

Change leadership for sustainable professional development

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ARPA 10 years, November 2025

Questions from teachers who participate in professional development

Can you give us more tips about sharing knowledge?

How can we deal with resistance in our school about what we learnt?

How can we make sure colleagues are supportive?

How do we make sure the school will use what we learnt?

How can we make sure school leaders support us?

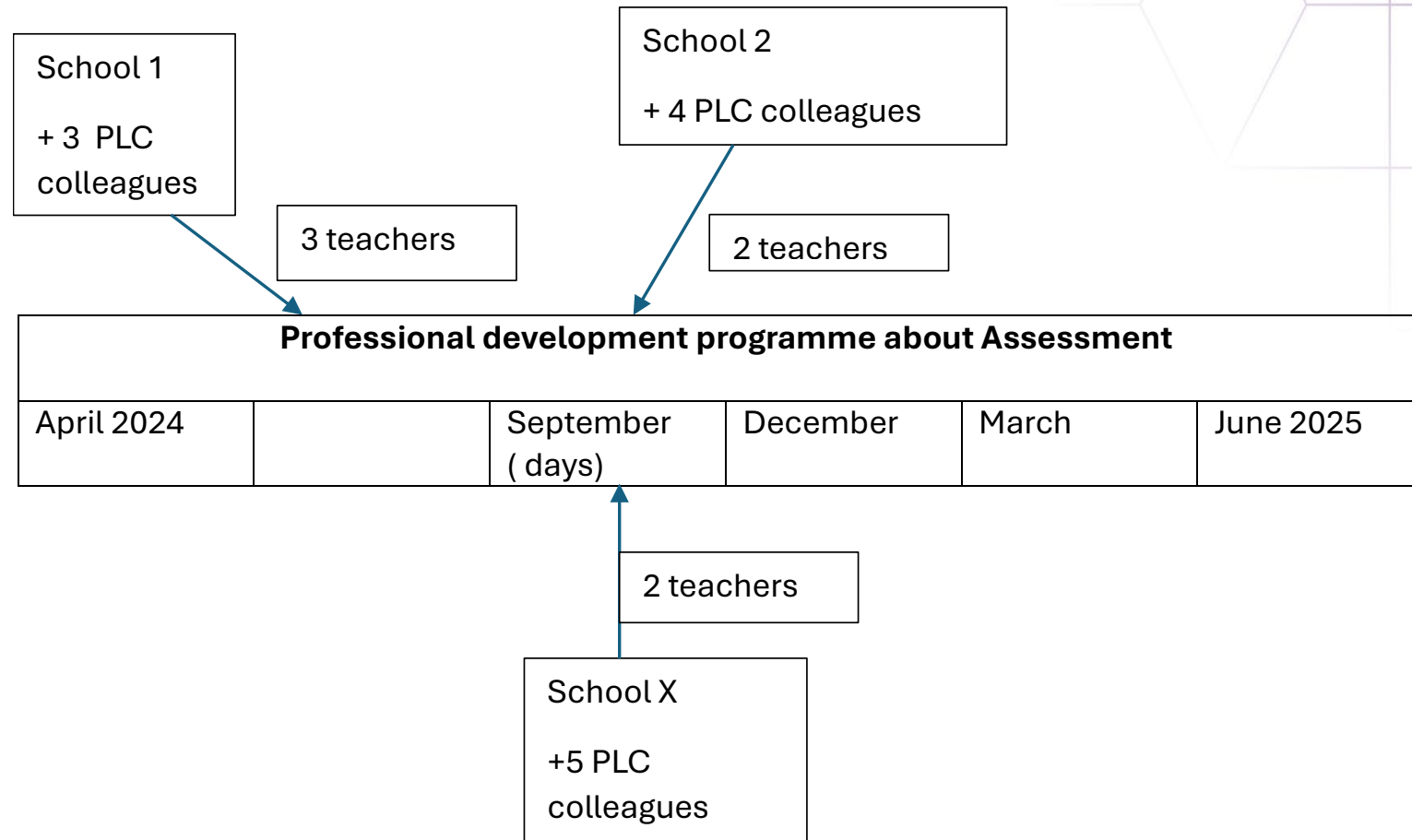
Leadership for sustainable change

- Coherency in education vision and policy of school with purpose of the professional development initiative, like a community or a network
- **Distributed leadership:** not only formal school leader, but also other teachers fulfill this role (see also Pino-Yancovic et al., 2025)
- So teachers who participate in professional development such as courses, workshops, etc: lead change in their schools

... with professional learning communities and networks

- What works in professional development of teachers? (Visscher et al., in press) E.g.,
 - Collaboration
 - Coaching
- So: a promising way of working on this, in which collaboration, coaching etc. are inherent: professional learning communities or networks

Case: teachers in professional development about assessment



Networks and communities

- Groups of educators, e.g., teachers, school leaders, possibly in collaboration with researchers, and/or policy-makers, or even students
- Meeting regularly
- with the intention to engage in collaborative learning
- to improve outcomes for students (also equity, wellbeing)

(Poortman, Brown & Schildkamp, 2021)

Teachers in professional development as *change leaders* in their school

- How can teachers participating in professional development
- in networks or communities
- function as a change leader in their school?

Key approach in networks and communities: Systematic, evidence-informed way of working

1. What is the current situation and what needs to be changed?
 - a) For student learning and/or wellbeing?
 - b) A clear focus: goal of the network or community
2. Why have we not achieved this goal so far?
 - a) Data and/or literature
 - b) Learning conversation



Key approach in networks and communities: Systematic, evidence-informed way of working

3) How can we change this situation?

a) Which activities

b) By whom and when?

4. Evaluation of process and results



Findings first group

- Interviews and course assignments:
 - Summarized in 1) critically-reflective PLC participant; 2) knowledge management and 3) influencing policy and decision making
- 1) Teachers reported to have worked well with the phases, all used data and/or literature, and felt their competence developed in assessment
 - 2) For their change leadership: A lot of variation, from hardly any knowledge sharing with colleagues to some sharing of practice, team meetings, and presenting. Mostly: room for improvement

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 - 3) Contributing to school policy and decision- making:
 - “We should have done this better”
 - Very little to report

Change leadership profile, based on literature

Category	References
Critically reflective participant of network or community	
Competent in the process of evidence-informed way of working in network or community	- Wenner & Campbell (2017) - Vanlommel et al. (2024) - Van der Heijden et al. (2015) - Brown et al. (2023)
Competent in the theme and content of the network or community	
Knowledge broker	
Knowledge management	- Van den Boom-Muilenburg et al. (2022) - Wenner & Campbell (2017) - Vanlommel et al. (2024) - Van der Heijden et al. (2015) - Brown et al. (2023)
Contributing to/influencing policy and decision-making	
Capacity development (of colleagues)	

Change leadership profile, descriptions

Category	Description
Critically reflective participant of network or community	
Competent in the process of evidence-informed way of working in network or community	Taking the lead in carrying out the PLC-process steps collaboratively, reflectively and in an innovative way
Competent in the theme and content of the network or community	Further developing competence in the PLC-theme

Change leadership profile, descriptions

Category	Description
Knowledge broker	
Knowledge management	Oral and written communication with or without artefacts
Contributing to/influencing policy and decision-making	Contributing to goals and directions for the PLC related to school's vision and goals; Building connections with school staff (outside the PLC), using PLC-insights in terms of theme and/or outcomes and/or organization to influence school policy and decision-making ...
Capacity development (of colleagues)	Supporting colleagues outside the PLC with the way of working or resulting knowledge

Second part of study

- Using the profile to address change leadership more specifically:
- Show the profile main categories in the first course session
- With each session: more elaborate, interactive parts to discuss and plan how to fulfill the role of change leader
- Second study: again interviews and assignments, more teachers and schools involved
- Preliminary findings:
 - More to report about this role
 - Still also 'should have/could have', but also more activity on the different categories
 - Ongoing work

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