



Developing Distributed Leadership through
Arts-based and Embodied Methods:
An Evaluation of the Austrian Action
Research Trials of Vignettes and Design
Thinking Method

AUSTRIA – UNIVERSITY OF INNSBRUCK

LIVIA JESACHER-ROESSLER, PETRA BUHL

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Centre for Educational Leadership
School of Education
University of Hertfordshire
Hatfield
UK

Project co-ordinator: Philip Woods (p.a.woods@herts.ac.uk)

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1. INTRODUCTION

The ENABLES (European Arts-Based Development of Distributed Leadership and Innovation in Schools) project aims to strengthen collaborative leadership of innovation in schools by developing and disseminating innovative methods of arts-based and embodied collaborative leadership development.

The Action Research Trials – ARTs – are practical workshops and activities conducted with a range of school-based leaders (including student leaders) to apply, test and evaluate innovative arts-based and embodied learning approaches to developing distributed leadership in schools. The ARTs are safe, creative, collaborative spaces where constraints of hierarchy are minimized and agency, reflexivity and formation of personal and collaborative intentions by participants are facilitated. Learning becomes visible as participants make tacit knowledge explicit, explore its applicability to other contexts and transform the knowledge into a shared resource. Approaches being systematically trialled include:

- ✓ Visual arts, such as photography, painting and drawing
- ✓ Drama & theatre-based activities, enabling creative problem-solving
- ✓ Embodied leadership development using vignettes, narrative and design-thinking approaches
- ✓ Literary art: creative writing and expression
- ✓ Embodied leadership development using 2-dimensional arts such as collage

The project team is grateful for the contributions of all participants, their dedication and enthusiasm encouraged and sustained the process greatly.

This document provides lessons learned from the ART of the Austrian team. The vignette reading method was tested with leaders from the school context. In a workshop, the project members tested how suitable this method is to sensitise leaders for distributed leadership and to reflect on their own leadership behaviour based on the experiences made.

The report gives insights and indications for further ARTs with vignette reading.

2. OVERVIEW OF THE AUSTRIAN ARTS

ENABLES Partner:	Austria, University of Innsbruck, Department of Teacher Education and School Research
Focus of ARTS:	Reading Vignettes
Timeframe of ARTs:	One workshop, included in a half-day professional development event, 9 th March 2020, event related to the Modellregion Bildung Zillertal
Location of the ART:	Austria, Zell am Ziller (an in-person event)
Number of participants	25 people
Description of participants	Two of the participants were representatives of the school authorities, three participants were staff members of the University College of Education, and 20 were school leaders (seven middle schools, two vocational schools, 1 upper secondary, and 10 primary schools)
Duration of each ARTs	2 hours, one event
Type of Outputs:	Preliminary - questionnaire on understanding of leadership Written reflection on the reading Observation of the subsequent discourse

3. DESCRIPTION OF THE ART

a. Arts-based/embodied activities

Vignettes condense participating experience in a literary script and also follow an aesthetic logic. This form of participating experience is characterized as follows:

“The vignettes stem from the researchers experiencing the lived experience of the students in the midst of the pedagogic situation, in medias res. Hence, they are ‘thick descriptions’ (Geertz, 1991) of the lived experience of the researchers and as close as possible the experience of the pupils in the field.” (Agostini, 2015)

Innsbruck vignette researchers particularly emphasize that these are not fictitious or simulated descriptions (cf. Agostini 2015) of classroom events, but rather co-experiences.

Evi Agostini (2014) elaborates on this by linking the vignette method to the theory of body phenomenology (cf. Merleau-Ponty 1966 and Waldenfels 2002). Vignettes are "resonating bodies" (Klangkörper) which, through their form, allow an ambiguity of readings and thus invite every reader to be aesthetically captivated in the project. For this purpose, vignettes are read together. This is called vignette reading.

Against this background, vignettes are characterized as art-based methods in the ENABLES-project.

In order to pursue the vignette reading approach further, we planned to use it in an in-service training for school leaders as part of the project. In doing so, we refer to successful models in which vignette reading was used in the training of student teachers and thus contributed to the professionalization process of prospective teachers (cf. Agostini, 2017).

We also link to the work of Niels Anderegg (Anderegg, 2019; Anderegg, 2020; Anderegg, 2021). His research demonstrates the use of vignettes as a phenomenologically oriented approach to find answers to the question how leadership shows itself in school. According to his research, by providing opportunities for school leaders to engage in a dialogue with colleagues about experiences in daily practice, vignettes allow for an interpretation of a multitude of diverse facets of leadership. The concept of in-depth personal experience is key. Vignettes as a research tool enable implicit knowledge to manifest itself in discussions and to resonate with the participants on an individual and intimate level. Vignettes are written in a way that their phrasing is

phenomenologically inspired and consistently based on school leaders' experiences in their everyday actions. Within this framework, training modules can enhance the understanding of leadership role thus facilitating a change of perspective from teaching to learning.

Michael Schratz and his team also use vignettes as a medium to make facets of leadership visible and noticeable (Ammann, 2018; Schratz et al. 2019; Gregorzewski et al. 2019). They emphasize the characteristic of vignettes as linguistically rich and pregnant, which enables a fruitful analysis of experiential moments of various school participants. They specifically point out that vignettes do not aim to be precise in an objective sense but are the result of responsive co-experience moments. In this context, they serve as feedback tools to encourage participants to reflect upon their own actions and therefore reinforce existing practices or lead to change. Meanwhile, they also show potential to facilitate collegial exchange when used as a development tool for distributed leadership in team meetings or any other kind of pedagogical workshop.

Using vignettes as tools in training is a logical next step for us against this background. We were therefore interested in the following research questions:

- 1) What leadership phenomena or leadership actions do the school leaders discover when they read the vignette?
- 2) How do the readings differ or coincide?
- 3) What viewpoints are taken by school leaders as they read the vignette?
- 4) What conclusions do the school leaders draw from the joint discussion of the vignette reading for their own professional actions?

For our ART-workshop, we drew on a vignette that came from the project "Learning from the Best,"¹ in which Innsbruck colleagues created vignettes at schools that received the German School Award. These vignettes explicitly referred to school leadership actions. The vignette that was used in our ART was created by Niels Anderegg.

¹ <https://www.michaelschratz.com/forschung-und-forschungsprojekte-von-michael-schratz/>

We chose the vignette "Coffee Machine" because it traces a co-experience where leadership, especially distributed leadership, becomes visible.

The text of the vignette was as follows:

Vignette²

"Isabel, may I ask you something," Kerstin Braun addresses the principal in front of the coffee machine. It's the lunch break and there's a crowd in the staff room. "Yes, sure, always," she responds with a smile. She turns completely to Kerstin. "Do I have to mention this finding in Timon's school certificate?" The teacher has a report from the school psychologist in front of her. "Yes, definitely", the principal reacts directly, ignoring the report. The teacher stops for a moment. "That must be mentioned, that is important," insists the principal. The teacher looks at the report. "But with a second grader," she starts the sentence without finishing. She looks at the principal and waits. "Well, maybe not with a second grader," the principal reacts, her head slightly sideways rocking. "What then speaks against it?" She asks. The teacher mentions that she disapproves of the report and would like to observe the boy longer before she makes such a statement in writing. "That's wonderful," confirms the principal in a high, loud voice. And, turning to the teacher: "After all, you are the professional teacher. You are doing it quite right". She briefly touches the teacher's shoulder. The teacher nods in thanks, and the principal turns back to the coffee machine.

In order to keep the process of reading vignettes as open as possible for as long as possible, we did not go into much detail about specific forms of leadership in the first part of the workshop - also as not to influence views of leadership. At the beginning of the workshop, we only discussed with the school leaders their new job profile (more on this in Part 3b).

The group of principals was divided into small groups of about 4-5 people, they were given the following work assignment by us.

1. Silent reading of the vignette.

² The names are fictitious.

2. Silent noting of what struck you: at what point did I linger or pause, what resonated with me?
3. Discuss the experience of reading together.
4. Collect commonalities and differences and write them down on a notepad.

The workshop ended with a plenary discussion.

b. General context of the ART event

Leadership training in Austria

In order to better understand the impact and relevance of the ART workshop in Austria, we would first like to take a brief look at the training and development of school leaders. In principle, any teacher who holds a relevant teaching qualification and who has taught at a public school for at least five years can apply for the position of school leader. At present, only after appointment is there an obligation to successfully complete a "school management course", which is an in-service training course offered by the teacher training colleges in the individual federal states. This course must be completed within four years and six months. Based on this legal obligation (cf. § 26b para. 2 of the State Teachers' Service Act), school leaders are appointed on a fixed-term basis for their first five years in their position.

From 01.01.2023, however, a new qualification model will take effect in Austria. The release of a newly developed school leadership profile (cf. BMBWF, 2019) for school leaders of all school types was accompanied by an amendment to the law, which provides for a pre-qualification of school leaders. From this point on, the successful completion of the first part (20 ECTS) of the college course (HLG) "Leading schools professionally" or an equivalent training is required for the application for a school leadership function. Thus, teachers must have already made the decision whether they would like to assume a leadership function prior to their application. The second part of the HLG (60 ECTS) can then be completed upon taking up the position, similar to the model described above. Again, the leaders are given a period of four years and six months, during which their position is also limited. This ensures that the appropriate qualification is completed. This amendment was accompanied by a redesigned appointment procedure for managers, who must pass a leadership assessment as well as a hearing. This procedure is identical for all applicants from all types of schools.

Teachers who teach at elementary school in Austria are obliged to undergo 15 hours of in-service training per year. This obligation does not apply to school leaders. Instead, the "pedagogical-administrative tasks" arising from the management of the school take precedence (cf. § 51 Landeslehrer-Dienstrechtsgesetz). Thus, all further training activities that school leaders undertake are voluntary and additional. No further professionalization measures need to be taken beyond the mandatory qualification.

Due to the geographical location of many schools in Austria, there are many small and very small schools. At these schools, only a very small proportion of the school leaders are released from their teaching duties and fulfil the additional management tasks rather additively, since the demands placed on them are often not based on the size of the school. This aspect is to be discussed in connection with the perceived understanding of the profession.

Structural contexts for distributed leadership in Austria

If we look at the leadership situation in Austria, we first see that, apart from school leaders, there are only few formal roles that also assume leadership responsibilities (cf. Rößler & Schratz, 2018). These formal teacher leader roles exist mainly in secondary schools, little in elementary school. In many cases, principals in Austria still see themselves as the sole bearers of responsibility, and the establishment of school leadership teams, especially in the context of quality development, is only gradually taking place.

Although, in addition to formal responsibilities, people can also take on leadership responsibilities who do not hold a position - informal leaders - there is little research in Austria on how informal teacher leadership affects school administrators' understanding of leadership.

Background of the ART Workshop

The workshop took place within the framework of the project "Model Region Education Zillertal". This project has been running since 2015 and accompanies schools in a rural-alpine region. While the initial focus was on the research question of how a common school for 10- to 14-year-olds can be implemented, during the accompanying research it crystallized that especially questions of regional school development are of importance in order to understand success factors of a common school.

In this context, school leadership in the region was also examined in depth (cf. Jesacher-Rößler, 2020). It became apparent that the school leaders, due to their different perceptions of their institutional environment, interpreted reforms and questions concerning leadership differently or interpreted the scope of their leadership actions differently. The findings also showed that the school leaders had divergent understandings of shared leadership.

Upon entering the 2nd phase of the project, 31 additional schools were added. In addition to the accompanying research by the University of Innsbruck, the project also introduced a new model for the professionalization of teachers in the model region - the competence workshop, which is primarily concerned with teaching development. Based on the findings of the first phase, it was decided to also provide professionalization offers to school leaders. These should be in line with the more recent developments (see para. b). Therefore, a regional education day was held on March 9 for all teachers and all principals in the model region. The half-day event included various workshops for the school leaders, one of which was the ART workshop. School leaders attended the day on a mandatory basis. In addition to the school leaders, two representatives of the school supervisory authority and three representatives of the Teacher Training College Tyrol, who are responsible for the in-service training of the school leaders, were also present.

c. Methods of data collection to evaluate the activities

In advance, the school leaders were asked to fill out a questionnaire that questioned, among other things, their understanding of leadership. Along established scales, different leadership approaches were queried.

For the evaluation of the ART workshop, notes were taken during the workshop in the form of participant observation, and the notes made by the school leaders on the vignette were collected and subsequently evaluated in the form of a document analysis.

d. Preparation and recruitment process

As previously reported, the principals did not participate voluntarily. The composition resulted from the schools participating in the project. The group consisted of principals

from the primary level, the lower level and the upper level. The principals know the project and have been project partners for several years and therefore also knew the speaker. The participants of the workshop also knew each other very well, as they often work closely together in school networks. The representatives of the school supervisors have also been working with the school leaders for many years. The representatives of the University of Teacher Education who were present are new in their functions and were still little known to the participants.

For the preparation, the vignettes and associated tasks were printed out. Each participant also received a notepad on which they could write down their thoughts and comments on the vignette.

4. FINDINGS

a. Impact of arts-based/embodied methods on participants' capacity for distributed leadership

To provide context for our findings, we would like to share some initial data regarding the general perspective and strategies for enacted leadership by school leaders in Austria. As a framework we will use a survey that we conducted with focus on individual goals and strategies of school leaders regarding the distribution of leadership. We start with an overview of our quantitative results of school leaders' situation and provide an interpretative account of these findings under the recognition of prevailing shortcomings to distributed leadership that emerged from our survey.

The online survey was conducted in March 2020. Altogether, 26 school leaders of public general and vocational schools located in the Modellregion Bildung Zillertal participated. About half of the participating school leaders were in charge at a primary school (Volksschule). The rest was distributed among secondary school types. The participants were fairly balanced regarding gender, with female leaders making up 40 percent of the sample. About half of the participants were below the age of 50 years old and whilst a quarter of the sample had actively operated as school leaders for ten or fewer years, nearly 40 percent had more than 20 years of experience in their position.

Literature on distributed leadership stresses that better school leadership needs to involve multiple actors who share leadership opportunities on different levels (Spillane, 2005). Possible actors might operate as stakeholders such as vice principal, subject head, learning coordinators or quality managers. Therefore, the targeted training and education of teaching staff as well as participation in professionalization measures of teachers are among the most effective measures that school leaders can take to enhance shared responsibility (cf. Robinson & Timperley 2007). Numerous authors also refer to the connection between the school leaders' internal understanding of leadership and approaches to staff development (cf. Steger Vogt 2013, among others).

Our data gives us an insight into how leadership is enacted in schools through formal routines and informal interactions, including routines and tools of various sorts in the

organization of quality assessments. Those tools include professional development events for staff, scheduled self-assessment opportunities and internal and external protocols for evaluation. The results indicate that principals with a higher perception of organizational latitude at their school are significantly more likely to provide targeted professional development considering systematic evaluation findings. Moreover, school leaders with more years of working experience were significantly more likely to use tools of systematic quality assurance and development. Especially systematic analysis of the needs for professional development of teachers and systematic self-assessments have already shown to be widely used amongst school leaders, whereas there was a lack of external evaluations. On the other hand, it becomes evident that school leaders rarely take the opportunity to distribute responsibilities to other stakeholders such as vice principal, learning officer/didactic leader, quality manager or subject coordinator.

Therefore, our results confirm that there is a need to actively change the perspective on leadership to an approach where it no longer takes place only in the school leader's office but as a distributed, team-based activity; it involves multiple leaders in both formal and informal leadership roles to work together in collaborative and supportive ways so that mutual learning can be facilitated.

Of course, effective distributed leadership needs to be coordinated. Thus, if leadership responsibilities are to be distributed, it is vital that ongoing professional development or capacity building is provided to those who are less experienced or new to the tasks of exercising leadership. The data illustrates that there is still potential to be realized.

Since the success of distributed leadership depends essentially on the quality and willingness of those who are given leadership responsibilities, we suggest encouraging opportunities for intersectional learning across schools; events that might be enriched by the use of art-based methods. They provide the necessary framework to benefit from the shared learning contexts and experiences of other participants.

b. Participants' views of arts-based/embodied methods and future use

In this section, we would first like to show how the participants responded to the vignette, using two examples. These pieces of evidence are the notes that the participants took during their silent vignette reading. In the following, we will summarise the observations we made during the ART. From these two sources we draw initial conclusions regarding the participants' experiences.

Notes from participant A

The context of the conversation is inappropriate, also a school leader is deserving a break occasionally. The leader's waiting at the coffee machine is inappropriate. This conversation cannot be professional.

Also, the fact that the school leader is ambushed with such a question means that no clear answer can be given. The school leader needs time to look at the document.

Notes from participant B

The school leader reacts ambivalently and thus confuses the teacher. First the school leader is in favour of taking up the report, then he/she lets himself/herself be convinced by the teacher's argumentation - this is inconsistent. The fact that the school leader does not look at the report is also ignorant. I was particularly disturbed by the passage "the principal reacts directly, ignoring the report".

First, it can be seen from these notes, as well as from other notes we were able to collect, that the perspective taken by the readers was often one-dimensional. As a rule, the participants read the vignette from the point of view of the school leader and put themselves in the situation from his/her perspective. Another point that became very clear was that the participants read the vignette exclusively in terms of aspects to be criticised. Thus, there was no one in the group who highlighted positive aspects of leadership in the vignette. This is also expressed in the two examples. Moreover, the two readings selected as examples have a descriptive character; this was also the case with the other notes. In none of the notes was a direct transfer to leadership action made.

Our observations during the ART showed that the school leaders were initially irritated by the method. This was expressed, for example, in the fact that the silent reading was not implemented by many, but a conversation with the neighbour was started directly. This leads to the fact that some of the participants immediately began to report about

similar experiences from their everyday school life. The request to read the vignette alone first and to make marks in places that irritated or made one pause was also boycotted by some school leaders with the reference that they "did not understand how this could help them as school leaders."

We were also able to observe that a uniform opinion about the behaviour of the leader in the vignette emerged very quickly in the small groups. There were hardly any different readings and thus no controversial discussions about leadership actions took place. The moderator's attempts to work out further readings here and thus to discuss the phenomenon of leadership, which is shown in the vignette, more broadly also failed. The feedback from the school leaders was that there were no other readings and that from their point of view it did not make sense to "invent" more. We also classify this feedback as meaning that the school leaders had little interest in engaging with the method and further deepening the explorative-playful character.

Another indication of "not wanting to engage with the method" were discussions about the situation described in the vignette. The content, namely that teachers add expert opinions as a report to a certificate, is not typical for the Austrian context, but - since the vignette was crafted in a German school – rather for the German context. Some of the school leaders got hung up on this fact and stated that they could not draw any conclusions for leadership actions in the Austrian context because of this fact. We consider this discussion to be a sham debate to undermine the method.

Based on these observations and document analyses, we conclude that the participants had little previous experience with art-based methods and that this approach seemed rather alien to them. We also observed that the participants - at least in this round - were rather uncomfortable to engage in experimental methods. We see one reason for this in the fact that reading vignettes, which among other art-based methods is about one's very own reading of leadership situations, involves giving away a piece of one's understanding of leadership. Also, the rather playful "getting involved" with different perspectives and interpretations does not correspond to the understanding of clear guidelines and rules, which often reflects the bureaucratic-structured understanding of leadership (training) in Austria. Getting involved in the experiences in the vignettes and sounding out which leadership phenomena become

visible or at which points action could have been taken differently is also abstract and - as we also received feedback at one point - far removed from reality from the point of view of the participants. In this respect, it did not help to point out that the vignette was created in a real school context and, unlike vignettes from a psychology research background, for example, did not represent invented examples.

We take away some learning for leadership training from our ART:

- a) Methods are needed that promote a plural understanding of the phenomenon of leadership. Especially in the training and further professionalisation of leaders, an understanding should be developed that not everything works according to a pattern.
- b) Training often has the character of a lecture in which the participants remain passive - art-based methods thrive from the fact that the participants are involved, and their own perspectives are expressed - this is a cultural change that must be implemented or something that should be clearly addressed in managing expectations.
- c) Openness and impartiality are key concepts for leadership, therefore we suggest, this is good to be addressed in in-service trainings.

c. Facilitators' Lessons learned

As facilitators, we take away the following five learnings for future ARTs.

1.) Good expectation management

We found that participants had little to no familiarity with art-based methods. From our point of view, before starting with the method, it is important to explain to the participants what the method is about, what theoretical background is connected to it and why we use it in the context of leadership professionalisation. In our ART we did without such an introduction. As the results in the previous sub-chapter show, this led to irritation and in part to boycott. The participants lacked the *quo vadis*.

2.) Voluntary participation

In our ART, the leaders did not participate voluntarily. This resulted partly in a lack of motivation or the will to reflect on one's own practice and leadership behaviour. In

future, we would advocate making participation voluntary and, in connection with the aspect of expectation management mentioned under point 1, communicate the method in advance. Because, as already mentioned, the vignette reading approach thrives on the fact that one gets involved in this form of art-based method and is open to it. In our eyes, this is only possible through voluntary participation.

3.) Group dynamics

As the participants in our ART knew each other very well, we were able to discover a group dynamic during the event that was counterproductive for engaging with the method. On the one hand, the group dynamics meant that those leaders who would have wanted to engage with the method were outnumbered and complied by the passive-aggressive boycott behaviour of some opinion leaders in the round. On the other hand, the group dynamics meant that few controversial views were allowed, and instead the small groups quickly agreed on a single reading of the vignette. We find especially the phenomenon of homogenisation interesting in the context of leadership professionalisation - since leadership routines, in our understanding, cannot be thought outside of a given situation and leaders can at least show different approaches within a practice situation. Since for us the access via the reading of the vignettes is supposed to be the entry into a plural and multi-layered discourse on leadership, we plan to pay special attention to the composition of the groups in the future.

4.) Framing - references to leadership theory

As shown in point 4a, we started our ART with a group of leaders whose understanding of leadership was not very differentiated. In the Austrian context, this is also due to the lack of professionalisation of school leaders. In the context of an ART, we can imagine two possible approaches for future events. The first option envisages that Vignettes Reading will be embedded in a larger series of events dealing with leadership and its facets. Familiarising participants with the phenomenon of leadership in advance can help them to analyse the vignettes in a more differentiated way and to engage in deeper conversation with each other. The other approach provides for a more in-depth examination of leadership and its different facets after reading the vignettes. This second approach is exciting in that the participant's own experiences are expressed even more and there is no pre-framing by the facilitators. In any case - this is what we take away from our ART - an intensive linking of the vignette reading with theoretical

concepts of leadership is needed to bring the participants' co-experience from the everyday perspective to an abstract reflection and future-oriented level.

5.) Vignette pool and derived recommendations for action

The vignette used for the event was created by Niels Anderegg and resulted from a project on facets of leadership. Unfortunately, there are currently very few vignettes that deal with the topic of leadership. For the future use of the vignette reading method, it would be helpful to have more vignettes from the leadership context available. We are still thinking about whether the vignettes should come directly from the participants' environment or include general co-experienced leadership moments.

Furthermore, we take from our ART that the approach of reading vignettes can at best be a door opener for an in-depth discussion on the topic of leadership, but that the school leaders or the participants should subsequently be offered something that helps them to derive concrete actions for their school location. This is where we see the potential of the Design Thinking approach. Inherent in this is the phase of opening up perspectives, which took place through the vignettes. Further on, based on this openness, concrete actions are worked out with the participants, which can be tried out in everyday school life and then discussed and further worked on in a feedback loop. This interplay of the two methods seems to us to be sustainable.

5. REFLECTION

a. Adaptations resulting from the pandemic

While our event took place before the pandemic, we believe that a shared reading of a vignette can take place in a digital setting. In particular, the possibility of consciously reading the vignette for oneself and having different group dynamics through digital networking could be advantageous for this type of arts-based training.

b. Implications for theory

While the research group of the Innsbruck Vignette Research as well as the Network Vignette Research had been mainly concerned with the creation of vignettes, the reading and the use of the reading had been minimal in the centre of the research discourse until then. By testing the reading of vignettes as an instrument of professionalisation, a new facet could be added to the discourse. The findings must now be fed back into the network and the added value analyzed in greater depth.

From the perspective of leadership research, the responses of the school leaders indicate that there was little broad understanding of distributed leadership among the Austrian practitioners involved, and that a process of transferring theoretical knowledge about it into application-oriented interaction was rare or almost non-existent. Here, further research efforts are needed to specifically examine how school leadership training can be designed to effect increased awareness of distributed leadership.

c. Implications for future practice of your ARTs

Based on our experience, we can say that we would certainly like to create a better contextualization for any upcoming ART events. On the one hand, regarding the method - here we think it would be purposeful to offer the participants a bigger picture in which they can situate the approach of vignette reading - namely art-based methods. From this we expect an increased openness regarding the method and a creation of meaning, why extended approaches to the topic of leadership are possible by means of this method.

So, this reference is aimed at improving how participants' expectations are managed.

Another point we would certainly like to consider is the theoretical framing in terms of knowledge about different leadership theories. This said, we are still not sure whether we want to place this foundation before or after the vignette reading. An introductory presentation of the phenomenon of leadership and how it becomes visible might sharpen the view of the participants but could also narrow it (see discussion subsection 4c).

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