



Welcome
to the International Conference
Professional Learning Communities as Means for
Professionalization and School Development
...from Initial Teacher Training up to
Leadership Development



In the framework of the project *Professional Learning Communities as a Means for Bringing Teacher Professionalization in Teacher Education* – Multiplier Event

...a culture

...a method

...a community

Professional Learning Community

...a vessel

...a purpose

...teamwork

...a structural frame

...

Professional Learning Community

- ✓ share responsibility for systematic cooperation in the service of individual and collective learning
- ✓ through a professionally designed and professionalizing dialogue
- ✓ in close relation to professional practice and de-privatization of it through openness and transparency
- ✓ with shared values and objectives in the joint work with the possibility of individual focal points in the quality development processes
- ✓ under personal responsibility for a goal-oriented professionalization process
- ✓ with a real effect of change in professional practice and its monitoring (*Kansteiner, Welther & Schmid, 2022*)

...research

...governing

...practice

...facilitation

Professional Learning Community

...leading

...disseminating

...questioning

...benefit from

...

...professional
action

...involvement

...knowledge

...motivation

Professional Learning Community

...professional
satisfaction

...innovation

...teaching
development

...pupils' learning

...

...multi-professional
teams

...teachers

...school heads

...trans-
institutional

Professional Learning Community

...student-
teachers

...mentors

...student and
mentors

...lecturers

...

Anja
Thorsten

Peter Theurl
& Eva Frick

And you!

Beate
Kammer

Carmen Sanchidrián
& Elvira Barrios

Gregor
Fridrich

Niels Anderegg

Thea Skoulia &
Marianna Efstathiadou

Professional Learning Community

Martina Przibylla
& Max Klingele

Anne Berid Emstad
& Bård Knutsen

Andrea
Kehrer

Loucas
Louca

Katja
Kansteiner

Pierre van Meeuwen
& Fred Huijboom

Nina-Cathrin Strauss
& Heike Beuschlein

T-PLCs

SL-PLC

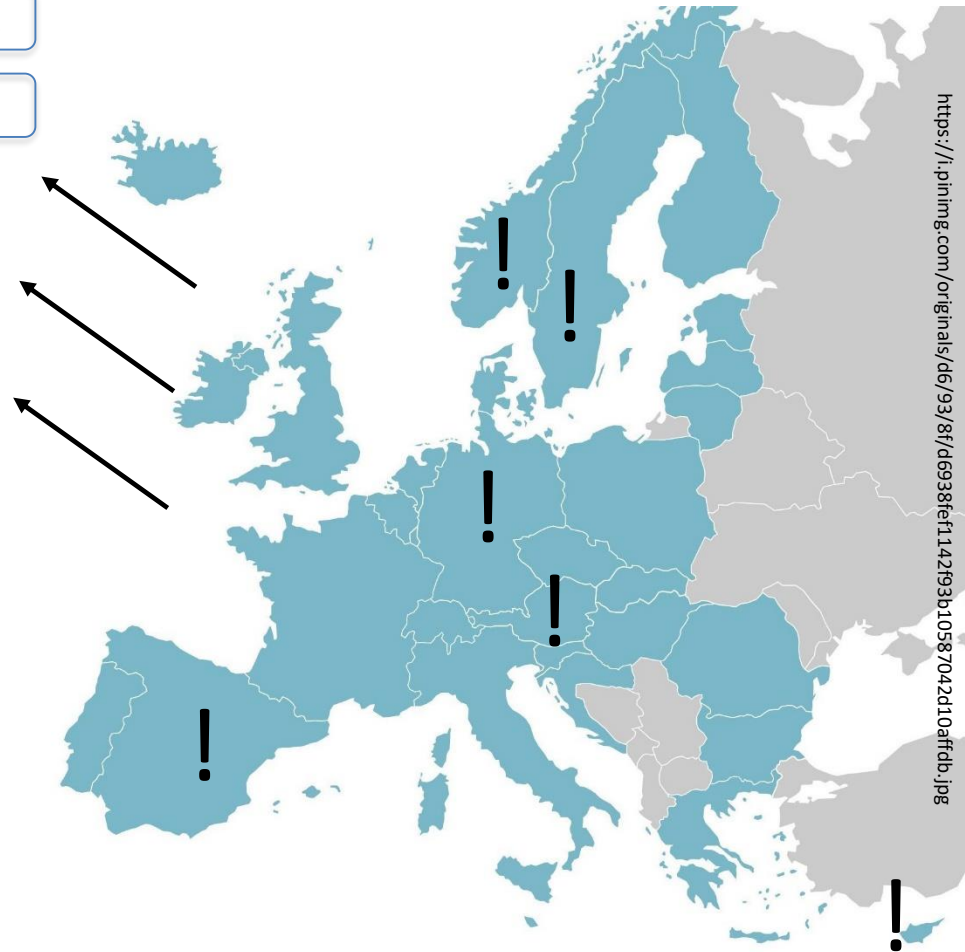
Mentors-PLC

S-PLC

Student and Mentors-PLC

MA-Tutors-PLC

Lecturers-PLC



<https://i.pinimg.com/originals/d6/93/8f/142f93b10587042d10a1f1db.jpg>

Target groups

- (1) student-teachers, mentor teachers
- (2) school leaders, school authorities
- (3) teacher educators, university staff
- (4) adult educators, stakeholders

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Intellectual Output 1

Consolidated report on needs of student teacher professional learning and student teacher professional learning communities

Version 1.6 (draft)

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Deliverables

results

The project provides 6 Intellectual Outputs (IOs) on these levels: (1) Academically required information like a Transnational Report on the status quo of student-teachers' PLCs and an Evaluation Report on urgently needed results on requirements and benefits of students' PLCs and the chances and limitations of combined PLCs of students and mentoring teachers. (2) Materials to guide the establishment and facilitation of student-teachers' or combined PLCs as a Manual. (3) Materials for the practical support of teacher educators who support students' or combined PLCs like Tool Kits of methods and Modules for Communication.

IO1 IO2 IO3 IO4 IO5 IO6

Guideline

Professional Learning Communities as a means for bringing Teacher Professionalization in Teacher Education

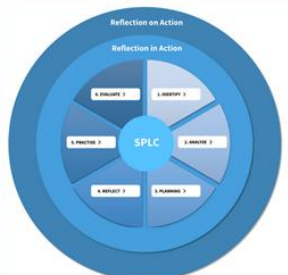



IO3: Final version of the toolkit with activities to train student-teachers and mentors for successful PLCs

The final version of the toolkit is a result of several trials and subsequent revisions of the materials with student-teachers in the partner countries.

The tool kit provides activities and instruments for student teachers and other students in educational science classes to reflect on their role and expectations on professionalization during internship and collaboration with others at university. Furthermore, the tool kit provides activities and instruments that serve the development of student PLCs (S-PLCs) and its monitoring and elaboration.

Hereafter you find an overall introduction into the method of PLC work according to the scientific discourse of professionalization. Furthermore, you find an interactive surface where the activities and instruments can be found, systemized by the overall structure of a PLC process.



Intentions

The aim of these modules is for you to be more aware of how you communicate, and you can learn to become more effective in your problem-solving activities. This will in the next turn help to develop your PLC. Everything we do is largely exercised by dialogue, you must have confidence and skills to collaboratively solve problems of teaching and learning, which means engaging with others in productive and respectful conversations.

How to work with the modules

At the beginning of the PLC session The PLC session At the end of the PLC session

Individual preparation

Before attending the PLC meeting each participant prepares for the meeting by reading the instruction given at the start of the module and then following the instruction given in "individual pre-work" described in each of the three modules. The instruction describes "what to read", "take notes", and "what to practice". What to read refers to a text called a "Thinking tool" that each participant must read. Take notes refers to what to note when reading the thinking tool. What to practice refers to the communication skill the participants decide to practice in the

Evaluation Report

Professional Learning Communities as a means for bringing teacher professionalization in teacher education

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Wengarten, Mälaga, Nikosia, Feldkirch, Trondheim, Linköping, 2022



Coffee Break

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