

Institutionen för pedagogik och specialpedagogik

Vad händer i lärares kollegiala samtalspraktik?

En studie av mötet mellan en nationell
kompetensutvecklingsinsats och en lokal
fortbildningspraktik

av

Veronica Sülau

AKADEMISK AVHANDLING

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Abstract

Title: Understanding Teachers' Collegial Conversation Practices: A Study of the Integration of a National CPD Programme and a Local Professional Learning Practice

Author: Veronica Sülau

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This thesis explores teachers' collegial conversation practices; how they are expressed and shaped in the integration of a national continuing professional development (CPD) programme, *The Boost for Mathematics*, and a local professional learning practice, *Frida Education*. The empirical data has been analysed through the theory of practice architectures in order to identify, understand and describe the relationships between the collegial conversation practice and the practice architectures that keep it in place.

The study was designed as a case study in an independent school company with four schools, where all mathematics teachers have participated in *The Boost for Mathematics* over two years. Data was collected during three years and consisted of audio recordings and observations of collegial conversations, documentation from collegial meetings and teachers' individual reflections.

The results show that there is tension in the integration of the national and the local practice, which influences what happens in the collegial conversation practice. In this study, three components of the practice architectures have emerged as especially important in terms of what holds the collegial conversation practice in place; the way in which the school group organizes and implements the CPD programme, the content of the CPD programme and the organizational culture of the school group. The results also show how the participants, through their actions and by being innovative and creative in relation to the practice architectures, can transform these and create new practices.

This thesis highlights the complexity that professional development work entails. Top-down national initiatives by the state need to be negotiated in interaction with the local practice, where practitioners are given the opportunity to be involved and are given access to adapting the work according to local conditions and needs.