

English summaries

Ulf Jederlund: Trust as prerequisite for school development. A study of school development based on collective learning in teacher teams

The article contributes to in-depth understanding of local conditions for school development, by means of collective learning in teacher teams. More specifically, the purpose is to explore *trust* as a prerequisite for a mature collective learning process in teacher teams - based on collaboration, visibility in practice, collective reflection and joint action for development.

A longitudinal case study of school development processes in five teacher teams in different schools, who participated in an identical, externally designed, school development project, was conducted. The two-year project included a collective learning process with training, group counselling and teacher-student interventions together with students who challenge. The teachers were expected to develop collaboration, joint action and collective reflection, through the implementation and monitoring of collaborative teacher-student interventions. Teacher-student talks were intended to be videotaped, to make teachers' practices visible to joint reflection and improvement. Although the five teacher teams entered and participated in the project on comparable terms and with equal resources added, teachers in retrospect assessed the project outcomes with great variety, on the different schools. This variation set the starting point for this article.

The interest of the investigation is directed towards the teachers' experiences from the school development processes. Two questions were formulated: *i*) What characterizes teachers' experiences of trust in the school development process, in the different work teams? and, *ii*) What significance did the experiences of trust have for the collective learning, and thus for the school development process? Analyses are based on qualitative process data collected before, during and after the project. In thematic analyses, three aspects of trust were identified as crucial for the teachers' experiences; *process trust*, *collegial trust* and *collective trust*. General confidence in the school development process (process trust), and high-enough psychological safety

and collective confidence within the group (collective trust), showed to be prerequisites for endurance of the teacher teams' collective learning processes. Collegial trust – trustworthy interpersonal relationships and mutual professional confidence among the teachers in the group - showed to be an additional prerequisite for teachers' visibility in practice, and thereby for a deepening in the collective learning process. Collegial trust and collective trust are concepts known in the organizational literature, while process trust is a concept suggested by this article. Collegial trust and collective trust appear in the study, as in the literature, to be mutually affecting each other. Process trust on the other hand, seems to be able to be organized, through a visionary organizational leadership, good counselling and perseverance in process - structures that in turn enable collegial trust and collective trust to develop over time, through new collective experiences.

Limitations of the study design are discussed. One difficulty is the fact that schools, despite external similarities and equal entry values in a project, also differ in ways that may affect the outcome. In this study, the school with the teacher team that experienced the most mature learning process, also was the significantly smallest. Finally, implications for further research is addressed. For example, of interest would be to study how teachers' various experiences of trust in collective learning processes affect their students' self-beliefs and learning.

Robert Walldén: Working with words, expressions and linguistic style: meaning-making literature work in adult second language education

This study follows a teacher and her students of Swedish as a Second Language in basic municipal adult education. The course, which is normally taken by learners who have completed Swedish for Immigrants but require more instruction to qualify for upper secondary level, has largely been overlooked in national research. The purpose of this study is to explore literacy practices in instructional process based on a novel. The specific research questions are:

- In which literacy practices does the teacher involve the students when she brings attention to words, expressions and linguistic style in the novel?
- How can the relation between these literacy practices be understood?

The materials were generated over four weeks during the autumn of 2018. They comprise observations, voice recordings (20h) and collected teaching materials. The analysis was conducted based on Luke and Freebody's family of literacy practices, Judith Langer's literary stances and Bernstein's sociology of education. The literature work is viewed as a literacy practice, shaped by teacher intentionality and overarching educational goals. Since reading an authentic work of fiction in the target language is likely to be challenging for the second language learners, particular attention is paid to the active, supportive and regulative role of the participant teacher. This has not been a major focus of previous research on literature work in Swedish as a Second Language.

The first part of the analysis focuses on how the teacher and the students explore the meanings of words and expressions in the novel *Eftermiddagarna med Margueritte* [Afternoons with Margueritte / La tête en friche] by Marie-Sabine Roger. The title refers to the regular meetings and the unexpected friendship between the (at first) barely literate narrator-protagonist and Margueritte, a retired researcher. Using the novel to learn new words and expressions is a practice of text use, and an example of language-focused learning. However, the analysis also shows how the teacher connects the meaning of the words and expressions to the central characters to the novel as well as to the relationship between them. This is also apparent when she comments on words and expressions being examples of formal or colloquial language. The meanings negotiated in the interaction thus transcends the meaning of the words and expressions themselves, enabling a literacy practice of meaning making.

The second part of the analysis explores more general discussions about the language in the book. Some learners voice frustration about the narrator being incoherent and difficult to follow. The teacher asks them to pay attention to how the narrator, and his way of using language, changes during his instructive "afternoons with Margueritte". The teacher thereby takes a clear stance on meaning in the novel, and analysis of subsequent discussions shows that it is adopted by the learners. In these discussions, the attention to language clearly promotes literacy practices of meaning making, while also opening the door to practices of text analysis.

Viewing the literature work in terms of literacy practices has been fruitful for studying the interplay between language-focused learning and meaning making. Rather than reducing a work of literature to input for language development, the language-focused interaction studied in this article seems to scaffold the learners' understanding of the novel.