

TEACHERS LEADING TEACHERS: A Case Study in Building a Professional Learning Network for Collegial Learning in Malmö

RESEARCH QUESTIONS

? How can a lead teacher PLN be built to support sustainable school development through collegial learning in Malmö?

? What factors contribute positively and negatively to collegial learning and teachers leading teachers?

COLLEGIAL LEARNING (≈ Professional Learning Community)

➔ a focused, structured and long-term way

➔ for teachers to develop new knowledge and skills in teaching

➔ that lead to real differences in students' learning

A LEAD TEACHER PLN

Lead teachers in Malmö

- Lead teachers work with teaching for 80 % and school development for 20%
- Lead teachers lead processes of collegial learning, focusing teachers' and students' learning
- There are 67 lead teachers in 14 upper secondary and adult education schools



PLN

- Lead teachers form central collegial learning (CCL) groups connected to the collegial learning processes they lead at their schools
- Reasons for building the PLN: needs for
 - collaboration
 - support of lead teachers
 - coordination and structure
- Senior lecturers support the work of lead teachers

IMPORTANT PARTS OF THE BUILDING PROCESS

Transparency and connecting peers with purpose (Fullan, 2010), developing distributed leadership (Harris, 2014), process management program

KEY FACTORS INFLUENCING THE OPERATION OF THE PLN

Focus group interviews (N=33) with school leaders and lead teachers, and a survey on lead teachers work (N=554) showed that important factors are:

- Time
- Responsibility, legitimacy and mandate
- Leadership and communication
- Structure

CHALLENGES TODAY

! How do we connect our systematic quality work (SQE) to the collegial learning (CL) and goals (G)?

● How do different professional groups communicate and cooperate in sustainable school development?

