

Teacher leaders als bruggenbouwer tussen theorie en praktijk

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- Hoe draagt de opleiding bij aan het vervullen van de rol van teacher leader?
- Welke factoren werken stimulerend en welke belemmerend?
- Hoe beleven teacher leaders deze rol?

Fasering

Fase	Periode
Definitiefase	Juni 2016
Ontwerp- en voorbereidingsfase	September 2016 – december 2016
Uitvoeringsfase	Januari 2017 – september 2017
Oplevering en nazorg	Oktober 2017 – januari 2018

Projectwebsite

nbouwer

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PABO VOLTUJD ▾ PABO DEELTIJD ▾ OPEN DAG NASCHOLING ONDERZOEK ▾ OVER MARNIX ▾ VEELGESTELDE VRAGEN

Teacher leaders als bruggenbouwer

Onderzoek | Onderzoeksprojecten | Teacher leaders

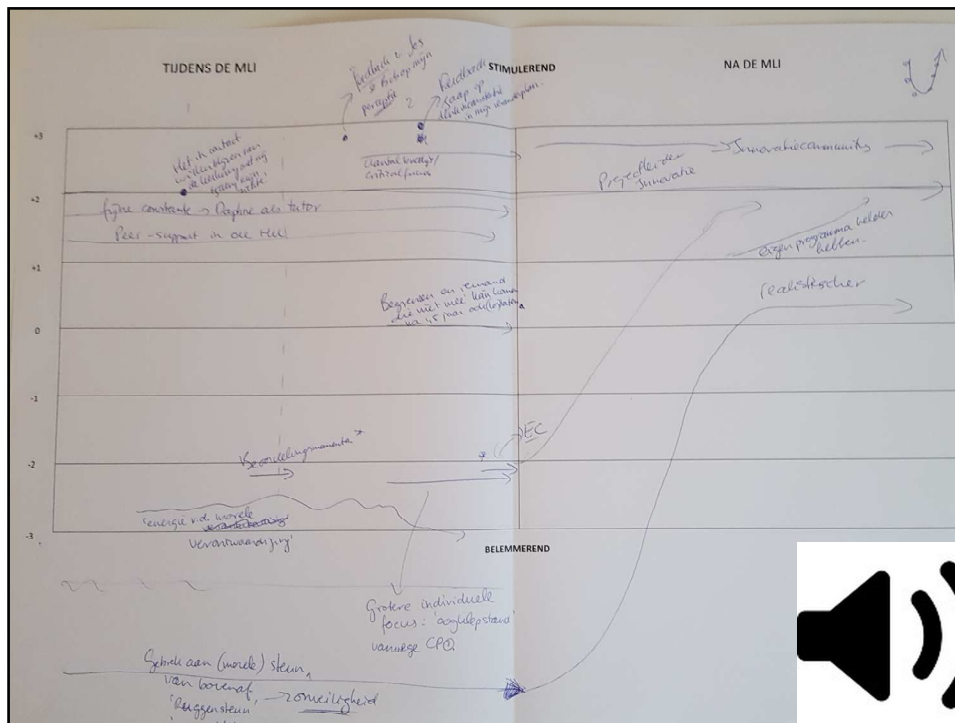
Nadere afbakening onderzoeksvragen

1. Op welke wijze geven MLI-alumni hun rol als teacher leader vorm?
2. Welke **opleidingsfactoren** helpen volgens MLI-alumni om de rol van teacher leader te vervullen en welke factoren zijn hierin belemmerend?
3. Welke **persoonlijke factoren** helpen volgens alumni om de rol van teacher leader te vervullen en welke factoren zijn hierin belemmerend?
4. Welke **(school)organisatiefactoren** helpen volgens alumni om de rol van teacher leader te vervullen en welke factoren zijn hierin belemmerend?
5. Hoe beleven MLI-alumni hun rol als teacher leader?

Onderzoeksmethode

- Storyline methodiek

	TJDENS DE MLI	STIMULEREND	NA DE MLI
+3			
+2			
+1			
0			
-1			
-2			
-3			
	BELEMMEREND		



Na dataverzameling?

- Projectteambijeenkomst: april a.s.
- Transcriberen ('meisjes van kantoor')
- Analyse (artikel Bakkenes et al.?)
- Ontwikkeling set kaarten (cf. toolbox)
- Verdere in gebruikname van facebookpagina
- Publicaties en presentaties



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Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers

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Abstract

This longitudinal study was aimed at increasing our understanding of how teachers learn. It was conducted within a national innovation programme in secondary education. During one year 94 teachers reported six learning experiences using digital logs. The learning experiences were content-analysed in terms of learning activities and learning outcomes. The former comprised six main categories, namely experimenting, considering own practice, getting ideas from others, experiencing friction, struggling not to revert to old ways, and avoiding learning—the first two categories being reported most frequently. Reported learning outcomes referred to changes in knowledge and beliefs, emotions, practices.

Table 2 Coding scheme for reported learning outcomes

Code	Description
ckb	<i>Change in knowledge/belief</i> : the teacher reports on growing awareness, acquired knowledge, new ideas; or the teacher reports on confirmation of already existing beliefs
cp	<i>Change in practice</i> : the teacher states that things have changed in her way of teaching or reports on a change in her way of coaching other primary teachers
ip	<i>Intention for practice</i> : the teacher reports that she wants to do things differently in the future, or reports that the research setting provided her with the insight that she wants to hold on to certain old practices
ce	<i>Change in emotions</i> : the teacher reports on emotions related to the experimental lessons, or reports on being surprised (“unexpected events”)