PBS-Network

- 40 communes
- About 800 schools
- 12 000 teachers
- 200 000 children and pupils
- 2 network-meeting each year (1300 and 350 participants)
- 5 days of active support and help at the schools

Website: www.pbs.kau.se
Societies near the traditional pole emphasize the importance of parent-child ties and deference to authority, along with absolute standards and traditional family values, and reject divorce, abortion, and suicide.

Priorities have shifted from an overwhelming emphasis on economic and physical security toward an increasing emphasis on subjective well-being, self-expression and quality of life.
The mission of the school 1840 – 1920

**Goals**
To raise patient, humble and obedient people

**Means**
Extreme lecturing way of teaching
Hard drill and disciplin
By-heart learning
The traditional school
Teachers’ understanding of the mission today

Aims
Confident and secure
Committed
Creative and curious
Lust to learn

Means?
679 pre-school teachers

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Develop good relations</td>
<td>97%</td>
</tr>
<tr>
<td>Relate to the questions of the children</td>
<td>87%</td>
</tr>
<tr>
<td>Give feedback</td>
<td>71%</td>
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1,460 primary and secondary school teachers

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Develop good relations</td>
<td>95%</td>
</tr>
<tr>
<td>Relate to the questions of the children</td>
<td>85%</td>
</tr>
<tr>
<td>Give feedback</td>
<td>71%</td>
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### 220 upper secondary teachers

<table>
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<tr>
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<tr>
<td>Develop good relations</td>
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</table>
School development

- School development refers to conscious sustainable changes integrated in the everyday life of a school that encompasses the whole or at least an extensive part of the school.
- The focus is to enhance the quality in the learning processes of the pupils.
• The vast majority of schools in Sweden are municipally-run, which means that the municipality is the principal.

• Most children attend the municipal school closest to their homes. However, they are entitled to choose another municipal school, or a school that is run independently.
Teachers are organized in work-teams most often with pupils in common as the principle of composition.
School leadership

- The work is led by a principal, who not only manages the teachers, but also manages the people who work at the school in student care, counselling, health, maintenance and food services.
Governance of the schools

• A national curriculum describes the school's value base and basic goals and guidelines.
• A national syllabus for each individual subject.
• A national time schedule which states the minimum guaranteed time that pupils are entitled to teacher-led instruction in the various subjects.
• A municipal school plan that shows how the municipality's schools are to be organized and developed.

• A local work plan for each school, which is an adaptation of the contents of the national curriculum, the syllabi and the school plan to the organization, work methods and local circumstances of that school.
The process of development

Local and central authorities have a great confidence that mandated objectives, plans, evaluations and inspections from central authorities make the instructional pattern coherent with the curriculum.
Results from earlier studies

• School development from an actor perspective is about finding solutions on problems encountered in the everyday teaching situation.

• The pupils are the main problem. When pupils do not learn or develop in the extent expected from earlier experiences, the teachers experience a problem that needs to be handled.

• The experiences of the teachers and their dialogues with other teachers and with the pupils about these experiences are stated to be the most influential factors of their way of teaching.
• There is no point in trying to influence what teachers do or do not do. They do whatever they do anyhow, as long as they have the understanding they have of the mission and how to realize that mission in everyday work.
Research and other's conceptions

Planning

Actions

Experiences

Reflections

Conceptions
Conclusions
Learnings

Research and other's conceptions
Studies of PBS (Problem-based school development)

Aim:

• To understand if and in what way the teachers’ learnings from their everyday work contribute to school development.

• To understand the importance of school leadership for the learning processes of the teachers.
The empirical basis

- Interviews 2000 and 2004 with 14 school and 99 teachers with focus on their conceptions of leadership that contributes to school development,
- Surveys to 279 teachers 2000 and 323 teachers 2004 and to 126 school leaders 2000,
- Observations of 80 meetings in teacher teams and steering groups.
- Experiences and learnings from the PBS-network.
- Surveys to 2600 teachers and 400 school leaders in the PBS-network.
PBS

- Organizing sensemaking processes of learning based on everyday problems
- Learning groups are organized to deepen the understanding of important everyday problems
- Trained learning leaders lead the learning groups
- Teachers and school leaders are the main actors in the knowledge building of learning and teaching
- School leadership: To organize and be a leader of the joint learning process about learning and teaching instead of planning and organizing the activities of the teachers
PBS-leadership

• To be a leader of school development also means to participate in the dialogues about what is puzzling and unexpected and contribute with a sensemaking whole from which the unexpected can be understood and guide the actions.
Results

• Teachers
  – Clarity: The whole and the parts
  – Deep understanding of the everyday work situation
  – Bottom-up perspective

• School leaders
  – Contribute with a holistic perspective
  – Intrinsic motivation and bottom-up perspective to accomplish lasting school development
  – Clarity
Bill Martin:

- Vision
- Mental models
- Systemic structures
- Patterns of behavior
- Events
A sense making and guiding holistic idea
Why do we do what we do?

- Tradition  ✓ Risk: Traditional solutions can reproduce the problems
- Tips, solutions or demands from others
- Sensemaking and guiding holistic idea  ✓ Risk: Does not fit the own way of working  ✓ Risk: Too hard
Start from the maturity and knowledge level of the pupils

Subject teaching

Start from the conceptions of the pupils

Make clear the curriculum and the pupils’ questions

Co-creation and sensemaking

Diagnosing the maturity and knowledge level of the pupils

Clear demands

What have you accomplished?”

Ask the pupils how they think and understand a specific issue

Intrinsic motivation

“I need to be better in…” or “I wonder…”

Make clear the syllabus and criteria for marks

Common fundamental values

Interdisciplinary teaching

Sanctions

“What have you learnt?”

Relate to the conceptions of the pupils

Start from the inner logic of every subject
Start from the maturity and knowledge level of the pupils

The structure of the textbook decides the learning domain

Start from the inner logic of every subject

Make clear the syllabus and criteria for marks

"Our teacher told us to…"

Diagnosing the maturity and knowledge level of the pupils

Sanctions

Clear rules

Clear demands

What have you accomplished?"
Intrinsic motivation, Extrinsic motivation

- Lust to learn
- Work with topics that stimulates curiosity by relating the topic to the conceptions of the pupils
- Build a relation based on trust
- Dialogue
- Learning processes that deepen the understanding
- Interactive governing, deepened understanding of the whole mission
- Teachers as co-creators

- More demands
- More central tests
- Stressing the importance of marks
- Clear criterias for marks
- Marks in behaving
- More control
- Inspections
- Top-down specified objectives
- Teachers as “doers” what is decided from above
Holistic idea

event

Event
Holistic idea

Event ?

Delegated powerlessness

Event
Holistic idea

Event

Event ?

Action
Holistic idea

Event

Action
Holistic idea

Event

? Another holistic idea

Event

Action
Holistic idea

- Guiding the way of handling ambiguous situations
  - Risk: Too general to be of help or too narrow and prescribing

- Utilize the positive in the traditions of the school
  - Risk: Traditions can be the main cause of the problems.
Learning process

Already existing knowledge
- Lectures and books etc.

Defining the problem or learning field
Collecting reliable basic data
Looking for patterns
Understand why the pattern looks like it does → learnings
Testing the learnings in practice

Conceptions

Activities

Create knowledge together
To formulate the learning issue

- A problem is an important question without an answer. Puzzling situations.
- How to find important problems?
- Everyday problems.
- Issues that can be acted on. Focussing interactions in which I am a part.
- Importance of a holistic idea.
Fields of learning

• 1/ How to strengthen the will of the pupils to influence their learning situation?
• 2/ How to reach pupils that have lost their interest in learning?
• 3/ How can we work interdisciplinary?
• 4/ How can we organize lessons that tempt the pupils?
• 5/ How do we know that we give correct marks?
• 6/ How to manage the individualizing of the learning process within heterogeneous groups of pupils?
• 7/ How to succeed with long term planning of interdisciplinary projects?
• 8/ How to get our pupils to take a greater responsibility when working in more student active ways?
Deepened understanding of the nature of the problem

Learning process of realization

Good examples

Tips

Learning process to deepen the understanding
Extrinsic

- Sanctions
- Control of attendance
- Explicit demands
- ........

Intrinsic

- How reach pupils that are unmotivated?
- How can the lessons more meaningful and sensemaking to the pupils?
- ........

Truancy
PBS-results

- According to the teachers a PBS-leadership to a greater extent influences their way of working and their understanding of the mission.

- The realization of a PBS-culture makes the teachers to experience that they are more professional and successful in accomplishing their mission.

- PBS-leadership contributes to teachers confidence in the management

- The realization of a PBS-culture raise the contentment in work among teachers as well as school leaders

- Improved climate for dialogues. More aiming at understanding and learning from each other
Correlations with PBS-oriented... 

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Leadership</th>
<th>Culture</th>
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<tr>
<td>Contented to be in my work team</td>
<td>14**</td>
<td>.34**</td>
</tr>
<tr>
<td>Contented to be at my school</td>
<td>.35**</td>
<td>.44**</td>
</tr>
<tr>
<td>Influence important issues</td>
<td>.51**</td>
<td>.54**</td>
</tr>
<tr>
<td>Have supportive colleagues</td>
<td>.21**</td>
<td>.44**</td>
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<tr>
<td>Confidence in the school leaders</td>
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<td>.59**</td>
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<tr>
<td>The school leader has influenced teachers’ conception of the mission</td>
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<td>.40**</td>
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<td>Importance of dialogues with the school leader for the teaching</td>
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<td>.46**</td>
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Quality work

Expectations from the customer

Customer satisfaction

Objectives

Target achievement

Connection between process and results

Process

Results

Expectations from the customer

Customer satisfaction

Objectives

Target achievement

Connection between process and results

Expectations from the customer

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Connection between process and results

Expectations from the customer

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Objectives

Target achievement

Connection between process and results

Expectations from the customer

Customer satisfaction

Objectives

Target achievement

Connection between process and results

Expectations from the customer

Customer satisfaction

Objectives

Target achievement

Connection between process and results
Dynamic efficiency

- A good system for discovering problems.
- The co-workers want to learn and develop.
- Focussing issues that can be handled.
- Collaborative learning.
- A guiding holistic idea related to the mission.
- Leaders with a good understanding of the everyday work in the organization.
- Generation of new knowledge of how to be better in realizing the mission.
- Inquire in what extent learnings are put into practice.
- Learning on all levels in the organization.
Impact of network on school development
<table>
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<th>Network</th>
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<th>Diff</th>
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<tbody>
<tr>
<td></td>
<td>Agree (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Challenge</td>
<td>82</td>
<td>52</td>
<td>30</td>
</tr>
<tr>
<td>• Visions</td>
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<tr>
<td>• Influences the classroom practice</td>
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<tr>
<td>• Clear</td>
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<tr>
<td>• Stress the mission</td>
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<tr>
<td>• Shared vision</td>
<td>88</td>
<td>72</td>
<td>16</td>
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<tr>
<td>• Interested in how teachers work</td>
<td>88</td>
<td>76</td>
<td>12</td>
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<tr>
<td>• Open minded</td>
<td>90</td>
<td>81</td>
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Conclusions about governance

- The political logic of school development is contradictory to the conclusions and learnings of the professionals.