Maastricht University

# School autonomy in practice

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Propositions
accompanying the dissertation

# School Autonomy in Practice

## School Intervention Decision-Making by Dutch Secondary School Leaders

by Annemarie Neeleman

1. Dutch secondary school leaders apply school autonomy more in educational domains than in organizational or staff related domains. (Chapter 2)

2. A wide range of current Dutch secondary school interventions cannot be explained by the evidence presented in various internationally authoritative effectiveness syntheses. (Chapter 3)

3. Dutch secondary school leaders' intervention decisions are grounded in a strong value-driven, holistic, and people-centered orientation. (Chapter 4)

4. Dutch secondary school leaders attach greater value to tacit knowledge and intuition in their decision-making than to evidence. (Chapter 5)

5. Initiatives intended to increase school leaders' accountability should align with their pedagogical beliefs in order to become meaningful to them. (Chapter 6)

6. Scientific evidence offers only a premise for more refined decision-making.

7. Policies seldom dictate actions. They narrow down options at most.

8. School leader effectiveness is context dependent.

9. Statistical significance is not necessarily significant.

10. 3 years and 333 days are minute yet monumental.