

**LAUDATIO DOMINI
MICHAEL SCHRATZ
PROFESSOR HONORIS CAUSA**

**Dear Professor Michael Schratz,
Distinguished Members of the University Senate,
Dear colleagues and guests,**

Today's ceremony, dedicated to a personality who in recent years has redesigned the world's education map, will undoubtedly remain a memorable date in the Annals of the University of Bucharest and it will equally rest in our minds as a solemn event for all participants.

On behalf of the University of Bucharest, we have the honor and pleasure to hereby pay homage to Michael Schratz, a prestigious and dedicated educationalist of the contemporary world. This is only a token of respect and high appreciation reflecting the Romanian perception of Michael Schratz's work and personality in our country.

Prof. Michael Schratz was born in Graz, Austria in 1952. Mr. Michael Schratz obtained his MA degree in 1976 at the University of Innsbruck and became Doctor in Educational Sciences and Psychology in 1979, title granted by the University of Innsbruck.

Prof. Michael Schratz started his teaching career in 1973 as Assistant Teacher at English Secondary Schools (Bristol Grammar School, Ashton Park and Bedminster Down Comprehensive Schools) and at Filton Technical College. In 1978 he started his academic career as Assistant Professor at the Department of Education at Innsbruck University. Prof. Michael Schratz pursued his academic career and since 1978 until 1986 he held the title of Lecturer in English Language Teaching Methodology at Klagenfurt University and since 1984 became Associate Professor of Education at the University of Innsbruck. In 1999 Mr. Michael Schratz gained full professorship for School Education, appointed by the Ministry of Education. Mr. Michael Schratz is now Professor of Education at the University of Innsbruck.

In addition to his prestigious academic career, he has a vast expertise in leadership and management of educational departments and organisations as he has been: Acting Director of the Department of Education at Innsbruck University (1990/1991), Head of the Department of Teacher Education and School Research at the University of Innsbruck (2000), Vice chair of the commission "School Research/Didactics" in the German Educational Research Association (2002-2006), Co-Director of the Austrian Leadership Academy of the Ministry of Education and Science (2004). Mr. Michael Schratz is presently Dean of the Faculty of Education at the University of Innsbruck (since 2008).

His professional interests are in educational innovation and change with a particular focus on leadership, quality development and self-evaluation. He has been involved in several international projects in the European Union, as he is an Austrian representative for international cooperation such as ENTEP (since 2001) and OECD: Member of the Steering Group in the European Commission Project on Quality School Evaluation (1997); Austrian representative of the expert group on "Teacher Education" in the European Commission (since 2002); Austrian representative in the OECD Study "Development of School Leadership", Country Report Austria (2006-2008); Expert of the European-wide Policy Network of School Leadership (since 2011).

His expertise is internationally recognized as he has been also: Member of the Commission for Teaching and Learning ("Gymnasium") of the Duchy of Liechtenstein (since 2002); Member of the Advisory Board for Quality Assurance of the School System in the German speaking part of South Tyrol, Italy (2004-2007); Member of the Council of the University College of Teacher Education Vorarlberg (since 2007); Member of the Advisory Board "Effects of new leadership concepts on the quality of schools" of the German Academy for Educational Leadership in Nordrhein-Westfalia (since 2007); Evaluator of the National Research Programme 2009-2014 for the Scientific Council of the Public Research Agency of the Republic of Slovenia (since 2008); Consultant for the Educational Research Centre at the University of Madeira, Portugal (since 2010).

Prof. Michael Schratz has also been involved in many national as an expert in ministerial commissions: Member of the inter-ministerial expert group „Teacher Education NEW. The future of the education profession" of the Ministry of Education, the Arts and Culture and the Ministry of Science and Research (2009-2010); Member of the Scientific Commission of the Austrian Ministry of Defence (2008); Member of a Peer Evaluation of the "Innovations in Mathematics, Science and Technology Teaching (IMST)" Project of the Ministry of Education (2006 - 2007); Member of the Ministerial Expert Commission for Strategies and Models for School Reform in Austria (2007-2008). From 2011 we are honoured to have Mr. Michael Schratz as member of the Editorial Advisory Board for Doctoral Studies in the Educational Sciences of the University of Bucharest.

Prof. Michael Schratz is a worldwide recognized researcher in the field of Educational Sciences as he has been expert national and international projects for development of educational research and teacher education: Research stay in Great Britain through the „Younger Research Workers Interchange Scheme (1978); Research Consultant for the *Pädagogisches Institut* (In-service training institution) in the Province of the Tyrol (1980); Research Visit at the University of California, San Diego, at the Teacher Education Program, Department of Sociology, Laboratory of Comparative Human

Communication (1988 – 1989); Researcher at the Faculty of Education at Deakin University (Australia) working on the research methodology units for the new Educational Doctorate (1992); Member of the Research Mentoring Group of the Faculty of Education of the University of Bolzano, Italy (2011).

Prof. Michael Schratz is author and co-author of a wide variety of books, textbooks, articles and educational materials. Among his publications are books on teaching and learning, leadership and management, innovation and change, evaluation and quality assurance. His most relevant books are: *Education for an Unknown Tomorrow: In Search of a New Learning Culture* (Munich, 1991) and *Teaching Teenagers: Humanistic Techniques in English Language Teaching* (London, 1993, with Herbert Puchta). He edited *Gehen Bildung, Ausbildung und Wissenschaft an der Lebenswelt vorbei* (Munich, 1988), a collection exploring whether everyday knowledge and formal education/scientific knowledge contradict one another, and *Qualitative Voices in Educational Research* (London, 1993). He co-authored *Schulen machen Schule* (1991), a book on school autonomy and development, as well as *Schule leiten und gestalten: Mit einer neuen Führungskultur in die Zukunft* (Innsbruck, 1993, with Walter Fischer), a book on a new leadership culture for school development.

More recent books are *Research as Social Change* (London 1995, with Rob Walker) and *Gemeinsam Schule lebendig gestalten* (Weinheim 1996), and in co-authorship: *The Learning School* (Weinheim 1998, with Ulrike Steiner-Löffler), *Quality Development – Procedures, Methods, Instruments* (Weinheim 2000, with Manfred Iby and Edwin Radnitzky) and *Self-Evaluation in European Schools: A Story of Change* (London 2000, with John MacBeath, Denis Meuret, Lars Jakobsen). In 2002 he co-edited *Lehrerinnen- und Lehrerbildung braucht Qualität. Und wie!?* on the quality of teacher education (with Hans Brunner, Erich Mayr and Ilse Wiese). *Assuring quality – developing school plans* was published in 2003. With Sibylle Rahm he co-edited *LehrerInnenforschung – Theorie braucht Praxis. Braucht Praxis Theorie?*, a collection of articles on practitioner research, and two volumes on *Educational Research*: vol 1 on innovative approaches to research into teaching and learning, vol 2 on organisational learning research, edited with Sibylle Rahm and Ingelore Mammes in 2006. In 2007, with Christian Kraler he edited *Quality of pre-service teacher education and competencies in the teaching profession*. With Wilfried Schley he also published in 2007 *Leadership: Kraft zum neuen Denken*, an empowerment booklet on leadership. In 2008 he edited *Acquiring knowledge, developing competencies* together with Christian Kraler. It is also very important to mention that his ENTEP article *What should be an European Teacher* was well recognized as highly cited article among teacher education scientific production around Europe.

Ladies and Gentlemen,

Having in view all these and in full recognition of his intellectual excellence, of his outstanding research activity and in high appreciation of his remarkable contributions to the developing of Educational Sciences and his firm longstanding commitment to the field, the Senate of the University of Bucharest and Faculty of Psychology and Educational Sciences hereby confers today the title of **PROFESSOR HONORIS CAUSA** to Mr. Michael Schratz.