International Studies in Educational Administration

Journal of the Commonwealth Council for Educational Administration & Management

CCEAM

Volume 51 • Number 1 • 2023

International Studies in Educational Administration by the Commonwealth Council for Educational Administration and Management (CCEAM). Details of the CCEAM, its headquarters in Australia and its affiliated national societies throughout the Commonwealth are given at the end of this issue.

Enquiries about subscriptions and submissions of articles should be addressed to the editors via email at: iseasubmissions2022@gmail.com; website: www.cceam.org.

Commonwealth

Members of CCEAM receive the journal as part of their membership. Other subscribers in Commonwealth countries receive a discount, and pay the Commonwealth rates as stated below. Payment should be made to the Commonwealth Council for Educational Administration and Management (CCEAM).

The rest of the world

Subscribers in the rest of the world should send their orders and payment to the Commonwealth Council for Educational Administration and Management (CCEAM).

Account details for all payments are as follows

Account name: Canadian Association for the Study of Educational Administration c/o Dr Patricia Briscoe

Bank: Royal Bank of Canada, 2855 Pembina Hwy – Unit 26, Winnipeg, MB, R3T 2H5

Institution number: 003

Transit number: 08067

Account number: 1009232

Swift code: ROYCCAT2

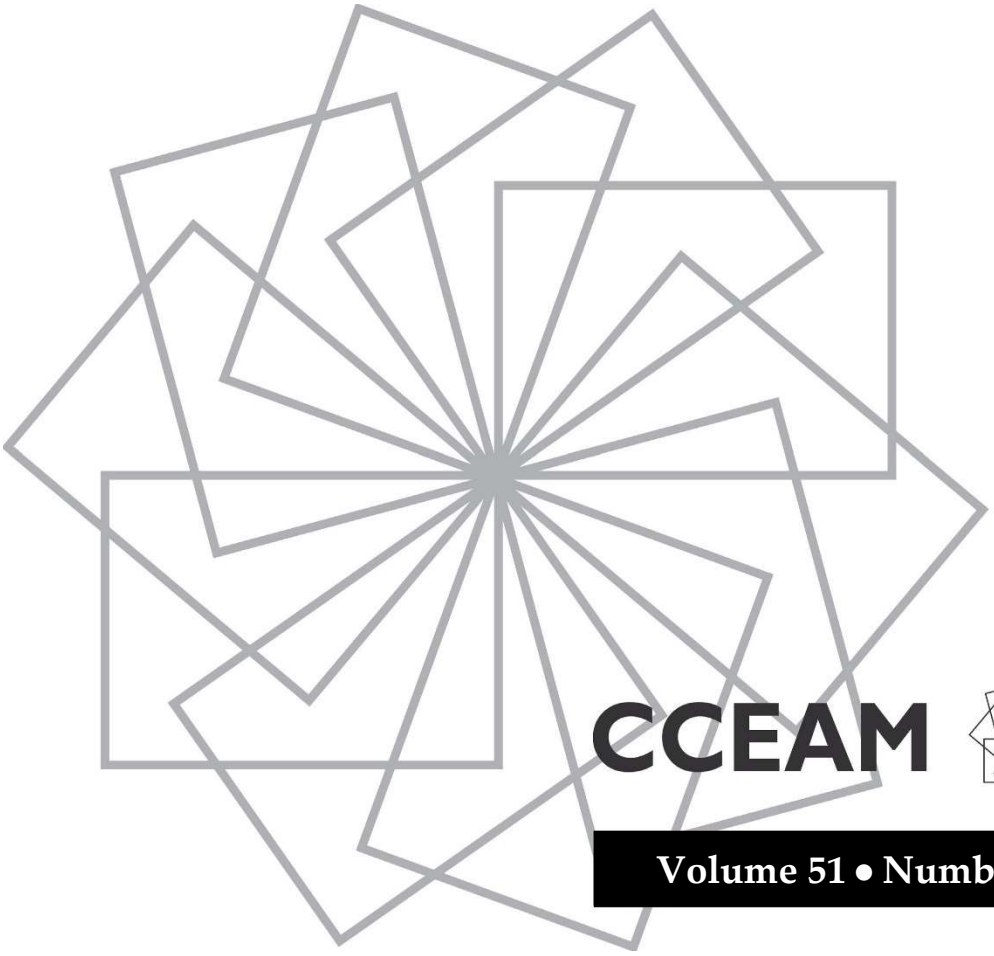
Subscription rates for 2023

Institutions, Commonwealth	£150
Institutions, rest of world	£170
Individuals, Commonwealth	£30
Individuals, rest of world	£35

© CCEAM, 2023

International Studies in Educational Administration

Journal of the Commonwealth Council for Educational Administration & Management



CCEAM

Volume 51 • Number 1 • 2023

International Studies in Educational Administration (ISEA)

An official publication of the Commonwealth Council for Educational Administration and Management (CCEAM)

EDITORS

Professor David Young,
St. Francis Xavier University
Professor Robert White,
St. Francis Xavier University
Professor Venesser Fernandes,
Monash University

ASSOCIATE EDITORS

Dr Daniela Acquaro
Melbourne Graduate School of Education
The University of Melbourne
3010 Melbourne, AUSTRALIA

Professor Christopher Bezzina
University of Malta, Msida
MSDV 2080, MALTA

Associate Professor Lawrie Drysdale
Melbourne Graduate School of Education
The University of Melbourne
3010 Melbourne, AUSTRALIA

Professor Paul Miller
Principal Consultant
Educational Equity Services,
London, UNITED KINGDOM

CCEAM OFFICIALS

President: Professor Carolyn Shields,
Wayne State University, Detroit,
Michigan, 48202, USA

EDITORIAL ADVISORY BOARD

Dr A.O. Ayeni, Department of Educational Management, Faculty of Education, University of Ibadan, Ibadan, Oyo State, NIGERIA

Professor Ray K. Auala, University of Namibia
PO Box 13301, 340 Mandume Ndemufayo Avenue
Windhoek, Pioneerspark, NAMIBIA

Professor Christopher Bezzina, University of Malta
Msida, MSDV 2080, MALTA

Professor Mark Brundrett, Liverpool John Moores University, Barkhill Road, Aigburth, Liverpool
L17 6BD, UK

Professor Emeritus Brian Caldwell, University of Melbourne, Parkville, Victoria, 3052, AUSTRALIA

Professor Emeritus Christopher Day, The University of Nottingham, University Park, Nottingham, NG7 2RD, UK

Professor Gang Ding, East China Normal University
Shanghai 200062, CHINA

Professor Fenwick English, University of North Carolina at Chapel Hill, North Carolina 27599, USA

Professor Philip Hallinger, College of Public Health Sciences, Chulalongkorn University, THAILAND

Professor Alma Harris, Director of the Institute for Educational Leadership, University of Malaya
MALAYSIA

Dr A.A.M. Houtveen, Utrecht University, PO Box 80140
3508 TC Utrecht, NETHERLANDS

Professor Lejf Moos, Danish University of Education, Copenhagen NV, DENMARK

Professor Petros Pashiardis, Open University of Cyprus, PO Box 24801, Lefkosia 1304, CYPRUS

Professor Vivienne Roberts, The University of the West Indies, Cave Hill Campus, PO Box 64, Bridgetown BARBADOS

Professor Sun Miantao, Research Institute of Educational Economics and Administration, Shenyang Normal University, Shenyang, CHINA

Professor Paula Short, Senior Vice President for Academic Affairs and Provost, University of Houston, Texas, 77204 USA

Dr Clive Smith, University of Johannesburg, Johannesburg 2092, SOUTH AFRICA

Professor Duncan Waite, Texas State University – San Marcos, Texas, 78666, USA

Professor Philip van der Westhuizen, Potchefstroom Campus, North West University, 2520, SOUTH AFRICA

ISSN 1324-1702

International Studies in Educational Administration (ISEA) aims to enhance the effectiveness of educational leadership, management and administration to support intellectual, personal and social learning in schools, colleges and universities and related educational, social and economic development in a range of national contexts. It publishes research- and scholarship-based articles within the broad field of educational leadership, management, and administration including its connections with educational/social policy, and professional practice. It focuses on the Commonwealth and beyond. It is strongly international in that, while it may publish empirical research or scholarship undertaken in specific national or regional contexts, articles consider issues and themes of interest that transcend single national settings. Articles offer new facts or ideas to academics, policy-makers and practitioners in education in varied national contexts ranging from advanced economies to the least economically developed countries. The journal aims to provide a balance between articles that present theoretical, applied or comparative research, and between articles from different methodological contexts, different scales of analysis, and different access to research resources. Editorial Correspondence and Books for Review should be sent to the Editors. Business Correspondence should be sent to the President or the CEO. ISEA adopts review procedures common to highly regarded international academic journals. Each article is reviewed by the editors to judge suitability for the journal, and if accepted then undergoes a double-blind review process involving two international reviewers.

International Studies in Educational Administration
Volume 51, No. 1, 2023

Contents

Editorial Note
DAVID YOUNG, ROBERT WHITE AND VENESSER FERNANDES **1**

Second Chair Leaders in Ethnoculturally Diverse Schools in New Brunswick: 'There's Only So Much Pixie Dust to Go Around'
LYLE HAMM, LINDA SEARBY AND MONIQUE ALLAIN **2**

How Do Teacher Leaders Lead in Professional Learning Communities? Explicit and Tacit Negotiations
FRIDA GRIMM **34**

Wellbeing in Institutes of Learning and Higher Education: Has the Time Come for Healing the Self and Others?
KARYN COOPER AND ROBERT E. WHITE **52**

Australia's School Response to COVID-19 as Portrayed by Print Media: A Study of the First Three Months of the Crisis
LILLY YAZDANPANAH, VENESSER FERNANDES AND MELISSA BARNES **71**

Editorial Note

Since the publication of the last Regular Issue of the journal, we have witnessed several weather-related events around the globe including devastating wildfires, flash flooding, not to mention the fact that global temperatures in July of 2023 were the highest ever recorded. Certainly, we keep those who have been impacted in our thoughts.

Turning specifically to the workings of the journal itself, we continue our efforts towards modernizing its operations. To that end, we are hopeful that we will migrate to a new workflow-management platform later this year. While this migration will undoubtedly result in some growing pains, it is our belief that in the long run, a reliable online system will expedite the speed and reliability of the production cycle.

We are also very excited about an upcoming Special Issue of ISEA, the specific details of which will be announced soon. Please stay tuned for this announcement, and should the call for submissions be of interest, we would highly encourage and welcome potential articles for publication.

On a related front, if serving as a reviewer for ISEA is of interest, please reach out, as we are always seeking individuals who might lend their expertise by undertaking this important role. As our readers can appreciate, ISEA publishes a wide array of articles, so it is important that we have a depth and breadth of experts who can provide feedback on submitted articles, thus supporting the peer review process.

The four articles in this Regular Issue address important issues and make valuable contributions to the literature. The first piece by Hamm, Searby and Allain deals with the challenges that Second Chair Leaders (Vice-Principals) of ethnoculturally diverse schools in the Canadian province of New Brunswick face. The authors also discuss strategies employed by these leaders. A second article by Grimm addresses formal teacher leadership in professional learning communities. Drawing on data acquired from an empirical study involving Swedish teachers, the importance of understanding explicit and tacit teacher leadership practices is highlighted. In a third article by Cooper and White, the significance of wellbeing in terms of educational leaders is examined. In addition, a conceptual framework that facilitates the development of agency among these leaders is outlined. This Issue concludes with a study by Yazdanpanah, Fernandes and Barnes around the school education response to the COVID-19 crisis in Australia as portrayed in print media. Ultimately, the authors argue the media played a role in bringing to light tensions and at times contradictions between state and federal governments.

In sum, each of the articles in this Issue is interesting and enlightening, and we encourage you to spend some time unpacking the topics addressed.

David Young
Robert White
Venesser Fernandes
Editors of International Studies in Educational Administration

How Do Teacher Leaders Lead in Professional Learning Communities? Explicit and Tacit Negotiations

Frida Grimm

Abstract: *Teacher leaders who lead peers in professional learning communities (PLCs) are an increasing phenomenon in school organisations in several parts of the world today. However, the knowledge of how they lead professional learning is sparse. The purpose of this article is to create deeper understandings of teacher leadership in PLCs. It is based on data acquired through an empirical study with so-called 'first teachers' in three Swedish schools during 2021 and 2022. The article provides in-depth descriptions of explicit and tacit teacher leadership practices in PLCs. According to the results, the first teachers in the study led their peers by securing structure and relevance, building a supportive, sharing, and reflective community, and encouraging the use of new teaching methods. They tacitly negotiated their leadership in relation to previous experiences in teaching, leadership and professional development, explicit and tacit boundaries within teacher communities of practices, and their own understandings of their professional identity. The article contributes with important insights into how these negotiations made them build safe and inspiring learning cultures, but also restrained them to challenge their peers' current understandings of teaching. The results highlight the need to illuminate and understand both explicit and tacit teacher leadership practices when developing and improving teacher leadership for professional learning in schools.*

Keywords: Teacher leadership, teacher leaders, middle leadership, professional development, professional learning communities, educational leadership

Introduction

School leadership is one of the most crucial factors in promoting and securing learning in schools for both teachers and pupils (Leithwood, Harris & Hopkins 2020). One way for school leaders to influence learning processes is to organise professional learning for teachers. In recent decades, organising professional learning for groups of teachers has become a common strategy for strengthening teachers' teaching competences (see e.g., Hattie 2009; Stoll, Bolam, McMahon, Wallace & Thomas 2006; Timperley 2011). In so-called professional learning

communities (PLCs) teachers are expected to participate in ongoing, reflective, collaborative, inclusive and learning-oriented processes (Stoll et al. 2006). When teachers share values and visions, take collective responsibility for pupil learning, and reflect together, they can generate professional learning (Hord 1997; Stoll et al. 2006; Timperley 2011). Most research on leadership in relation to PLCs has focused on the importance of the leadership of principals (Hairon, Goh & Tua 2015)—for example, by highlighting principals' responsibility to build a learning culture in schools and to allocate resources for teachers to meet in PLCs (Admiraal, Schenke, De Jong, Emmelot & Sligte 2019; Bouchamma, April & Basque 2019; Stoll et al. 2006). However, in several countries such as Sweden, principals rarely lead the practical work *in* PLCs. This leadership is often distributed to teacher leaders.

Teacher leaders are teachers who take on leadership responsibilities outside the classroom, while still maintaining teaching duties (Wenner & Campbell 2017). Because of their close connections to the classrooms, they may have a special role in connecting leadership with learning and to lead their peers from within. In this way, their leadership might differ from principal leadership, which is more indirect and positioned from above (Grootenboer, Edwards-Groves & Rönnerman 2015; Harris & Jones 2017; Stoll & Kools 2017). Thus, when leading learning processes in schools, it is crucial to understand teacher leadership constructions and practices, especially when organising PLCs led by teacher leaders.

Introducing teacher leaders with assigned tasks to lead in school organisations does not automatically imply teacher leadership practices in the daily lives of schools (Margolis & Strom 2020; Smylie & Eckert 2018; White, Cooper & Anwaruddin 2017). Previous research has shown that there are several organisational boundaries for teacher leadership constructions in schools—for example, due to egalitarian and autonomous norms and shortages in schools' infrastructure (Gurr 2019; Muijs & Harris 2006; Nguyen, Harris & Ng 2019). In addition, there are individual boundaries. For example, teacher leaders rarely define themselves as leaders (Cooper 2020; Hunzicker 2017; Sinha & Hanuscin 2017), and professional development for teacher leaders tends to be sparse (De Nobile 2018). Despite these boundaries, teacher leaders lead their colleagues in schools every day, for example, in Australia, Canada, England, Malaysia, Norway, New Zealand, the Philippines, Singapore and Sweden (Bush, Glover, Ng & Mooi 2015; Lillejord & Børte 2018). However, knowledge of *how* teacher leadership is constructed in teachers' daily lives and how different school contexts shape this construction is sparse (Nguyen et al. 2019; Wenner & Campbell 2017; Wieczorek & Lear 2018).

The purpose of this article is to create deeper understandings of teacher leadership in PLCs. The article builds on results from an empirical study on teacher leadership practices in three Swedish public compulsory schools with similar levels of pupil results, -welfare and -final grades. In the decentralised Swedish school system, principals and teachers have the main responsibility to decide on issues related to teaching practices. As in many countries, it has become common that principals distribute leadership for teaching development to teacher leaders. In 2018, 44 percent of Swedish teachers reported that they regularly participated in

collaborative professional learning (OECD average 28%; OECD 2018). This makes Sweden a relevant context for the study. One Swedish teacher leader position is the 'first teacher' position (in Swedish: förstelärare), which was created in 2013 as a career pathway for experienced and documented skilled teachers. In this study, I focus their leadership by enquiring: *How* do first teachers lead peers in professional learning communities?

The article is structured as follows. It starts with a clarification of how the conceptualisations 'teacher leadership' and 'professional learning communities' are used in the study. Then there is a description of the research design, followed by a presentation of the results from the empirical study. To create a deeper and more nuanced understanding of first teachers' role as leaders in PLCs there is also a discussion of why first teachers lead as they do and what implications this might have for practitioners and researchers within the field of educational leadership. Finally, I make some concluding remarks and suggest implications for future studies.

Teacher Leadership in PLCs

Teacher Leadership as an Interactive Process of Influence

When creating knowledge of how teacher leadership is constructed, illuminating teachers' and teacher leaders' practices and understandings are crucial. In this study, 'leadership' is understood as a process of influence constructed in the interactions between leaders (teacher leaders), followers (teacher leader peers) and their situation (PLC settings in their schools) (Spillane 2006). Thus, leadership is seen as both individual and collective. The conceptualisation 'teacher leadership' can be interpreted in several ways (Nguyen et al. 2019). In this study, York-Barr and Duke's (2004) conceptualisation is used as a point of departure:

> Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement. (pp. 287-288)

Hence, teacher leadership practices in PLCs need to be explicitly directed towards professional learning. In this study, particular focus is put on teacher leadership, where teachers have been assigned with leadership positions to lead PLCs in their schools. First teachers are used as an example of teacher leaders assigned to lead peers for professional learning.

PLCs as Communities of Explicit and Tacit Practices

According to Wenger (1998), practices are physical, verbal actions constructed within explicit and tacit boundaries. They can be seen as 'processes by which we can experience the world and our engagement with it as meaningful' (Wenger 1998: 51). Social learning is constructed in the interactions between communities, practices, meaning-making, and identity. In

communities of practices (CoPs), constructed over time, the participants create coherence by mutual engagement, a joint enterprise, and a shared repertoire. PLCs can be seen as one of many CoPs that teachers and teacher leaders are engaged in.

'Practice' as a theoretical concept is used in the current study to illuminate actions. Since these actions are social, they are closely connected to the participants' relations. The members share historical and social resources, boundaries, and perspectives, what is worth doing and knowing, and who they are in the context of their community. As Wenger (1998) puts it:

> The concept of practice connotes doing, but not just doing in and of itself. It is doing in a historical and social context that gives structure and meaning to what we do. In this sense, practice is always a social practice. Such a concept of practice includes both the explicit and the tacit. (p. 47)

Not all practices are explicit for the participants. Some of them are based on tacit understandings and knowledge. The practices are explicitly and tacitly negotiated, for example, in verbal interactions between participants but also in underlying assumptions built on previous experiences. Membership in CoPs influences the participants' actions, understandings, and interpretations. The members constantly construct and negotiate their identities, positions, and understandings. For example, the conceptualisation 'teacher leadership' has no meaning in itself. It is constantly negotiated and reconstructed and might change over time.

How teacher leaders decide to lead involves both explicit and tacit considerations. It can be built on both highly communicated and silent knowledge and can be more or less apparent for leaders and followers. Thus, leadership practices are negotiated both between and within leaders and followers. Every PLC and school organisation has its own field of negotiability (Wenger 1998). Hence, explicit and tacit practices need to be investigated in each school's unique context when creating knowledge about how teacher leaders do when they lead their peers.

Research Design

Sample

This empirical study is part of a larger qualitative research project about first teacher leadership for learning. In the current study, conducted from September 2021 to January 2022, first teacher leadership practices in PLCs were studied in three Swedish public compulsory schools. Purposeful (Cohen, Manion & Morrison 2018) and convenience (Bryman 2018) sampling were used. To study teacher leadership practices up close, schools already participating in the larger research project were asked if they had continuous PLCs led by first teachers. Three schools matched these requirements. In total, one first teacher from each of these schools and 22 teachers participated in the study. The participants were informed

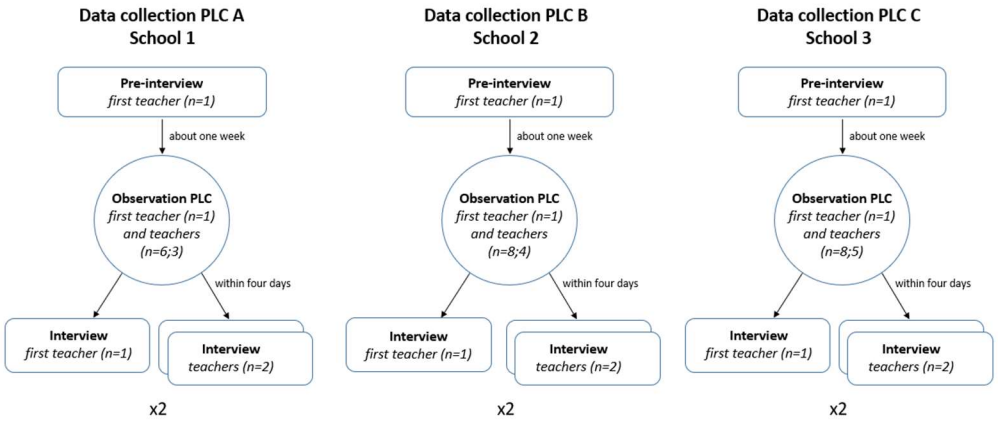
about the intensions with the study, the research procedure and their right to informed consent according to the Swedish Research Council's (2017) ethical guidelines.

Methods

Data were collected through a basic qualitative research design, using video-observations and semi-structured interviews (Cohen et al. 2018; Kvale & Brinkmann 2014) facilitated by sticky notes (cf. Grimm, Norqvist & Roos 2021). The motive was to combine the exploration of teacher leadership practices with the respondents' own reflections (Clark, Holland, Katz & Peace 2009; Grimm et al. 2021; Kvale & Brinkmann 2014), thereby creating rich data about both explicit and tacit practices and understandings.

Figure 1 visualises the structure for data collection. Each data collection followed the same procedure. Each PLC (A in school 1, B in school 2 and C in school 3) was visited twice within a period of two to five months. First, there was a pre-interview with each first teacher about one week before the observations. Within four days after the observations, I conducted follow-up interviews. Due to limited resources and a high workload for the teachers, it was not possible to interview all teachers. Instead, all first teachers and two voluntary teachers from each PLC were interviewed.

Figure 1: Structure for Data Collection



The *pre-interviews* were conducted online and focused on content and context for the upcoming PLC. The questions were related to practices, communities, meaning-making and identities in the PLCs (cf. Wenger 1998). For example, the first teachers were asked about usual activities in the PLCs, the group-constellation, the first teacher role, and the aim and goal of the leadership practices.

All PLC occasions but one were *observed* in the schools. Due to COVID 19-restrictions, one PLC occasion was conducted and observed online. The visual and verbal practices were video

recorded. Simultaneously I observed the respondents' practices and noted teacher leadership practices. The field notes facilitated the forthcoming interviews and the video-recordings enabled 'unfiltered' preservation of the respondents' practices for further analyses (Blikstad-Balas 2017).

Twelve of the interviews were conducted in the schools and six online. One teacher was replaced in the second round due to illness. For the interviews I used an interview guide that was semi-structured and inspired by Wenger's four elements (practice, communities, meaning-making and identity). During the interviews sticky notes were used on which the respondents wrote practices of influence from the observed PLC occasions (reproductions). The sticky notes gave structure to the interviews and facilitated reflections on teacher leadership practices in PLCs. I also supplemented the respondents' reproductions with my own interpretations (field notes) for the respondents to react to.

The combination of interviews and observations enabled studies of verbal, non-verbal and physical teacher leadership practices, which can be difficult to capture in verbal second-hand sources as interviews (see Clark et al. 2009). This was crucial to capture and create knowledge on both explicit and tacit leadership practices. The respondents' reproductions visualised to what extent various teacher leadership practices were explicit for the respondents themselves. By promoting dialogue, encouraging reflections, and uncovering tacit understandings, the visual material facilitated the co-construction of data between me and the respondents (Grimm et al. 2021; Miles & Huberman 1994). The mix between observations and interviews in several steps enabled method triangulation (Cohen et al. 2018; Tracy 2013) and member checking (Birt, Scott, Cavers, Campbell & Walter 2016).

The total data material is summarised in Table 1 (see the appendix for a more detailed table).

Table 1: Data Material

	Respondents	*Data material*	*In total*
Pre-interviews	3 first teachers	6 interviews (30-40 min.)	3 hours
Interviews	3 first teachers, 7 teachers	18 interviews (50-95 min.)	24 hours
Video-observations	3 first teachers, 22 teachers	6 observations (40-137 min.)	8 hours
Field notes		3 documents	20 pages

The material was anonymised and coded, and the respondents' confidentiality was protected following the General Data Protection Regulation.

Analysis

Qualitative research implies ongoing analysis (Miles & Huberman 1994). Coding was made in several steps to reach the respondents' lived world (Berger & Luckmann 1966). The first analyses started during data collection. After the pre-interviews the material was transcribed, and any complementary questions were annotated to the interview guide. Within three hours after the observations, I watched the video material and reconsidered and added teacher leadership practices to the field notes. This first analysis was important for co-creation between me and the respondents in the upcoming interviews. When my first analysis from the observations did not match the respondents' reproductions on the sticky notes, I had the opportunity to validate my data by asking additional questions about this in the follow-up interviews and thereby further explore the respondents' understandings. The chosen methodology was crucial to identity practices that would have remained tacit if the interviews had not been combined with observations.

After each data-collection-phase, the interviews were transcribed verbatim. The software NVivo 12 was used to code the material (video-observations, field notes, interview transcriptions and sticky notes) and reduce it in several steps (Miles & Huberman 1994). Wenger's (1998) theory on communities of practices was used as a framework for the interpretation of the material. First, I marked teacher leadership practices with the code 'practices'. This procedure was repeated once. In the second phase, pattern coding was used. I analysed the data in the code 'practice' and constructed tentative themes based on similar patterns for how first teachers did when they led their peers. Third, Wenger's (1998) theories about 'communities', 'meaning-making', 'identity', 'negotiations' and 'historical resources and competences' were used as codes to create understandings of why the respondents did as they did. Fourth, I searched for inapplicable, overbuilt and empirically ill-fitted material, for example, outliers, extreme cases, and negative evidence. Researcher and camera effects (Blikstad-Balas 2017) were identified and examined as acceptable. Triangulation across data sources and methods was made. During this I noted which practices that were more explicit for the respondents than others. Finally, the themes for the practices where refined and partly renamed. At the end of the analysis, I had identified three common themes for the teacher leadership practices: 'securing structure and relevance', 'building a supportive, sharing and reflective community', and 'encouraging the use of new teaching methods'. I had also detected the respondents' motives to these practices.

Results

In this section follows a description of how the first teachers in the study led their peers and how they motivated why they did as they did. This to create deeper understandings of teacher leadership in PLCs. The results are structured under the three themes identified in the analysis process. The respondents have been assigned fictive names on the same letter as their PLCs (A, B and C).

Teacher Leadership Practices Within the PLCs

Securing Structure and Relevance

All three PLCs in the current study were led by female first teachers and were organised in groups of teachers who met 6-10 times a year. They all focused on instructional methods for the development of language in all teaching subjects to support pupils' learning processes. This has been a common topic in Swedish schools in the last few years, and the Swedish National Agency for Education has emphasised it as a theme for professional development. Some other domains occurred in the PLCs in parallel as well, for example, cooperative learning in the classroom and how to better support boys' learning processes.

Even if the first teachers were situated in different schools, their leadership practices followed similar patterns. The first teachers *structured* the PLC-meetings and *set the agenda*, for example, by deciding when to start, what to do, and when to end work in the PLCs. Here is an example of how Beatrice, first teacher, started a PLC occasion:

> [Turning to the participants]: Welcome! We are not all here today so maybe we won't use the whole agreed time…. I would be grateful if someone can take notes…. [One of the teachers offers] Thank you! [Turning against that teacher, then back to all participants] You have been sent a little agenda. We will start with the renders about the [tried out method] and then I have a practical exercise, which will be very small since we're not that many [laughter], but we do it anyway, with connections to [the domain]. Then I have some questions for the articles that you already received about [two domains], and then a short summary and evaluation of today's meeting. [The participants are listening and nodding.] (Observation of PLC B)

Clarifying the agenda was a common way to start the PLC occasions. The agenda had been preceded in deliberations with other teacher leaders in the schools. One first teacher was following a programme planned by the Swedish National Agency for Education, and therefore she had fewer opportunities to make her own adjustments.

In the interviews, the teacher leader role was expressed as a 'conversation leader'. According to Charlotte, first teacher, this role secured relevance and efficiency:

> I work with them in the same way I work with my pupils, because they are all people – just at different ages. And all people need structure. I know my colleagues and they need a served structure to feel that the meetings are meaningful, that there is a content and an aim. To get somewhere. Otherwise, there will be loose talk, and I know that they don't appreciate that. (Interview with Charlotte, first teacher in PLC C)

Charlotte emphasised that structure and efficacy were important in creating meaningfulness. She constructed her practices based on experiences with different CoPs, in this case her office and her classroom. Charlie, teacher, also expressed Charlotte's role as foremost a conversation leader:

> [The first teachers' role] is to make sure there is a conversation and that it is a good conversation and that we stick to the things we should talk about. In the role as

> moderator, she should also distribute the word, so that everyone gets as much out of it … or that all say something. (Interview with Charlie, teacher in PLC C)

The first teachers used historical, social, and relational resources and artefacts to create meaning in the PLCs. For example, they used references from other teachers' narratives, previous professional learning occasions, and overarching school development projects. They also applied material from the Swedish National Agency for Education and organised readings of research articles and books. These artefacts were blended with the participants' own reflections and experiences. The first teachers also constructed artefacts together with the participants, for example, by taking notes and by constructing individual lesson plans. By combining interactions and artefacts—thus balancing participation and reification—the first teachers sought to influence their teacher peers to learn and develop their teaching.

During the observations, the respondents seemed to agree on engagement, enterprises, and repertoire. In a few cases participants did not follow the structural boundaries—for example, they came unprepared, were late, or did not follow the established working process. Some of these behaviours were corrected—for example, if someone ignored an agreed communication model. In other cases, the first teachers accepted these behaviours and understood them as signs of insecurity or high workload which should be handled respectfully. It was not expressed as a large problem, since it concerned a few individuals. Yet, during one observation when a participant regularly was late to the PLC, one of the teachers in PLC B turned to a colleague and whispered: 'Sometimes it feels like a protest'. However, the respondents did not talk about resistance explicitly during the interviews or in the PLCs. According to Beatrice, first teachers should not correct unwanted behaviour, instead this was a task for the principal: 'I don't have that role. That is a staff liability concern' (interview with Beatrice, first teacher in PLC B).

Building a Supportive, Sharing and Reflective Community

In the PLCs, the first teachers arranged conversation rounds, gave encouraging comments, used a friendly body language, and mixed professional conversations with inside jokes. The atmosphere in the PLCs during the observations was engaged, respectful and friendly. Open conflicts were absent. The participants seldom disagreed, and their descriptions of teacher leadership practices corresponded. In the interviews, the respondents described how the first teachers, together with the other members, were responsible for *building a supportive* and *inclusive culture.* Both first teachers and teachers expressed this culture as essential for work in the PLCs. The supportive culture was supposed to create a common ground and to encourage mutual engagement. According to Charlotte, first teacher, this could open for learning:

> [The aim is that] we become open and willing to reflect on our teaching and what we do in the classroom, so there won't be any closed doors.… That you bring up positive experiences, but also negative experiences of ways of working. That you also dare to criticise yourself. Because that is how we develop. Otherwise, if everyone is keeping

> it for themselves, it won't be equivalent in the school. (Interview with Charlotte, first teacher in PLC C)

The first teachers in the study believed that a supportive culture could open for method sharing, critical reflections and equivalence, which could lead to positive learning processes.

In the pre-interviews, the first teachers described how they were responsible for facilitating dialogues and joint reflections during PLC occasions. They did this by distributing the opportunity to speak and by asking questions. During the observations, different sorts of questions were asked with different aims, for example, to invite and include all members in the reflections ('What do you think?'), to make the participants clarify and elaborate their thoughts ('How did you include the goals?'), to evaluate the effects of a tried out method ('Can you see if this knowledge is more consolidated?'), to problematise ('Are there any pupils who do not benefit from picture support?'), and to encourage solutions to practical problems ('What can we do?'). The questions were created by the first teachers themselves or transferred from external material. All three first teachers mentioned critical reflection and challenging questions as important. However, during the observations, challenging questions and critical reflections from teachers or first teachers were rare.

To create a safe sharing culture the first teachers presented both successful and unsuccessful examples from their own teaching. Beatrice, first teacher, explained why she often started with herself in the follow-up rounds:

> It's more about the prestige, to show that it's not always working.… That I also have had problems with this. That it's not so easy and that it doesn't happen in a trice. (Interview with Beatrice, first teacher in PLC B)

By being open with the complexity of teaching, and by showing that all teachers can make mistakes, the first teachers sought to encourage their colleagues to share their teaching experiences.

Encouraging the Use of New Teaching Methods

Structuring the meeting and building an encouraging and sharing culture were the most explicit teacher leadership practices in the respondents' narratives and on the sticky notes that were used to support the interviews. Trying out new methods and exchanging ideas were seen as activities that both teachers and first teachers were engaged in. However, during my observations, I registered how the first teachers took on a partly different role from the other participants in relation to method development. The first teachers highlighted examples from their own teaching to a higher extent and more nuanced than the participating teachers. For example, they described the aim and reflected on the effects on the pupils' learning processes. In a PLC occasion about multimodal texts, the teacher Antonio described a problem he and his colleague had when they wanted their pupils to listen to a radio drama. Anne, first teacher, responded by telling an anecdote from her own teaching:

> We listened to podds with our eight graders last year.… At first [the pupils] thought it was very hard. They said: 'Are we just going to listen or what?' And we [the teachers]

> said: 'Yes, just listen and enjoy, and then we're going to talk about it.' And then when we had listened to all episodes they said: 'Can't we listen more?' They had recognised that it was nice to reflect on what they thought this person looked like. (Anne, first teacher, in an observation of PLC A)

Another teacher in the PLC remembered how Anne had talked about successful experiences before and said:

> Teacher: Didn't it go well when you listened to [another podd] as well?
>
> First teacher: Yes, it did.… They perceive more, and they get more alert, when they don't have the pictures. Then they must think and make up their own pictures. (Observation of PLC A)

After this, several teachers added reflections about positive aspects of using audio with their pupils. The first teachers in the study argued for new methods and highlighted the importance of being patient if a method did not work out the first time. Recognising problems with the methods and responding to uncertainties among the participants seemed to be a common teacher leader practice in the PLCs, even if this was not mentioned by teachers or first teachers in the follow-up interviews.

Two of the first teachers also arranged certain activities to further influence their peers' teaching practices. For example, during one PLC occasion Beatrice made the participants try out an exercise she had done with her pupils, and Charlotte had her peers planning for an upcoming lesson to ensure that they would try out a specific method until the next PLC occasion. During the observations, no participant argued against the activities, or the methods and critical reflections were rare. The next time they met, a majority of teachers had tried out the methods. Thus, at least in the short-term, the first teachers influenced their peers' teaching practices.

To sum up, the first teachers led their teacher peers by securing structure and relevance, building a supportive, sharing, and reflective community, and encouraging the use of new teaching methods. In this they used a variety of social, relational, and historical resources to create meaning. In the following section, I will discuss why the first teachers led as they did, why some practices were more explicit than others, and what implications this might have for the learning processes in the PLCs.

Discussion

According to the results, several factors seem to influence why first teachers lead as they do: how first teachers and teachers understand the relevance of what they do, their previous experiences of leadership, and how they understand who they are. Hence, their understandings and reflections are crucial for their practices. The respondents are not accustomed to reflecting on teacher leadership, which is understandable as the PLC-literature

and the school leaders tend to neglect these. However, despite this, first teachers and teachers seem to have a tacit, unanimous agreement on how teacher leadership should be constructed.

As Wenger (2009) points out, participation entails both action and belonging. The members in the PLCs are unified in their teaching practices, teacher identities and the common aim to do their best for their pupils. As the first teacher position and the PLCs are rather new, teachers and first teachers foremost seek to build their practices on experiences from other CoPs (for example teacher teams and classroom contexts). The first teachers participate in the PLCs as both teacher peers and teacher leaders, and their actions are influenced by these two identities. When they reflect on why they lead as they do, they foremost draw parallels to how they lead their pupils. The first teachers use their tacit knowledge as teachers to read other people and to make rapid decisions on what actions are suitable in different situations. The teacher identity is stronger than the identity as teacher leader (especially for first teacher A and C), which is a phenomenon well known from previous research (see e.g., Cooper 2020; Sinha & Hanuscin 2017; Wenner & Campbell 2018). When using well-known practices from other CoPs, the first teachers avoid conflicts and save energy, but if the joint enterprises in these CoPs differ from the aim of the PLC, there is a risk that learning processes will be lost. Thus, when organising PLCs for learning, it is important to be aware of what influences norms and experiences from other CoPs might have on roles and practices in the PLCs. For example, structuring team meetings about operative matters might require other leadership practices than leading professional development in PLCs.

First teachers constantly negotiate their leadership practices and leader identities, tacit within themselves and in explicit interactions with other teachers. For example, first teachers plan to ask challenging questions but refrain when they notice that their teacher peers have had an exhausting day. In times where Swedish teachers experience constant time pressure and increased external pressure (Arvidsson et al. 2019; Lindström 2020), the strategy to support rather than to challenge can be understandable from a teacher leader perspective. This approach might also be successful since previous studies have indicated that teachers prefer gentle teacher leadership (Margolis & Doring 2013). By negotiating their leadership within the teacher community, their leadership tends to strengthen already existing teacher perspectives rather than challenging them and exploring the unknown. Involving other leader positions in these negotiations could open for new perspectives.

The knowledge of a teacher leader is, as Wenger (2009) puts it, 'a matter of competence with respect to valued enterprises' (p. 210). Teacher leadership practices that are challenging norms, behaviours and positions tend to be absent or tacit. In the Swedish teacher community, egalitarian and autonomous norms are strong (Grimm 2020; Liljenberg 2016). There are tacit boundaries for what a teacher leader is allowed to do. Challenging their peers could be seen as putting themselves above their teacher peers. As one of the critics against the Swedish career reform has been that it divides teachers in A- and B-teams, some first teachers might find it especially important to avoid this. The first teachers seek to evade correcting behaviours and deciding on what their peers should do in their classrooms. A good illustration of this is when the first teachers seek to influence the participants to try out new

methods by offering a smorgasbord of methods. Explicitly they are equal members in the PLC and no experts. Tacitly they seek to influence their colleagues to change their teaching practices (a tacit instructional leadership).

The results indicate that the respondents foremost understand the PLCs as a forum where teachers can reflect on difficulties in teaching and share ideas on methods to use in their classrooms. According to the respondents, the explicit aim of the PLCs is to create reflective dialogues about teaching. Thus, the purpose of having teacher leaders leading the PLCs is to facilitate and structure these dialogues. Teacher leadership is delimited to a conversation leader role that should not interfere with egalitarian and autonomous norms. Even if the first teachers tacitly seek to influence their colleagues to try out new methods, the explicit aim with the PLCs is not expressed as making teachers change their teaching practices. Rather, it is to make them talk about teaching and share experiences that indirectly can make them adjust their teaching if they choose to.

The first teachers lead by inspiration, not by fostering critical thinking or challenging current understandings of teaching. Keeping themselves within the tacit boundaries might both enhance and constrain the possibility to lead for learning. The safe learning environment might promote learning processes by building self-efficacy and encouraging teachers to develop and improve their teaching (Kılınç, Bellibaş & Bektaş 2021; Muijs & Harris 2006). However, the supportive and non-challenging learning environment might also strengthen confirmation biases (Katz & Dack 2014) where teachers consolidate current teaching practices, without examining if they purposefully meet the pupils' learning needs or not. As concluded in the results, in short terms the first teachers influence what methods their peers are using in their classrooms. What the long-term effects are on the teachers' teaching practices, if the methods in fact are new and if they are affecting the pupils' learning processes in new ways, is unknown.

Overall, teachers and first teachers seem unaccustomed to reflecting on teacher leadership practices for learning. They do not view first teachers as teacher leaders and do not inquire for needs to develop and improve first teachers' leadership practices. The Swedish example with first teachers highlights the importance of addressing teacher leadership issues when implementing career paths for teachers. As PLCs develop over time (Huijboom, Van Meeuwen, Rusman & Vermeulen 2021), it is important that teacher leaders adapt their leadership to the learning needs of the participating teachers and the pupils (cf. Timperley 2011). Many Swedish schools have come far with building an infrastructure for teachers to meet in PLCs. The results from the current study indicate that there might be time to put more effort in how to develop the leadership *within* the PLCs and to challenge current understandings of teaching and learning. For example, if teacher leaders as first teachers are expected to continue leading the work *in* PLCs, teacher leadership discourses might need to be initiated during pre-service teacher education (cf. Acquaro 2019), teacher leaders be offered qualitative leadership education, and teacher leadership be inquired in the PLC-literature and in the daily lives of schools. Focusing more on teacher leadership dimensions could enable important discussions about teacher leaders' responsibility, identity, and competence.

Stretching normative boundaries could be a way to gain new perspectives (Wenger 1998). By sharing thoughts about teacher leadership in the schools, tacit knowledge can be made explicit, and understandings can be transformed. As Anne, first teacher, formulates in one of the interviews on how the research project has made her reflect on teacher leadership in new ways:

> You start to think in other ways, or you start to think about things you haven't thought of before. Sometimes you just trudge on, doing as you always do, thinking: 'this is how it should be'. But then, someone asks questions and then you start to think and reflect. It's exciting to see. You get another picture.… It's a process. (Interview with Anne, first teacher in PLC A)

Conclusions

The aim of this article was to create deeper understandings of teacher leadership in PLCs. The study contributes to research on educational leadership by illuminating explicit and tacit teacher leadership practices in PLCs. Together, the results provide important insights into how teacher leaders tacitly negotiate their leadership. These negotiations make them build safe and inspiring learning cultures but restrain them to challenge their peers' current understandings of teaching.

The study supports previous research that has highlighted the importance of supporting teacher leaders' competence and identity building. Even if the results do not allow for generalisations due to the small sample and the limited number of teacher interviews, the results add to previous research by stressing the importance of school actors' and researchers' awareness of both the explicit and the tacit when developing professional learning in PLCs. The study indicates needs to further support and develop first teachers in their teacher leadership constructions. To be able to support teacher leadership, school leaders and researchers need to identify *actual* teacher leadership practices (cf. Grootenboer et al. 2015) and not solely rely their understandings on self-reporting methodologies (cf. Wenner & Campbell 2017). There are several ways to establish successful teacher leadership, for example, by communicating clear leadership assignments, offering leadership training programmes for teacher leaders, and creating teacher leader networks (Gurr 2019; Nguyen et al. 2019). Having teacher leaders leading PLCs offers possibilities to improve teaching. However, if teacher leaders' practices are not explicitly seen and addressed as leadership for learning it is difficult to develop and improve them as such.

Acknowledgments

I would like to express my gratitude to the Department of Education, the Centre for Principal Development, and the School of Education, Umeå University, for supporting my research project. Special thanks to my supervisors, Helene Ärlestig and Ulf Leo, for fruitful discussions and comments.

References

Acquaro, D. (2019). Developing educational leaders for the future: New ways to consider leadership preparation. *International Studies in Educational Administration*, *47*(2), 32-42.

Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2019). Schools as professional learning communities: What can schools do to support professional development of their teachers? *Professional Development in Education*, *47*(4), 684-698. https://doi.org/10.1080/19415257.2019.1665573

Arvidsson, I., Leo, U., Larsson, A., Håkansson, C., Persson, R., & Björk, J. (2019). Burnout among school teachers: Quantitative and qualitative results from a follow-up study in southern Sweden. *BMC Public Health*, *19*(1), 1-13. https://doi.org/10.1186/s12889-019-6972-1

Berger, P. L., & Luckmann, T. (1966). *The Social Construction. A treatise in the sociology of knowledge*. New York, NY: Doubleday & Company.

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, *26*(13), 1802-1811. https://doi.org/10.1177/1049732316654870

Blikstad-Balas, M. (2017). Key challenges of using video when investigating social practices in education: Contextualization, magnification, and representation. *International Journal of Research and Method in Education*, *40*(5), 511-523. https://doi.org/10.1080/1743727X.2016.1181162

Bouchamma, Y., April, D., & Basque, M. (2019). Principals' leadership practices in guiding professional learning communities to institutionalization. *International Studies in Educational Administration*, *47*(1), 38-60.

Bryman, A. (2018). *Samhällsvetenskapliga metoder [Social Research Methods]* (3rd ed.). Stockholm, Sweden: Liber.

Bush, T., Glover, D., Ng, A., & Mooi, Y. (2015). Master teachers as teacher leaders : Evidence from Malaysia and the Philippines. *International Studies in Educational Administration*, *43*(2), 19-40.

Clark, A., Holland, C., Katz, J., & Peace, S. (2009). Learning to see: Lessons from a participatory observation research project in public spaces. *International Journal of Social Research Methodology*, *12*(4), 345-360. https://doi.org/10.1080/13645570802268587

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). London, UK: Routledge.

Cooper, M. (2020). Teachers grappling with a teacher-leader identity: Complexities and tensions in early childhood education. *International Journal of Leadership in Education*, 1-21. https://doi.org/10.1080/13603124.2020.1744733

De Nobile, J. (2018). Towards a theoretical model of middle leadership in schools. *School Leadership and Management*, *38*(4), 395-416. https://doi.org/10.1080/13632434.2017.1411902

Grimm, F. (2020). The first teacher as the elephant in the room – Forgotten and hidden teacher leadership perspectives in Swedish schools. *Research in Educational Administration and Leadership*, *5*(2), 454-483. https://doi.org/10.30828/real/2020.2.5

Grimm, F., Norqvist, L., & Roos, K. (2021). Exploring visual method in the field of educational leadership: Co-creating understandings of educational leadership and authority in school organisations. *Educational Management Administration and Leadership*, *49*(7), 1-20. https://doi.org/10.1177/17411432211030747

Grootenboer, P., Edwards-Groves, C., & Rönnerman, K. (2015). Leading practice development: Voices from the middle. *Professional Development in Education*, *41*(3), 508-526. https://doi.org/10.1080/19415257.2014.924985

Gurr, D. (2019). School middle leaders in Australia, Chile and Singapore. *School Leadership and Management*, *39*(3–4), 278-296. https://doi.org/10.1080/13632434.2018.1512485

Hairon, S., Goh, J. W. P., & Chua, C. S. K. (2015). Teacher leadership enactment in professional learning community contexts: Towards a better understanding of the phenomenon. *School Leadership and Management*, *35*(2), 163-182. https://doi.org/10.1080/13632434.2014.992776

Harris, A., & Jones, M. (2017). Middle leaders matter: Reflections, recognition, and renaissance. *School Leadership and Management*, *37*(3), 213-216. https://doi.org/10.1080/13632434.2017.1323398

Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. London, UK: Routledge.

Hord, S. M. (1997). Professional learning communities: Communities of continuous inquiry and improvement. *Leadership*, *40*(1), 58-59.

Huijboom, F., Van Meeuwen, P., Rusman, E., & Vermeulen, M. (2021). Professional learning communities (PLCs) as learning environments for teachers: An in-depth examination of the development of seven PLCs and influencing factors. *Learning, Culture and Social Interaction*, *31*(PA), 100566. https://doi.org/10.1016/j.lcsi.2021.100566

Hunzicker, J. (2017). From teacher to teacher leader: A conceptual model. *International Journal of Teacher Leadership*, *8*(2), 1-27.

Katz, S., & Dack, L. A. (2014). Towards a culture of inquiry for data use in schools: Breaking down professional learning barriers through intentional interruption. *Studies in Educational Evaluation*, *42*, 35-40. https://doi.org/10.1016/j.stueduc.2013.10.006

Kılınç, A. Ç., Bellibaş, M. Ş. & Bektaş, F. (2021). Antecedents and outcomes of teacher leadership: The role of teacher trust, teacher self-efficacy and instructional practice. *International Journal of Educational Management*, *35*(7), 1556-1571. https://doi.org/10.1108/IJEM-04-2021-0148

Kvale, S., & Brinkmann, S. (2014). *Den kvalitativa forskningsintervjun [The Qualitative Research Interview].* Lund, Sweden: Studentlitteratur.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, *40*(1), 5-22. https://doi.org/10.1080/13632434.2019.1596077

Liljenberg, M. (2016). Teacher leadership modes and practices in a Swedish context – A case study. *School Leadership and Management*, *36*(1), 21-40. https://doi.org/10.1080/13632434.2016.1160209

Lillejord, S., & Børte, K. (2018). *Mellomledere i skolen : Arbeidsoppgaver og opplæringsbehov [Middle Leaders in School: Tasks and learning needs]*. Oslo, Norway: Kunnskapssenter for utdanning.

Lindström, M. N. (2020). Swedish school reforms and teacher professionalism. *Professions and Professionalism*, *10*(2), 1-20. https://doi.org/10.7577/pp.3878

Margolis, J., & Doring, A. (2013). What do today's teachers want (and not want) from teacher leaders? *New Educator*, *9*(3), 192-209. https://doi.org/10.1080/1547688X.2013.806724

Margolis, J., & Strom, K. (2020). Assessing the success of teacher leadership: The case for asking new questions. *Professional Development in Education*, *46*(4), 1-15. https://doi.org/10.1080/19415257.2020.1787200

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd ed.). Thousand Oaks, CA: SAGE.

Muijs, D., & Harris, A. (2006). Teacher led school improvement: Teacher leadership in the UK. *Teaching and Teacher Education*, *22*(8), 961-972. https://doi.org/10.1016/j.tate.2006.04.010

Nguyen, D., Harris, A., & Ng, D. (2019). A review of the empirical research on teacher leadership (2003–2017): Evidence, patterns and implications. *Journal of Educational Administration*, *58*(1), 60-80. https://doi.org/10.1108/JEA-02-2018-0023

OECD. (2018). *TALIS*. Paris, France: OECD. https://www.oecd.org/education/talis/TALIS2018_CN_SWE.pdf

Sinha, S., & Hanuscin, D. L. (2017). Development of teacher leadership identity: A multiple case study. *Teaching and Teacher Education*, *63*, 356-371. https://doi.org/10.1016/j.tate.2017.01.004

Smylie, M. A., & Eckert, J. (2018). Beyond superheroes and advocacy: The pathway of teacher leadership development. *Educational Management Administration and Leadership*, *46*(4), 556-577. https://doi.org/10.1177/1741143217694893

Spillane, J. P. (2006). *Distributed Leadership*. San Francisco, CA: Jossey-Bass Inc.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, *7*(4), 221-258. https://doi.org/10.1007/s10833-006-0001-8

Stoll, L., & Kools, M. (2017). The school as a learning organisation: A review revisiting and extending a timely concept. *Journal of Professional Capital and Community*, *2*(1), 2-17. https://doi.org/10.1108/jpcc-09-2016-0022

Swedish Research Council. (2017). *Good Research Practice*. Stockholm, Sweden: Swedish Research Council. https://www.vr.se/download/18.5639980c162791bbfe697882/1555334908942/Good-Research-Practice_VR_2017.pdf

Timperley, H. (2011). *Realizing the Power of Professional Learning*. Maidenhead, UK: Open University Press.

Tracy, S. J. (2013). *Qualitative Research Methods - Collecting evidence, crafting analysis, communicating impact*. Chichester, UK: Wiley-Blackwell.

Wenger, E. (1998). *Communities of Practice. Learning, meaning, and identity*. Cambridge, UK: Cambridge University Press.

Wenger, E. (2009). A Social Theory of Learning. In K. Illeris (Ed.), *Contemporary Theories of Learning. Learning theorists... in their own words* (pp. 209-218). London, UK: Routledge.

Wenner, J., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, *87*(1), 134-171. https://doi.org/10.3102/0034654316653478

Wenner, J., & Campbell, T. (2018). Thick and thin: Variations in teacher leader identity. *International Journal of Teacher Leadership*, *9*(2), 5-21.

White, R. E., Cooper, K., & Anwaruddin, S. M. (2017). Canadian contexts in educational leadership: A hermeneutic approach to distributed leadership for teachers' professional learning. *International Journal of Leadership in Education*, *20*(6), 682-696. https://doi.org/10.1080/13603124.2016.1210827

Wieczorek, D., & Lear, J. (2018). Building the 'bridge': Teacher leadership for learning and distributed organizational capacity for instructional improvement. *International Journal of Teacher Leadership*, *9*(2), 22-47.

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, *74*(3), 255-316. https://doi.org/10.3102/00346543074003255

Appendix: More Detailed Total Data Material

		Pre-interviews	Observations	Follow-up interviews
PLC A *Data collection 1*	*Anne (first teacher)*	20.09.2021 (38 min, online)	29.09.2021 (55 min, school)	30.09.2021 (94 min, school)
	Antonio (teacher)			30.09.2021 (64 min, school)
	Andy (teacher)			30.09.2021 (80 min, school)
PLC A *Data collection 2*	*Anne (first teacher)*	14.01.2022 (35 min, online)	19.01.2022 (40 min, online)	20.01.2022 (96 min, online)
	Antonio (teacher)			20.01.2022 (94 min, online)
	Andy (teacher)			20.01.2022 (91 min, online)
PLC B *Data collection 1*	*Beatrice (first teacher)*	27.09.2021 (39 min, online)	6.10.2021 (103 min, school)	7.10.2021 (97 min, school)
	Barbro (teacher)			7.10.2021 (97 min, school)
	Britta (teacher)			7.10.2021 (71 min, school)
PLC B *Data collection 2*	*Beatrice (first teacher)*	18.11.2021 (33 min, online)	24.11.2021 (89 min, school)	25.11.2021 (66 min, school)
	Barbro (teacher)			29.11.2021 (87 min, online)
	Britta (teacher, replacement due to illness)			29.11.2021 (56 min, online)
PLC C *Data collection 1*	*Charlotte (first teacher)*	28.10.2021 (25 min, online)	2.11.2021 (137 min, school)	3.11.2021 (100 min, school)
	Charlie (teacher)			3.11.2021 (85 min, school)
	Christoffer (teacher)			8.11.2021 (78 min, online)
PLC C *Data collection 2*	*Charlotte (first teacher)*	26.11.2021 (31 min, online)	30.11.2021 (49 min, school)	1.12.2021 (85 min, school)
	Charlie (teacher)			1.12.2021 (47 min, school)
	Christoffer (teacher)			1.12.2021 (55 min, school)
IN TOTAL		6 pre-interviews *(3 first teachers)*	6 observations *(3 first teachers, 22 teachers)*	18 follow-up interviews *(3 first teachers, 7 teachers)*

Author Details

Frida Grimm
Department of Education/The Centre for Principal Development
Umeå University, Sweden
Email: frida.grimm@umu.se