



# LEIDERSCHAP IN HET ONDERWIJS

PLATFORM VOOR PRAKTIJKGERICHT ONDERZOEK





University of Antwerp  
| Didactica

# Professionele leergemeenschappen in bovenschoolse netwerken

kansen en voorwaarden voor duurzame professionalisering

Els Tanghe & Wouter Schelfhout



# Introductie

## Uitdagingen schoolleiders:

- schoolbeleid en schoolontwikkeling
- curriculum en wijze waarop onderwijs wordt georganiseerd en geëvalueerd

(Cordero et al., 2018; Plavčan, 2020)

## Druk door:

- **complexe en veranderende sociale context** (Brown & Poortman, 2018; Gurr & Drysdale, 2020; Hawkins & James, 2016)
- **maatschappelijke verwachting tot aanbieden kwaliteitsvol onderwijs** (Ritzema et al., 2022)
- **verantwoordelijkheid voor prestaties leerlingen** (Tan, 2018; Trust et al., 2018; van Middelkoop & Glastra, 2018)



## Introductie

Taak optimaal uitvoeren (Leithwood et al., 2020; Pont, 2020)

- concrete beleidsimpulsen die kwaliteit en innovatie stimuleren
- steun en input van een klankbordgroep

(Vekeman et al., 2022)

Steun van

- school(beleids)team (Devos et al., 2018)
- bovenschoolse netwerken (Brown & Poortman, 2018; Harris & Jones, 2021; Vekeman et al., 2022)



**Structurele samenwerking & professionalisering**

(Brown & Flood, 2020; Levin et al., 2020; Rincón-Gallardo & Fullan, 2016)

# Bovenschoolse samenwerking & professionalisering

Vlaanderen: scholengemeenschappen/Nederland: schoolbesturen

- bestaande structuur gebruiken om leer- en uitwisselingsprocessen voor deskundigheidsbevordering en schoolontwikkeling te faciliteren (Vekeman et al., 2022)

Mogelijke vorm

- Professionele leergemeenschap (PLG) (Harris & Jones, 2019, 2021; Poortman et al., 2022)
- Een groep professionals deelt gemeenschappelijke doelen, doet samen (nieuwe) kennis op door interactie en reflectie met een groeigerichte aanpak en streeft naar het verbeteren van praktijken (Kools & Stoll, 2016)
- Vijf kenmerken: samenwerking, gedeelde doelgerichtheid gericht op het leren van leerlingen, reflectief professioneel onderzoek, gedeeld leiderschap en boundary crossing (Poortman et al., 2022)

# Bovenschoolse samenwerking & professionalisering: nood aan onderzoek

Uitbouwen van duurzame en kwalitatieve samenwerkingsverbanden tussen schoolleiders van scholengemeenschappen is niet vanzelfsprekend (Azorín et al., 2020; Harris & Jones, 2021)

- Hoe PLG definiëren, ontwikkelen en operationaliseren? (Antinluoma et al., 2021)
- Hoe diepgang van leren en levensduur faciliteren?

Meerwaarde van professionaliseringstraject (PT) dat PLG voor bovenschoolse netwerken initieert ?

- Onderzoek naar methodologieën om samenwerking binnen bestaande bovenschoolse netwerken te intensiveren is beperkt (Chapman, 2013)
- Mixed-methodsonderzoek: hoe ontwikkelen PLG's zich binnen bestaande bovenschoolse netwerken gedurende een PT? (Schelfhout, 2017; Vaessen et al., 2014)



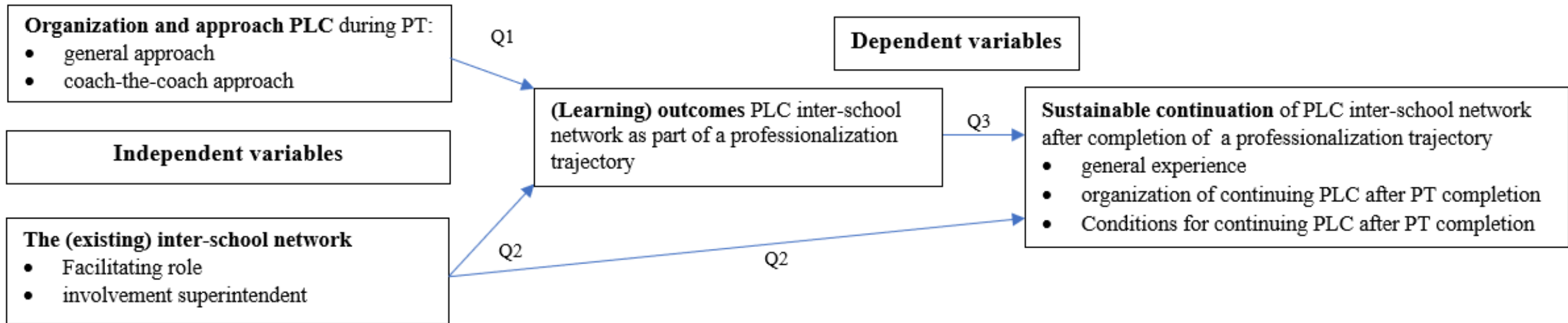
## Onderzoekssetting

Ontwerp van een langdurig (2 jaar) PT voor schoolleiders met implementatie van kenmerken van krachtige professionalisering:

- organisatorische dimensie PLG met (bestaande) bovenschoolse netwerken
- didactische dimensie
- met wisselwerking tussen beide



# Onderzoeksmodel



## Mixed methods

- Kwantitatieve data d.m.v. online survey ( $N=131$ )
- Kwalitatieve data o.b.v. diepte-interviews met schoolleiders ( $n=49$ )



# Dataset

		Management function	Middle management function		
Level	Primary education (2.5–12 y)	<i>n</i> =	34	22	56
		%	44.7%	40.0%	42.7%
	Secondary education (13–18 y)	<i>n</i> =	42	33	75
		%	55.3%	60.0%	57.3%
Total		<i>n</i> =	76	55	<b>N=131</b>
		%	100.0%	100.0%	100.0%

- A: bestand bovenschools netwerk (SG)
- A+ bestaande scholengemeenschap + extra school
- B: nieuw bovenschools netwerk

*Professionalization trajectory*

PLC	Number of participants (n)	Primary (1)/Secondary education (2)	Type	Participation school community	Level of learning inter-school network
1	7	1	A	Partial participation	3
2	10	1	A	Partial participation	4
3	8	1	B	/	1
4	11	1	A	Complete participation	2
5	13	1	A	Complete participation	2
6	7	1	A	Partial participation	2
7	11	1	A+	Partial participation	3
8	12	1	A+	Partial participation	2
9	5	1	A	Partial participation	2
10	5	1	A+	Complete participation	3
11	5	1	A+	Partial participation	2
12	5	1	A	Complete participation	2
13	5	1	A+	Partial participation	2
14	5	1	A	Complete participation	2
15	5	1	B	/	1
<i>N</i>	131				

- Level 1 – fragmented learning
  - Level 2 – collaborative learning
  - Level 3 – synergistic learning
  - Level 4 – continuous synergistic learning
- (Kasl et al., 1997)

# Dataset

*Table 2: previous participation in types of learning communities*

		Frequency	%
Participation in types of learning communities discussing challenges in depth, sharing types of approaches, discussing, and possibly developing more deeply	no participation	43	35.0
	limited participation (1 time per school year)	18	14.6
	extended participation (2-3 times per school year) with more general discussions	21	17.1
	extended participation (2-3 times per school year) with more in-depth discussion, possibly development of school policy	25	20.3
	intensive participation (4 or more times per school year) with a definite agenda, in-depth discussion and development of policy	16	13.0
	<i>N</i>	123	100.0

# Resultaten (afhankelijke variabelen)

Table 3: outcomes initiated by participation in PLC

Factors	<i>N</i>	Six-Point Scale	<i>M</i>	<i>SD</i>
Refreshing insights/acquiring new insights	131	Completely disagree (1) – completely agree (6)	4.95	.914
Processing acquired insights (general critical reflection, brainstorming, creating goal orientation, etc.)			4.88	.992
Converting acquired insights into action			4.69	1.044
Planning concrete actions			4.56	1.103
Having the desire to continue working on the content			5.05	1.022

# Resultaten (onafhankelijke variabelen)

Table 5: focus PLC during professionalization trajectory

Items	<i>N</i>	Six-Point scale	<i>M</i>	<i>SD</i>
Sharing general ideas, inspiration and information	132	Completely disagree (1) – completely agree (6)	4.98	.965
Focus on defined themes			4.56	1.065
Focus on specific demands/needs of participating schools			4.69	1.065
Focus on concretization in/expectations around action plan			4.32	1.168
Co-creation together with the participating schools			4.17	1.314
Opportunities for networking, sharing	131		5.22	.871
Receiving support and feedback (based on personal support, reference questions, ...)			4.73	1.051

# Resultaten (onafhankelijke variabelen)

Table 6: *experience coach-the-coach approach*

Items	<i>N</i>	Six-Point scale	<i>M</i>	<i>SD</i>
The approach of our coach was inspiring for how to facilitate development processes in a PLC.	131	Completely disagree (1) – Completely agree (6)	4.35	1.335
The coach explicitly mentioned the approach used to apply it himself at a later stage during a PLC.			4.34	1.182
During the second year, the coach actively supported participants in coaching themselves in order to guide this PLC in the future (coach-the-coach).			4.45	1.223
The coach actively gave suggestions about guiding a professional learning community.			4.25	1.227

Table 7: influence of approach PLC on outcomes of the PLC during the PT

		Output PLC during the professionalization trajectory				
		A: refreshing insights/acquiring new insights	B: processing acquired insights	C: converting acquired insights into action	D: planning concrete actions	E: having the desire to continue working on the content
Outcome variables approach	school network	General approach				
	1: sharing general ideas, inspiration and information	$F(1,129)=23.31, p < .001, R^2 = .153$	$F(1,129)=25.98, p < .001, R^2 = .200$	$R^2 < .100$	$R^2 < .100$	$F(1,129)=21.530, p < .001, R^2 = .166$
	2: focus on defined themes	$F(1,129)=28.646, p < .001, R^2 = .221$	$F(1,129)=21.075, p < .001, R^2 = .140$	$F(1,129)=32.865, p < .001, R^2 = .203$	$F(1,129)=26.510, p < .001, R^2 = .170$	$F(1,129)=30.651, p < .001, R^2 = .192$
	3: focus on specific demands/needs of participating schools	$F(1,129)=26.113, p < .001, R^2 = .168$	$F(1,129)=19.913, p < .001, R^2 = .134$	$F(1,129)=22.864, p < .001, R^2 = .151$	$F(1,129)=25.495, p < .001, R^2 = .165$	$F(1,129)=28.064, p < .001, R^2 = .179$
	4: focus on concretization in/expectations around action plan	$F(1,129)=23.972, p < .001, R^2 = .157$	$F(1,129)=48.384, p < .001, R^2 = .273$	$F(1,129)=66.163, p < .001, R^2 = .339$	$F(1,129)=74.679, p < .001, R^2 = .367$	$F(1,129)=55.948, p < .001, R^2 = .303$
	5: co-creation together with the participating schools	$F(1,129)=14.719, p < .001, R^2 = .102$	$F(1,129)=26.879, p < .001, R^2 = .172$	$F(1,129)=38.312, p < .001, R^2 = .229$	$F(1,129)=44.186, p < .001, R^2 = .255$	$F(1,129)=50.551, p < .001, R^2 = .282$
	6: opportunities for networking, sharing	$F(1,129)=47.178, p < .001, R^2 = .268$	$F(1,129)=43.754, p < .001, R^2 = .253$	$F(1,129)=26.565, p < .001, R^2 = .171$	$F(1,129)=20.888, p < .001, R^2 = .139$	$F(1,129)=51.234, p < .001, R^2 = .284$
	7: receiving support and feedback	$F(1,129)=20.730, p < .001, R^2 = .136$	$F(1,129)=36.550, p < .001, R^2 = .221$	$F(1,129)=38.342, p < .001, R^2 = .229$	$F(1,129)=50.171, p < .001, R^2 = .280$	$F(1,129)=53.504, p < .001, R^2 = .293$
	Coach-the-coach approach					
	8: the approach of our coach was inspiring for how to facilitate development processes in a PLC	$R^2 < .100$	$F(1,129)=22.674, p < .001, R^2 = .149$	$R^2 < .100$	$R^2 < .100$	$F(1,129)=24.519, p < .001, R^2 = .160$
	9: the coach explicitly mentioned the approach used to apply it himself at a later stage during a PLC	$R^2 < .100$	$R^2 < .100$	$R^2 < .100$	$R^2 < .100$	$R^2 < .100$
10: during the second year, the coach actively supported participants in coaching themselves in order to guide this PLC in the future	$R^2 < .100$	$R^2 < .100$	$R^2 < .100$	$R^2 < .100$	$R^2 < .100$	
11: the coach actively gave suggestions about guiding a professional learning community	$R^2 < .100$	$R^2 < .100$	$R^2 < .100$	$R^2 < .100$	$F(1,129)=14.990, p < .001, R^2 = .104$	



# Resultaten (o.b.v. kwantitatieve en kwalitatieve data)

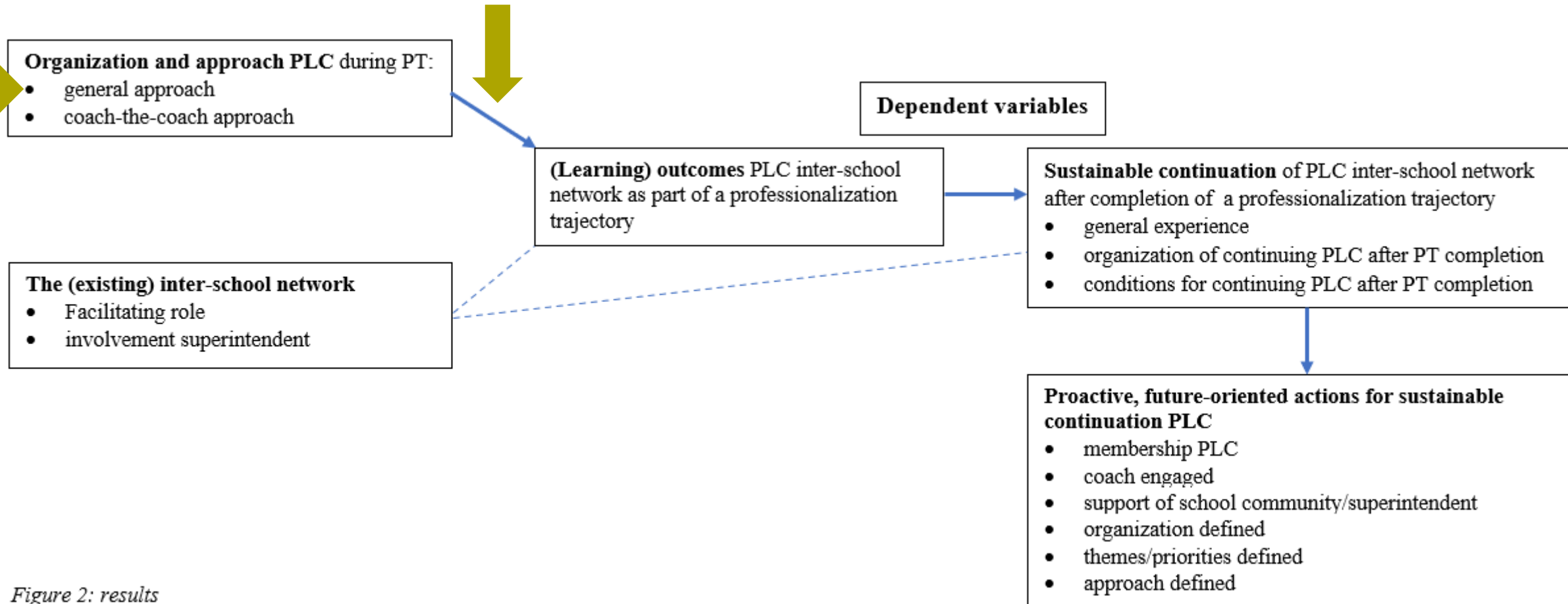


Figure 2: results

# Resultaten (o.b.v. diepte-interviews)

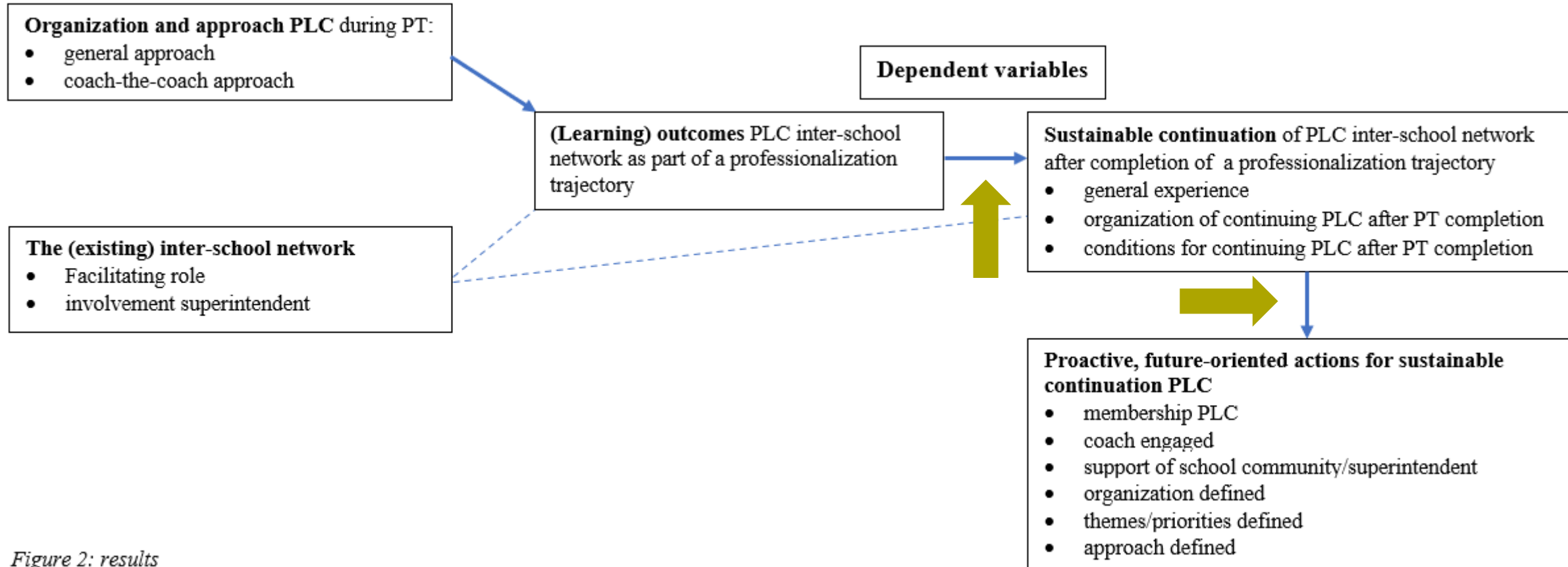


Figure 2: results

# Aanbevelingen

Benutten effectiviteit PLG voor kennis- en expertiseontwikkeling door:

- PLG creëren binnen bestaande bovenschoolse structuren
- Participatie deelnemers met verschillende rollen i.f.v. doorvertaling
- Meerwaarde inbedden (opstart) PLG tijdens een professionaliseringstraject benutten i.f.v. verduurzaming
- Creëren faciliterend kader (tijd & ruimte, aanmoedigen en honoreren participatie, ...)
- Deelname andere (onderwijs)partners, bv. lerarenopleiders?

# Info

Tanghe, E., Smits T.F.H., & Schelfhout, W.. Professional learning communities of school leaders within inter-school networks: opportunities and conditions for sustainable professionalization. *Pedagogische studiën. (Accepted)*

Els Tanghe: [els.tanghe@uantwerpen.be](mailto:els.tanghe@uantwerpen.be)

Wouter Schelfhout: [wouter.schelfhout@uantwerpen.be](mailto:wouter.schelfhout@uantwerpen.be)

Of volg ons op 

**Link to the article**



**Under construction**

# References

- Cordero, J. M., Cristóbal, V., & Santín, D. (2018). Causal inference on education policies: A survey of empirical studies using PISA, TIMSS and PIRLS. *Journal of Economic Surveys*, 32(3), 878-915.
- Plavčan, P. (2020). The comparison of pirls, timss, and pisa educational results in member states of the european union. *Proceedings of CBU in Social Sciences*, 1, 191-195.
- Gurr, D., & Drysdale, L. (2020). Leadership for challenging times. *International studies in educational administration*, 48(1), 24-30.
- Brown, C., & Poortman, C. L. (2018). *Networks for learning: Effective collaboration for teacher, school and system improvement*. Routledge.
- Hawkins, M., & James, C. (2016). Theorising schools as organisations: Isn't it all about complexity?
- Ritzema, L., Maslowski, R., Bosker, R., van Geel, M., Rekers-Mombarg, L., & Visscher, A. (2022). Behorend bij de deelrapporten van NRO-onderzoek naar bestuurlijk vermogen en professionalisering in het VO.
- Tan, C. Y. (2018). Examining school leadership effects on student achievement: The role of contextual challenges and constraints. *Cambridge Journal of Education*, 48(1), 21-45.
- Trust, T., Carpenter, J. P., & Krutka, D. G. (2018). Leading by learning: Exploring the professional learning networks of instructional leaders. *Educational Media International*, 55(2), 137-152.
- van Middelkoop, D., & Glastra, F. (2018). Naar een alternatieve benadering van studiesucces. In *Studiesucces in het hoger onderwijs: van rendement naar maatschappelijke relevantie* (pp. 265-274). Eburon.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22. <https://doi.org/10.1080/13632434.2019.1596077>
- Pont, B. (2020). A literature review of school leadership policy reforms. *European Journal of Education*, 55(2), 154-168. <https://doi.org/https://doi.org/10.1111/ejed.12398>
- Vekeman, E., Devos, G., & Tuytens, M. (2022). Raamwerk voor de opvolging van professionalisering van schoolleiders.
- Devos, G. (2014). Bestuurlijke schaalvergroting: opportuniteit of bureaucratische valkuil? In: *Tijdschrift*.
- Brown, C., & Poortman, C. L. (2018). *Networks for learning: Effective collaboration for teacher, school and system improvement*. Routledge.
- Harris, A., & Jones, M. (2021). Exploring the leadership knowledge base: evidence, implications, and challenges for educational leadership in Wales. *School Leadership & Management*, 41(1-2), 41-53. <https://doi.org/10.1080/13632434.2020.1789856>
- Harris, A., & Jones, M. (2019). Leading professional learning with impact. In (Vol. 39, pp. 1-4): Taylor & Francis.
- Kools, M., & Stoll, L. (2016). What makes a school a learning organisation?
- Azorín, C., Harris, A., & Jones, M. (2020). Taking a distributed perspective on leading professional learning networks. *School Leadership & Management*, 40(2-3), 111-127.
- Antinluoma, M., Ilomäki, L., & Toom, A. (2021). Practices of Professional Learning Communities [Original Research]. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.617613>
- Chapman, C. (2013). From one school to many: Reflections on the impact and nature of school federations and chains in England. *Educational management administration & leadership*, 43(1), 46-60. <https://doi.org/10.1177/1741143213494883>
- Vaessen, M., Van Den Beemt, A., & De Laat, M. (2014). Networked Professional Learning: Relating the Formal and the Informal. *Frontline Learning Research*, 2(2), 56-71.