"We have not really room to implement what we want"
by the use of Practice architecture, can we understand what happens in a school development study through the use of action research in a changed organization

This paper is based on a project that was carried out in the academic years of 2008/2009 and 2009/2010 at a 0-9 school in Sweden. The project was attempting to develop the educational use value of computers with young school children 6-9 years as tools for learning to write and read. The project was developed in the form of an action research project. By using various tools such as focus groups, observations, conversations with teachers and pupils, evening meetings/sessions and journal writing we tried to create an opportunity for reflection, documentation and teacher and researcher development.

The Action Research project began well and ran well over the course of just one year. However, after a year, education restructuring in the region resulted in significant changes within the organization of comprehensive schooling. These changes were significant at Tower School in that they significantly affected the working conditions for teachers (through redundancies and transfers), their pupils (through teacher changes) and the researcher (through the changed conditions for conducting action research). I applied the concept of Practice Architecture as a theoretical framework for analysing these developments and their effects. By doing so I was able to see what shapes and influences practice at the micro level, in schools, in the classroom with teachers and pupils and how this relates to and interacts with broader institutional dimensions.

In addition to Practice Architectures the concepts saying, doing and relating have been important in the analysis. This means the teachers Saying what they are talking about, me observing and discussing with them what they are Doing in the classroom, and also what they do differently after we have discussed in the group and why, and then Relating this to the rest of the group. The Sayings, Doings and Relatings of the research have been evaluated in relation to the use of computers as well as policy documents, history, environment, politics and economics.

Different dimensions are considered in the analysis with respect to the different rooms of the cultural/discursive dimension and of the semantic space realised in the medium of language. The material/economic dimension is realised in the medium of work in physical space. The social-political dimension effects in social space are realised as elements in a medium of power. Cultural/discursive, socio/political and material/economic arrangements have all appeared to be interesting, relevant and useful to investigate in relation to a changed organization such as the one involved.