

Informal Leadership and Policy Enactment in Secondary Schools: A Conceptual Framework for School-Level Implementation

Lu Cai^a

Faculty of Education, University Malaya, Kuala Lumpur, 50603, Malaysia

^a19298980024@163.com

Abstract: Policy implementation is an enduring obstacle in contemporary educational reform because education policy is constructed and performed differently across school contexts. Research about policy enactment has focused on how both policy actors and context come together to facilitate better outcomes; however, it overlooks the role of informal leadership in school-level policy implementation. In this paper, we aim to develop a conceptual model that represents informal leadership as a resource for policy enactment in secondary schools. This framework has four interrelated theoretical moorings: policy enactment theory, distributed leadership theory, teacher participation literature, and school-level sensemaking theory. Based on these perspectives, the paper contends that informal leadership is a significant organizational resource that promotes teacher involvement and collective commitment to policy initiatives. By engaging with each other, teachers create common understandings of policy intentions and engage in collective sensemaking that aids enactment within particular schools. This paper proposes a conceptual framework that highlights collective sensemaking as the mechanism connecting informal leadership to policy enactment. In addition, school context (organizational culture, structures, resources, and professional networks that help shape the implementation process) is understood to be a contextual-level influence on implementation. The integration allows for a more comprehensive explanation of school-level policy enactment and underscores the necessity of collaborative leadership and collective meaning-making in educational reform. This paper contributes to the literature on school-level action concerning educational policy by expanding understandings of enactment beyond formal, top-down leadership and by situating its conceptual model within new theoretical frameworks to inform future comparative research on transformational change.

Keywords: Informal Leadership, Policy Enactment, Collective Sensemaking, Teacher Participation, Secondary Schools.

1. Introduction

1.1. Educational Policy Implementation in Contemporary School Contexts

Education policy implementation has emerged as a central theme in contemporary educational reform. Consistent with educational reform efforts worldwide, policies continue to be enacted to improve the quality, accountability, equitable distribution, and effectiveness of schooling [8][4]. But the mere design of educational reform policies is not sufficient for success: how those policies are understood and implemented in schools also matters. Research has revealed the variability of implementation outcomes within schools working toward the same policy requirements [1][3]. As a result, exploring how policy is translated into action in schools has been an area of increasing interest in educational leadership and policy studies.

1.2. The Policy–Practice Gap in Schools

Most policy implementation research saw schools as passive recipients of central policies prescribed for them. In contrast, recent scholarship suggests that implementation is an ongoing and context-sensitive process determined by local actors and organizational conditions [21]. Policy enactment theory suggests that policies are not so much implemented as actively interpreted, negotiated, adapted, and reconstructed by school actors [2][1]. Thus, schools serve as contexts for the continuous production and reshaping of the meanings of policy. Policies exist in context; they are mediated by

practices that occur within specific cultures, leadership arrangements, organizational structures, and available resources [3]. Nevertheless, even if policy elaboration provided more clarity about how to implement policy on the ground, this gap between policy intent and policy practice remains a feature of school-level enactment.

1.3. The Neglected Role of Informal Leadership

For decades, one of the most consequential levers for change and improvement in education has been identified by historians [13]. However, most literature has primarily addressed formal positions such as school principals. This narrow focus may mask the impact of informal leaders, including teachers, instructional coaches, middle leaders, and other educational professionals. Leadership researchers working in the tradition of distributed leadership contend that leadership is widely shared among a number of actors who together shape organizational routines and school reform efforts [10][20][19]. Moreover, findings from recent studies indicate that teacher leadership, professional learning networks, and collaborative expertise constitute the central elements of educational improvement and organizational learning [14][15][22]. Furthermore, teacher participation allows teachers to contribute their professional expertise, serve as co-decision makers, and become invested in policy initiatives [18]. In doing so, teachers are less the passive recipients of policies handed down from above and more active players in both the interpretation and implementation of policy.

1.4. Purpose and Contribution of the Paper

While policy enactment, distributed leadership, teacher participation, and organizational sensemaking each have extensive literature to support them, they have largely developed as separate strands of inquiry. Current research advances our understanding of how informal leadership fosters policy enactment, yet neglects how informal leaders leverage participatory and collective meaning-making processes. Sensemaking theory posits that organizational members co-construct collective meaning through socialization and collaborative interpretation [23][24]. Collective sensemaking is particularly crucial in the context of schools and districts because it mediates how policy is understood and enacted [5][6]. Grounded in these theoretical underpinnings, this paper suggests a framework that integrates informal leadership and teacher engagement to foster collective sensemaking and facilitate the successful enactment of policy at the school level. It draws on policy enactment theory, literature on distributed leadership and teacher agency, and sensemaking research to deepen understanding of the school-level implementation of policy.

2. Policy Enactment in School Contexts

2.1. From Policy Implementation to Policy Enactment

Indeed, the very earliest models of implementation theorized that principals would implement policy directives exactly as specified by policymakers, rationalizing that policy success depended on a clear understanding and acceptance, allowing no intentional or unintentional discretion in interpreting mandates during enactment [21]. Such a view has been attacked because educational change is believed to be more complex; consequently, the idea of policy enactment theory was offered as an alternative framework. Policies are not simply implemented by school actors, but interpreted, negotiated, and adapted [2][1]. Therefore, a theory of policy enactment conceptualizes schools as sites of the active production of policy, such that scholarly attention focuses on social processes rather than passive compliance or the assembly of meaning in particular organizational contexts.

2.2. Policy Actors and Contextual Mediation

Numerous policy actors - principals, teachers, middle leaders, and instructional coaches - actively transform how policies are interpreted [2] once those policies are passed. In addition, this process is dynamic and influenced by a plethora of contextual factors (Braun et al. [3]). Consequently, some schools have distinctive organizational forms, leadership structures, professional cultures, and resource conditions that shape how policy messages are interpreted. Thus, similar policies may achieve different results in different schools. For instance, Sinnema et al. [17] showed that reform enactment and interpretation are shaped by leadership knowledge and consortium-level collaboration networks.

2.3. School-Level Policy Implementation

Central to this research framework is a conception of schools as organizational contexts that mediate policy aspirations through instructional and administrative practices. The implementation at the school level is not a passive adoption but rather an ongoing process of interpretation, adaptation, and negotiation by practitioners. Collaborative,

learning-focused leadership and organizational knowledge will dictate the extent to which implementation is effective [8][4]. The way leadership communicates and elevates priorities is incredibly helpful; however, the space for a conversation about expectations regarding what is feasible can benefit from collaboration among teachers. Myriad interactions produce shared understandings, which then shape enactments. Policy implementation tends to be closely tied to school improvement, since many initiatives require changes in routines, practices, and cultures within schools. Recent evidence from data-use interventions has similarly revealed that complex and sustainable implementation requires learning structures for organizations, including time for collective inquiry as well as evidence-informed decision-making and continuous improvement processes [12][16].

2.4. Limitations of Existing Research

Despite advances, several limitations remain. First, the research tends to be narrow in scope; it focuses on principals as formal leaders while downplaying informal leadership from teachers, coaches, and middle leaders. Secondly, while scholars examine the role of actors in enacting policy, insufficient research has explored how teachers shape policy interpretation and implementation. Third, while policy enactment has been treated in existing literature as an interpretive process, how this interpretation occurs within organizations-in other words, the mechanisms that produce shared understandings among members-is less well explained, and this paper addresses this gap by positing collective sensemaking as the central mechanism connecting informal leadership to policy enactment. Such limitations indicate that we need to incorporate perspectives of policy enactment and informal leadership, teacher change in practice, and collective sensemaking into one framework.

Table 1. Theoretical Foundations of School-Level Policy Implementation

Theory	Key Authors	Main Contribution
Policy Enactment	[1][2]	Policies are interpreted and enacted rather than simply implemented
Distributed Leadership	[19][10]	Leadership is distributed across multiple actors
Teacher Participation	[18]	Teachers actively contribute to decision-making processes
Sensemaking Theory	[23][5][6]	Organizational members construct shared meanings
School Improvement	[8][4]	Improvement depends on collaboration and organizational learning

3. Informal Leadership and Teacher Participation

3.1. Understanding Informal Leadership

Research on educational leadership has, in more recent times, acknowledged that leadership is not limited to formal roles. One such approach is what many are referring to as informal leadership-teachers, instructional coaches, and department heads-leaders without authority operating in settings that draw on their subject matter knowledge, connections with others, and professional legitimacy to inform organizational decision-making, strengthen practices

related to professional learning, and advance improvements. Unlike formal leadership deriving from an organization's structure, informal leadership is manifest in how professionals at any level interact with one another day in and day out. Leadership is therefore increasingly viewed in more social/relational terms than just as a function of position power [10]. This has major implications for all policies, especially for those where we need people to go above and beyond the call of formal leadership. This study, therefore, incorporates the notion of informal leadership as influence derived from professional expertise combined with relational trust and network centrality rather than positional authority derived through formal appointment. It therefore includes not only teachers not in formal leadership roles but also middle leaders and coaches who lead outside their job description.

3.2. Distributed Leadership as Basis

A more theoretical understanding of informal leadership is embedded in the theory of distributed leadership. Distributed leadership settings challenge leader-centred models and contend that the locus of strategic leadership lies among a multitude of actors and multiple organizational contexts [20][19]. Our definition of leadership is not positional but relational. Such perspectives inform our understanding of how educational institutions respond to various policy initiatives. In situations of reform, leadership is often more distributed among principals, teachers, middle leaders, and professional networks, with each taking responsibility for some aspect of it, while actors offer different types of expertise. Harris [11] argues that distributed leadership enhances an organization's capacity through collaborative practices and shared ownership of improvement work. Leithwood et al. [13] argue that mobilizing the expertise of staff throughout the organization makes school reform more effective. There is growing evidence that distributed leadership fosters an environment of collaboration and shared responsibility, helping schools meet the challenges presented by contemporary policy landscapes [22].

3.3. Teacher Leadership and Participation

Teacher leadership is one of the highest forms of informal leadership. It relates to the ability of teachers to exert influence on colleagues, share in decision-making, and contribute beyond classroom work toward school improvement. Research supports the notion that teacher leadership positively impacts school improvement through increasing professional collaboration, collective learning, and organizational capacity [14]. Teachers share expertise, support innovation, and participate in decision-making at the school level through professional learning networks and collaborative structures [15]. For the implementation of policy, participative decision-making is important. Somech [18] contends that the involvement of teachers serves to increase their commitment, ownership, and engagement. By participating, teachers have a greater understanding of policy goals, provide context to those efforts, and aid implementation. Policies do not have to be enforced but can be interpreted collectively.

3.4. Informal Leadership as a Policy Resource

Research on the enactment of policy acknowledges policy actors, but not informal leadership as a resource for implementation. Some of these factors have been examined, although the research tends to center on formally designated

leaders. Others, such as those teachers who take on more informal roles (e.g., instructional coaches or engagement in professional networks), remain underexamined. However, policy implementation is essentially social in nature and dependent on how it is interpreted, negotiated, and modified in particular organizational settings [1]. By creating conditions for teacher agency and co-constructing solutions to problems, space can be made for these exchanges. Influencing and creating engagement around policy initiatives utilizing relationships in which trust is deepened, as well as persuading colleagues with knowledge and experience to respond collectively-this is the work of informal leaders. With respect to instructional coaches and teacher leaders, acting as intermediaries to translate policy expectations into actionable strategies and provide coaching support for colleagues implementing them is fairly common [25]. Using literature on distributed leadership and teacher involvement, this paper argues that informal leadership is an important resource for organizations in the enactment of policy. Engendering participation, collaboration, and mobilizing professional knowledge provides preconditions for collective sensemaking-the mechanism that links informal leadership to policy enactment as detailed in the following chapter. Further research supports that instructional coaches use micropolitics as they work with teachers to implement plans, suggesting the key role of informal influence and interpersonal relationships in shaping enactment [9].

4. Collective Sensemaking and Policy Enactment

4.1. Sensemaking Theory

Sensemaking theory is valuable as it offers a framework for viewing how educational policies are enacted. Weick [23] argues that organization members respond to policy not only through interpretation and interaction but also instantiate meaning. New expectations and practices are being introduced into schools to be interpreted and applied at the local level. Thus, implementation is not synonymous with adherence, but rather an ongoing process of interpretation. According to Weick et al. [24], organizational action also stems from agreements reached through collective understanding developed via social interaction. This mindset is especially pertinent to schools, where educational policy is often vague and necessitates professional judgment. This makes sensemaking an appropriate basis for understanding why theoretically similar schools might implement a policy differently.

4.2. Collective Sensemaking in Schools

While meaning construction begins with individuals, policy interpretation in schools is fundamentally a social activity. Educators pool their experiences and views through professional dialogue, problem-solving collaboration, and shared reflection to decide how policy expectations should be translated into practice. Through these interactions, individual meanings slowly shift into integrated beliefs that guide organizational behavior. Coburn [5] showed that the way teachers understand policy is situated in professional communities of practice, shaped by discourses that circulate within these communities and constitute common understandings of reform initiatives. Pursuing a similar methodology, Coburn [6] found that school leaders contribute to policy interpretation by using opportunities for dialogue

and framing policy messages based on collective understandings. These investigations imply that implementation does not rest solely on individual cognition, but also on the professional interactions within schools.

4.3. Participation and Policy Interpretation

Teacher participation is an integral part of policy enactment processes since teachers shape how policies are interpreted. Involvement allows educators to lend their professional expertise and contextual understanding, and contribute to discussions on how policy is implemented. Teachers are not passive targets of reform; rather, they are active participants in organizational change efforts. As Somech [18] mentions, participation enhances professional commitment and ownership, while collaborative collegial structures promote contrasting perspectives and negotiated meanings. Professional learning networks take us further into these processes through sharing and collective inquiry [15]. By involving participants, policy expectations can be explored, negotiated, and tailored to local realities, which is more likely to result in implementation that respects not only policy intentions but also the realities in which it takes place.

4.4. Policy Enactment as Mechanisms of Sensemaking

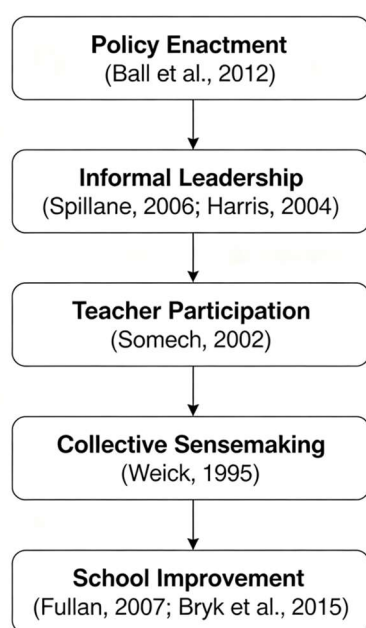


Figure 1. Literature Synthesis Framework

Policy enactment theory stresses that, instead of mere implementation, policies are interpreted and reconstructed by school actors [2][1]. However, there has been relatively little investigation into how this interpretative work is done. In this paper, we propose that the shared sensemaking that takes place among teachers is a central mechanism linking informal leadership and teacher participation to policy enactment. Informal leaders promote collaboration, professional dialogue, and contribute to discussions about relevant policies. In these interactions, teachers co-create meaning regarding policy expectations and collaboratively negotiate how to enact them. Instructional coaches, teacher leaders, and other

influential professionals often broker support for colleagues in bridging policy mandates with local school contexts [25]. Thus, policies can often be seen through this lens as products of collective meaning-making. Shared understandings allow a school to customize policy initiatives to their most relevant context while also aligning with broader reform objectives. Thus, collective sensemaking is the theoretical anchor of informal leadership, teacher engagement, and policy enactment, which will serve as the empirical basis for a conceptual framework in the next chapter.

5. Proposed Conceptual Framework

5.1. Integrating Existing Literature

The preceding review demonstrates that policy enactment theory, distributed leadership theory, teacher participation literature, and sensemaking theory offer complementary perspectives for understanding school-level policy implementation. However, research on policy enactment has evolved independently of these theoretical perspectives. Consequently, little attention has been paid to the informal leadership required for policy enactment via organizational coordination and collective interpretation. Policy enactment theory emphasizes that policies are interpreted and reconstructed by school actors rather than implemented mechanically [2][1]. However, it says little about how policy actors create common understandings of community expectations regarding policy. One theory that helps to bridge this gap is distributed leadership theory, which defines leadership as a collective practice shared by multiple organizational actors [19][11]. However, distributed leadership research tends to focus more on structural arrangements for leadership than on the processes through which leadership shapes policy interpretation. Similarly, teacher participation literature demonstrates that teachers play an active role in organizational decision-making and school improvement [18][14]. While participation opens up the possibility for professional interaction and collective problem-solving, it does not explain how shared understandings come about between organizational members. An explanation from education sensemaking theory [23][6] highlights the role of collective interpretation and meaning construction in determining the responsiveness of organizations to change. These different accounts, when combined, suggest that informal leadership indirectly supports policy enactment through teacher participation and collective sensemaking. These processes construct spaces for collaboration, promote professional discourse, and encourage efforts to develop a common understanding of what policies mean. These procedures, in turn, shape how policies are implemented at school.

5.2. Proposed Conceptual Framework

Figure 2 presents a conceptual framework for policy enactment in secondary schools based on the synthesis of existing literature. The framework attempts to situate informal leadership as the beginning of the implementation process. Teachers' professional knowledge, their mutual influence, and their working relationships (both formal and informal) collectively motivate teachers to be involved in policy-oriented discussions and decision-making.

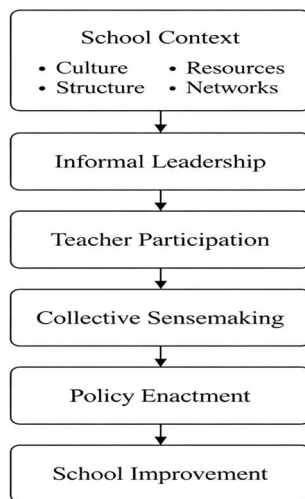


Figure 2. Proposed Conceptual Framework of Informal Leadership and Policy Enactment in Secondary Schools

Higher involvement, as shown in Figure 2, generates opportunities for joint sensemaking. By engaging in professional dialogue and collaborative interpretation, teachers negotiate meanings, create community-level understandings of policy expectations, and decide how to best adjust policy requirements for local contexts. By virtue of such collaborative meaning-making, collective sensemaking is the mechanism by which participation informs policy enactment. The framework also conceptualizes effective policy implementation as influencing school improvement. Interpreting policies collectively and then adapting them thoughtfully to local contexts produces sustainable gains in organizational learning, collaborative inquiry, and teaching practice. This approach mirrors school improvement research in building collective capacity and organizational learning [4][8]. Finally, there is recognition that school context shapes implementation at multiple stages. Leadership, participation, sensemaking, and policy enactment are contingent on organizational culture, structural arrangements, resource availability, and professional networks. Rather than being considered a direct predictor, school-level context is best treated as a general enabling or constraining condition on the individual components included in the framework. Beyond these direct relationships, school context is theorized to moderate the proposed links. Three contextual factors are particularly salient: Organizational culture, expressed as trust norms, collective responsibility, and dialogue, is believed to be a moderating variable that strengthens the relationship between informal leadership style and teacher engagement. What the evidence across disciplines shows is that structural supports (e.g., designated time for collaboration, professional learning communities) strengthen this transfer of collective sensemaking into coherent enactment. This is further made actionable through supporting resources—expert advice and access to external teacher networks.

Based on these considerations, the following specific propositions are advanced:

P1a: Informal leadership, compared with formal leadership, enhances teachers' participation in collaborative cultures to a greater extent than in hierarchical, compliance-oriented school cultures.

P3a: Collective sensemaking exerts a stronger positive

effect on policy enactment when supportive structural conditions (e.g., dedicated collaboration time) are available.

P4a: Policy implementation contributes positively to school improvement when schools possess robust professional capabilities and sufficient contextual resources.

Additionally, four overarching propositions are advanced:

P1: Informal leadership has a positive effect on teacher participation.

P2: Teacher engagement contributes positively to collective sensemaking.

P3: Collective sensemaking facilitates successful enactment of policy.

P4: Enactment of policy positively affects school improvement.

6. Discussion and Conclusion

6.1. Theoretical Contributions

This paper makes three theoretical contributions to educational policy implementation literature. It develops an integrated framework through which informal leadership relates to policy enactment. Although policy enactment theory has improved the understanding of how policies are interpreted and reconstructed by influential actors in schools [2][1], little attention has been given to how organizational mechanisms enable such interpretation and reconstruction. This framework builds on those theories and contributes to human relations research and practice by specifying teacher participation and collective sensemaking as the two theory-driven mechanisms connecting informal leadership to policy enactment. Next, the framework broadens scholarship on distributed leadership. Earlier research has highlighted the role of leadership as performed by a disparate set of actors rather than being limited to formal positions [10][19]. Yet, despite efforts to establish the importance of informal leaders and informal leadership, little existing research examines how informal leadership contributes to policy implementation. This paper sheds light on how distributed leadership plays a role in educational change by framing informal leadership as a catalyst for participation and collective sensemaking [11][13]. Third, by integrating collective sensemaking into policy enactment theory, this study makes a contribution to sensemaking research. While sensemaking is increasingly recognized as a core process in organizations [23][24], discussions of its role in school-level policy implementation are still largely uncharted territory. This paper builds on the work of Coburn [5][6] to propose that collective sensemaking serves as a crucial mechanism that sheds light on the relationship between policy expectations and practical action.

6.2. Practical Implications

The framework has three implications for educational leaders and policymakers. The first step will be for schools to move beyond principal-centered models of leadership. This involves practitioners, coaches, and middle leaders deploying practice through their expertise and collaboration [19]. Effective school leadership in complex times does not rest solely with the principal alone; as Ylimaki and Brunderman [26] observe, it requires the distribution of influence. Second, although regulatory policymakers may define adherence to rules, strategies should not alienate teachers with top-down directives but instead need to create opportunities for teacher voice, professional dialogue, and collaboration in decision-making [1]. Third, schools require systems that actively

promote collective sensemaking. Educators within a school can have substantive conversations about what the policy statements mean, and how they can best be translated into coordinated classroom implementation through structural mechanisms such as professional learning communities, collaborative planning, and teacher leadership initiatives. This collaborative process demonstrably strengthens both policy implementation and overall school improvement [4][8].

6.3. Future Research Directions

Several directions for future research emerge from the proposed framework. First, this calls for empirical research to explore the connections among informal leadership, teacher agency, collective sensemaking, and policy implementation. Four propositions were presented that can be evaluated through quantitative research to examine possible associations with established measures, or through qualitative investigations into their appearance in particular school contexts. In particular, we hope that mixed-methods approaches may be especially adept at capturing both the structural relationships and the relevant underlying interpretive processes. Longitudinal designs may reveal the extent to which policy implementation is temporally integrated through leadership, participation, and sensemaking. Secondly, the concept of context and its influence on policy enactment is an important direction for future research to pursue. It is largely based on the theory of policy enactment [1]. Organizational culture, professional networks, leadership structures, and resource availability are other dynamic factors that can be expected to influence the degree to which informal leadership, participation, and sensemaking play out in each school. A rich comparative context for practices at diverse schools is also important, to understand how these contextual factors may impact predictors and outcomes when compared directly. Future work could also explore how research–practice partnerships facilitate the enactment of policies—connecting researchers and practitioners and generating a cycle of evidence-based implementation [7]. Third, the framework should be tested for its applicability across other similar education systems and policy environments. Although this is a broader potential application of the framework, it examines ways in which policies can be implemented through informal leadership, particularly in contexts where formal governance structures may be less decentralized, accountable, and professionalized. This type of research would inform whether the model has transferability across other instructional and learning contexts. Such cross-national and comparative studies might reveal important insights into how the governance structures, policy environments, and professional cultures across nations moderate the relationships hypothesized by the framework. Finally, additional research may seek to examine how intermediaries and formal networks of professionals could influence the implementation process. Thus, for many teachers, experienced instructional coaches, teacher leaders, or collaborative networks are the most critical sources of expertise and influence in reform enactment [9][17]. Insights from how these actors foster participation and collaborative sensemaking may demonstrate a fuller picture of policy enactment across schools.

6.4 Conclusion

Educational policy implementation is a complex organizational process extending beyond the formal execution of directives. This paper specifically addresses how informal leadership supports policy enactment at the secondary school level.

Drawing from the perspectives of policy enactment theory, distributed leadership theory, teacher participation literature, and sensemaking theory, this paper develops a conceptual framework. The framework illustrates the relationship between informal leadership and teacher agency as an emergent property stemming from teachers co-constructing and facilitating policy implementation (the essential mechanism), and supporting efforts toward school improvement initiatives. The study embraces a broader definition of implementation, weaving together previously independent threads in the literature that suggest collective sensemaking and highlight the crucial role of distributed leadership. The framework and its four empirically testable propositions serve as an organizing mechanism for major ideas, to shape future research, and to nurture continuing conversations about the school-level processes by which educational policies are implemented.

7. Conclusion

Educational policy implementation is a complex and socially mediated process that extends beyond the formal execution of policy directives. Rather than viewing schools as passive recipients of externally mandated reforms, this paper conceptualizes policy enactment as an ongoing process of interpretation, negotiation, and adaptation shaped by organizational actors and contextual conditions. In response to the limited attention given to informal leadership within the policy enactment literature, this paper develops an integrated conceptual framework that brings together policy enactment theory, distributed leadership theory, teacher participation literature, and sensemaking theory to explain how policy implementation occurs at the school level.

The framework positions informal leadership as an important organizational resource that promotes teacher participation and stimulates collective sensemaking. Through professional dialogue, collaboration, and shared interpretation, educators develop common understandings of policy expectations and translate these understandings into contextually appropriate practices. In this way, collective sensemaking functions as the central mechanism linking informal leadership and teacher participation to policy enactment. The framework further suggests that successful policy enactment contributes to school improvement by strengthening organizational learning, professional collaboration, and collective capacity for change.

By integrating previously disconnected strands of scholarship, this paper extends existing understandings of educational policy implementation and highlights the importance of distributed leadership, collaborative engagement, and collective sensemaking in shaping school-level responses to reform initiatives. The proposed framework and accompanying propositions provide a theoretically grounded foundation for future empirical research and offer a useful lens through which scholars and practitioners can better understand the organizational processes that support effective policy enactment in secondary schools.

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