and leading manifest themselves on all levels of the educational system.

MacBeath, J. & Cheng, Y.-C. (Hrsg.) (2008): *Leadership for Learning: International Perspectives*. Rotterdam: Sense Publishers.
Meyer-Drawe, Käte (2008): *Diskurse des Lernens*, München.
Schratz, Michael (2009): "Lernseits" von Unterricht. Alte Muster, neue Lebenswelten – was für Schulen? In: *Lernende Schule*, 12 (2009), 16–21.
Schratz, Michael & Westfall-Greiter, Tanja (2010): Schulqualität sichern und weiterentwickeln, Seelze: Kallmeyer.
Schratz, Michael, Schwarz, Johanna & Westfall-Greiter, Tanja (2011): Personale Bildungsprozesse in heterogenen Gruppen. In: *Zeitschrift für Bildungsforschung*, 1, 2011, 25-39.