

**SYM-04***Abstract Number: 20091***Leadership for Promoting Teacher Collaboration in Learning Study***Henrik Hansson, Jonkoping University**Fannie Ning Yan Chan, F.D.B.W.A. Chow Chin Yau School**Tammy Lai Kuen Cheng, F.D.B.W.A. Chow Chin Yau School**Stina Johansson, Oxledsskolan, Svedalen**Maria Bergqvist, Ojersjo Storegard Skola**Ellen Yuefeng Zhang, The Education University of Hong Kong*

This symposium presents three papers on how to promote and sustain teacher collaboration in Hong Kong and Sweden via Learning Study, a type of Lesson Study, whose uniqueness lies in utilizing Variation Theory as its theoretical framework and focusing on student learning.

Paper 1 reports a study conducted in a Hong Kong primary school where collaborative lesson preparation and peer lesson observation have become an integral part of teachers' professional development since 2000. However, the effectiveness of the aforementioned activities has mostly been mediocre due to a lack of thorough understanding of the respective methodology. Hence, as leaders of curriculum development, the researchers explored a school-based model developed from Learning Study and adopted in a case school for enhancing the quality and effectiveness. This Learning Study collaboration aimed at training a core group of teachers who could later serve as 'seeds' to propel the development of learning studies. This core group of teachers, along with the curriculum leaders, established a model for school-based learning studies, which gradually became the culture within the school and was promoted across different schools. Through interviewing teachers and students and observing lessons, the curriculum leaders kept track of, reflected upon and made improvements to this model in different phases, which had been sustained in the case school more than ten years. The presentation concludes with recommendations for sustaining teacher professional development and teacher collaborations in schools.

Paper 2 reports a case study conducted in a Swedish school called Oxledsskolan. Though Oxledsskolan had achieved high standards of student achievement, there was a lack of systematic planning, follow-up and evaluation of education as well as documentation of quality work. A new culture needed to be developed to facilitate productive working relationships and teacher collaboration. For such purpose, Subject Didactic Teams was developed in the school and has become a sustainable culture since 2015. The new culture is characterized by learning about student development and systematic, continuous improvement of teaching in terms of coplanning, trying out and evaluating lessons. This study investigated what key factors helped develop and sustain Subject Didactic Teams in Oxledsskolan. Data was collected through evaluative surveys made by teachers, teacher leaders and principal after the first and second year and by participant observation. Some of the key factors found are: unifying teachers around a common goal, developing joint responsibility for all students learning, forming a long-term development plan and an organization for adjusting the plan according to dilemmas that arises.

Paper 3 reports a study across 25 Swedish schools who adopted Subject Didactic Teams. OECD

(2015)'s report suggested that many Swedish teachers work alone and do not benefit from peer feedback to improve and innovate teaching practices. To improve this situation, Subject Didactic Teams was developed in 2014. In the arrangement aspects from Teachers Research Groups, Lesson Study and Learning Study are combined for teachers to collaboratively and systematically develop daily teaching on a theoretical foundation. In a Swedish context this means a change in culture on how teachers' develop their daily teaching from individually to collaboratively. Accordingly, leadership, organization and attitudes are challenged and needs to be developed. In the 25 case schools, teachers and principals made evaluations after their first year by discussing how to develop the organization and work in Subject Didactic Teams. By comparing the evaluations, this study attempted to find some aspects regarding how to develop and sustain the new culture successfully. Some of the key factors found are: establishing a learning community, creating relevant teacher groups and time for meetings, teachers seeing variations of thinking and doing in teaching as an asset to develop teaching.