

Theories of Action (from Hatch, 2000)

Theories of action are implicit and explicit assumptions and understandings about how an approach, program or organization can accomplish its goals

Theories of learning:

The assumptions and beliefs about how children develop, what they should be learning, and what kinds of outcomes they need to achieve.

Theories of schooling:

The assumptions and beliefs about how schools should be organized and who—parents, teachers, administrators, educational experts, students, or some combination—can make the most effective decisions about how to educate students.

Theories of change:

The beliefs and assumptions about how innovation and improvement can take place. In particular, different initiatives within a school may reflect different views about the key problems that need to be addressed in order for improvements to take place and the mechanisms and strategies that will make those improvements possible.

Theories of learning, schooling, and change are reflected in
(from Schon & McDonald, 1998):

Program documents, speeches, press releases,
presentations, statements of key leaders

(Espoused Theories)

Program structures and strategies, resources, guides

(Design Theories)

The actions and interactions of the participants on the
ground

(Theories in use)