

Research project: DASK - Discourses of values and practices in school policies: a document analysis on schools and kindergartens in the province of Bozen-Bolzano

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Abstract

The research project DASK – Discourses of Values and Practices in School Policies aims to closer knowledge on institutional narratives and orientations of schools in dealing with equality, diversity and difference. To this end, we analysed the Three-Year Educational Offer Plans (PTOF) of schools and kindergartens in the Autonomous Province of Bolzano with a qualitative (sub-study A) and a quantitative study (sub-study B).

We assume that as official, publicly accessible documents, Three-Year Educational Offer Plans reflect not only legal requirements but also the school's internal understanding, priorities, and scope of action regarding possible frictions between normative requirements and concrete practice. We do not view school documents as neutral sources of information but rather as expressions of school cultures.

Consequently, we read them as discursive artifacts that bundle negotiations about school identity, educational models, and institutional expectations. The overarching central question is how these texts conceptualize equality, diversity, and difference, to what extent they document practices of “doing difference,” and which categories of difference dominate (A) as well as to determine the frequency with which keywords, topics, and elements are associated with different types of schools (B).