

Abstract**The research on Implement process and Improvement tasks of schools educational policies**

The research aims to analyze how schools implement educational policies on a daily basis in South Korea. The analysis expects to provide a critical point of view to understand the policy-making process for schools. In so doing, the following points are considered.

First, a theoretical (or comprehensive) framework to explain the implementation process of educational policy in school. The authors describe the comprehensive framework that encapsulates the features of school, education, and its policies. Second, multiple factors that affect schools. The research considers factors influencing the ways in which the educational policies are interpreted, determined, and performed. The question extends to the different types of policy. Third, the effective and efficient ways to deal with the implementation of educational policy for schools and the relevant supports from the educational authorities in the scope of the legal, the institutional, the administrative, and the cultural aspects. In this research, educational policy refers to the policies for the Korean primary and secondary school.

The research approaches the listed questions in a qualitative way including Meta-analysis of the case survey, Delphi method, Focus Group Interview (FGI), Text Network Analysis (TNA), Questionnaire in combination with the literature review and a series of meetings with the professional advisory committee.

1. Comprehensive framework for the implementation process of educational policies in school

This research designs a comprehensive framework to describe the implementation process of educational policies in school. The previous studies have given less attention to the role of policy actors at the concrete level of school during which educational policy documents are transformed into diverse practices. The new framework attempts to emphasize the influential factors for the practice in fusion of the personal, the organizational, and the environmental contexts.

The comprehensive framework relies on the work of Hoy and Miskel and Braun et al. The authors take school as a social system as Hoy and Miskel suggests, and acknowledge concrete characteristics of each school appeared in Braun et al. as ‘policy enactment’. The new framework elaborates the implementation process as the interaction between the factors that affect the enactment of education policy in school. As a result, the comprehensive framework appears as [Figure 1] and [Figure 2].

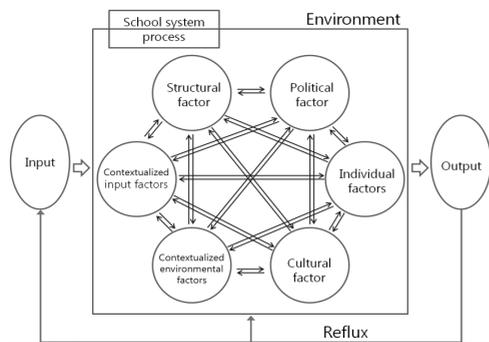


Figure 1 The implementation of educational policy in school system

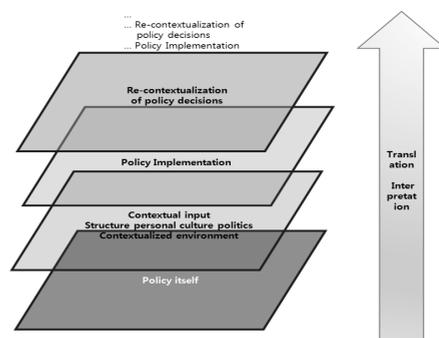


Figure 2 Interpretation and Translation in the implementation of educational policy

[Figure 2], in particular, describe the implementation of educational policy as ‘re-contextualization’ in the process of interpretation and translation of educational

policies as Braun et al. highlights. In order to visualize the dynamic process of each factors in the process of implementation, and to clarify the structure of factors and the relation with the existing contexts and environment, [Figure 2] is revised as follows.

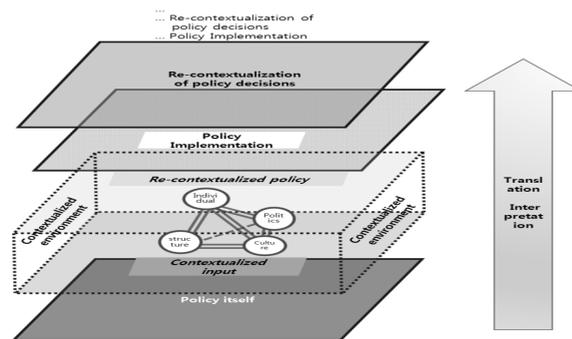


Figure 3 The comprehensive framework for the implementation process of educational policies

The comprehensive framework suggests the shift of our understanding on the implementation process of educational policy in school. First, re-contextualization refers to the participation of teachers and school managers in their active interpretation and translation of educational policy documents locating into the contexts of their school.

Re-contextualization is differed from the current understanding of the implementation process of educational policy. Many of studies discussing implementation process presumes school as a homogeneous entity, decontextualized organization to convey or execute the policy in the top-down algorithm. By re-contextualization, we attempt to emphasize the unique approach to educational policies in each school environment flourished by teachers' active engagement of interpretation and translation. As Braun et al. argues, educational policy is "diversely and repeatedly contested and/or subject to different 'interpretations'

as it is enacted (rather than implemented) in original and creative ways within institutions and classrooms” (Braun et al., 2010: 549; Braun et al., 2012).

Second, re-contextualization in the process of implementation indicates the cultural and historical contexts of each school. [Figure 3], in particular, visualizes the multiple folds of each field of contexts in the process of implementation. It emphasizes the multi-dimensions of the practice of educational policies augmented in school through time. In appreciation of history embedded in educational policies, we attempt to distinguish re-contextualization from the linear, one-dimensional understanding of policy implementation.

[Figure 4] illustrates the factors of the re-contextualization in the implementation process. It consists of the factors such as structure, culture, politics, and the individual highlighted in Hoy and Miskel, along with the contextualized input and environment suggested in Braun et al..

2. The outcome of the research: the factors of the Implementation process of Educational Policies in School

The survey of the research shows that the implementation process in school undergoes four-stages: 1) the input of the policy and its response: inevitable compliance, 2) the process of selection for the department and the persons in charge of the policy: persuasion and argument, 3) understanding of the policy and its enactment: grounding the context of the policy implementation into the school contexts, 4) practical work of the policy enactment: re-interpretation of the educational policies to enhance feasibility of the policy implementation.

The following factors appear to affect each stage interchangeably and interactively. 1) Suitability of the policy input and its methods, the agreement of the teachers and staffs on the objectives and contents of the policy, consideration of the characteristics of each school, etc., 2) reasonableness of the workload and

work distribution, decision making process in school, democratic leadership, etc. , 3) capacity of the middle manager in the interpretation of the policy, the degree of school autonomy, compatibility between the policy and school vision, etc. , 4) teachers' understanding of the validity of the workload, teachers' capacities for the work, a degree of tension inherited in policy itself.

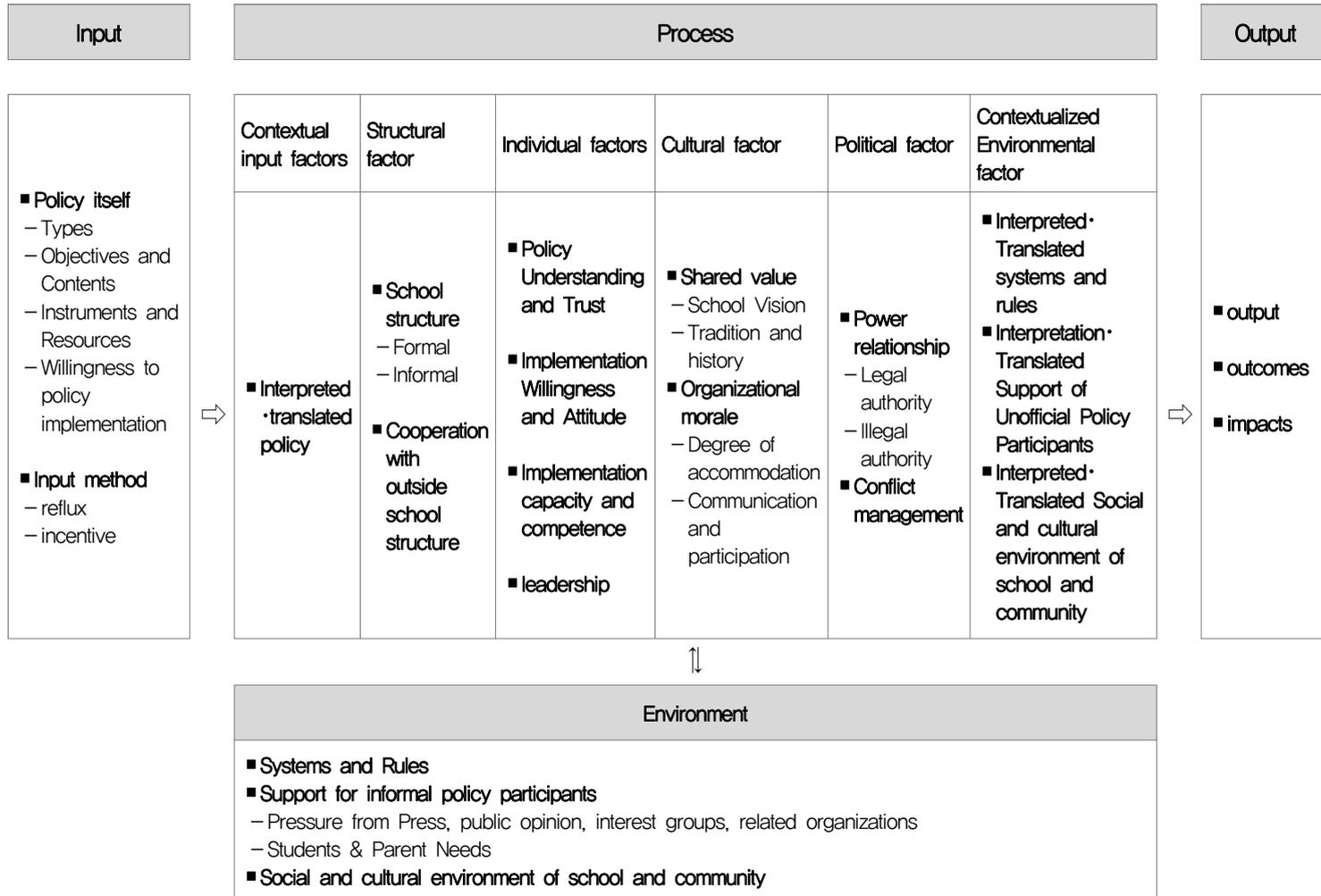


Figure 4 The factors of the re-contextualization in the implementation process

The teachers in our survey showed overall positive response on the significance of the teacher's recognition on the listed factors above and its factual impact. They recognize personal factors such as understanding of the policy and their trust, the willingness, attitude, and leadership as the important factor followed by the cultural factors such as shared values and philosophy for the members of the school. The organizational atmosphere of the school also appears relatively high of its importance. On the factual impact of the factors, the teachers responded the organizational atmosphere in cultural factors as the most impact of all whilst the informal structure in structural factors as the least. While most of the factors reveal the higher importance and lower factual impact, authority and power relations between teachers in political factors appear vice versa, i.e. the factual impact appears higher than its importance recognized by teachers.

The research further analyzes the differences of the factual impact of the factors in the implementation process based on the type of educational policies. At first, the following factors influence the implementation process regardless of the type of policies. That ranges from government's commitment to the policy implementation to teachers' understanding and trust of the policy. There is, however, a degree of difference in the factual impact of the factors according to the type of the policy. In re-distribution policy, for instance, organizational atmosphere such as accommodation, communication and participation appear higher influence than other factors. Regulatory policy, compared to the re-distribution policy, shows the factors such as policy itself particularly the validity of policy goals with the most importance to determine the success of the policy implementation in school. The distribution policy features a relatively clear distinction between positive and negative factors in the implementation process. Primary positive factors include Individual factors such as teachers' understanding and trusting of policy, teachers' willingness and attitude to implement policies. In distribution policy, the main negative factor was school and local socio-cultural environment, related regulations and rules.

3. Suggestions for the implementation process of educational policies from inside

The research suggests 22 ideas in 3 areas for the effective and efficient policy implementation in school and for the policy-makers.

1) In order to Improve the Quality of Educational Policy-Making, consider/strengthen:

- The rationality of policy objectives, contents, methods and evaluation
- A degree of autonomy for schools and teachers
- Possible contradiction or redundancy between policies
- The needs of teacher and school in full scope
- The stability of policy through communication and cooperation system
- The system of real-name policy and sunset policy
- The management of the policy implement and its feedback
- A way to spread the successful model of implementation

2) In order to Consider the Characteristics of School in Policy Implementation, consider/strengthen:

- Transition from the monolithic implementation to the selective approach by the discretion of each school
- The organizational and cultural characteristics of the school
- The characteristics of the level of school, region, and individual school
- The professionalism of Educational authorities in government
- The characteristics and the leadership of the head of the school
- The introduction of a review process to test the capacity of school for the policy implementation
- The school autonomy in policy implementation with a degree of flexibility

3) In order to Improve the suitability and the ease of policy implementation in School, consider/strengthen:

- The systematic support for school-oriented policy implementation
- The democratic decision-making process with formal communication
- Sufficient training and time for teachers to prepare the policy implement
- Reasonable workload and work distribution with the tailor-made incentive system
- A effective way to introduce policies to the parents
- The Development of active cooperation system with school management committee
- A way to elevate the staff morale to cooperate and commit to the policy implementation
- The improvement of the relation with the external institutions for the cooperation and support

□ **Key Words : educational policy, implementation, execution, enactment, implementation framework, elements of factors**