



Social-Cognitive Outcomes of Teachers’ Engagement in Community of Practice

Evidence from Finnish Basic Schools

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The Research Context- Finland

- ▶ Finland has been the world's number-one performer in the OECD/ PISA studies
- ▶ Finnish basic school system boasts some of the narrowest achievement gaps in the world
- ▶ A well-cited reason is the high standard of the teacher profession: Social status, professional expertise and societal trust in teachers' work
- ▶ Does professional autonomy transform into teacher isolation – or into a collaborative school culture?
- ▶ It has been suggested that Finnish teachers are in a gradual process from separate entrepreneurs to team-orientated professionals (Kärkkäinen, 1999)



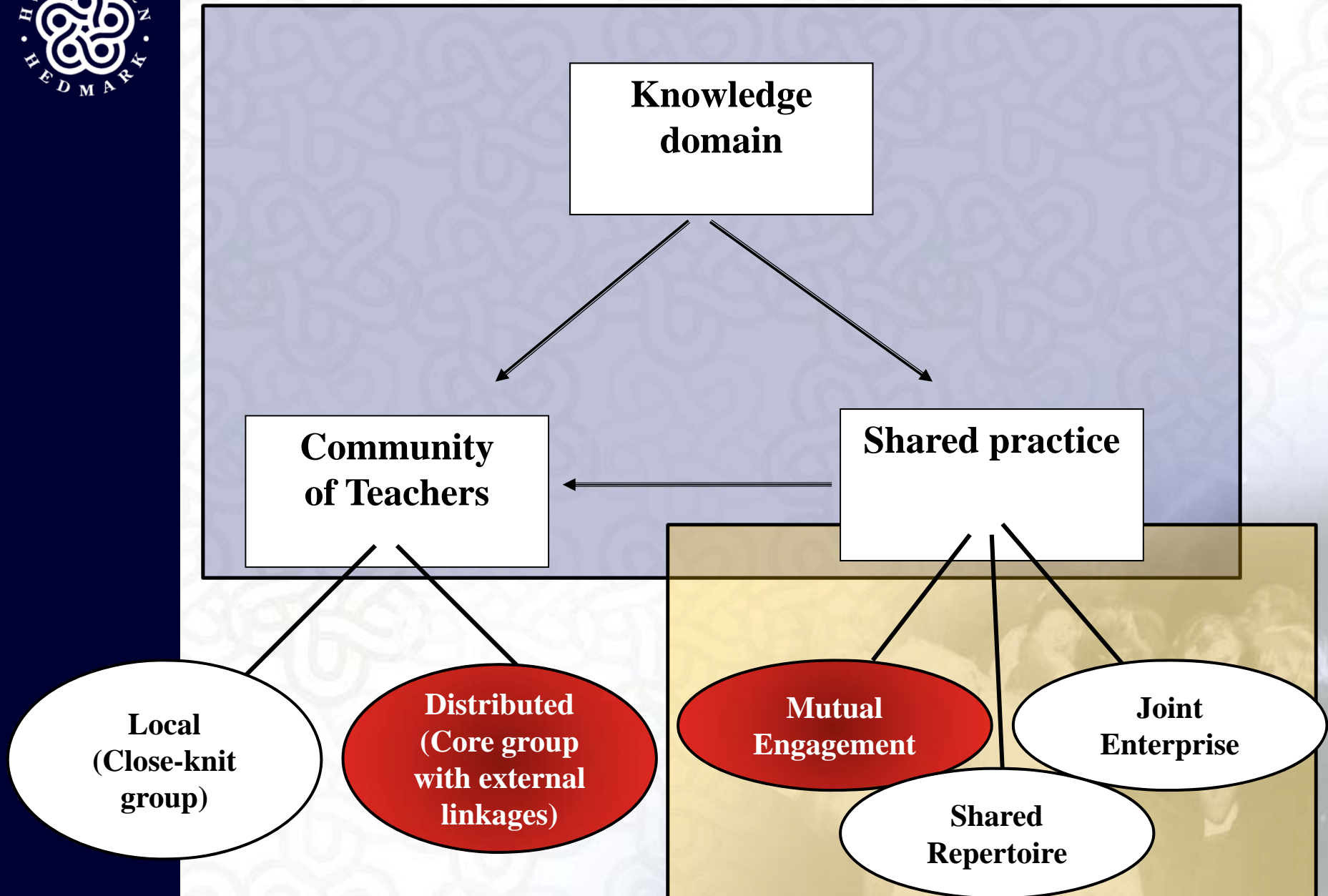
Theoretical Framework

- ▶ **Community of practice** (Lave & Wenger, 1991; Wenger, 1998; Wenger, Snyder & Mc Dermott, 2002)
- ▶ **Organizational Commitment**
- ▶ Defined as “the relative strength of an individual’s identification with and involvement in a particular organization” (Mowday, Porter, & Steers, 1982:27).
- ▶ Associated with loyalty, identification and involvement
- ▶ **Teachers’ sense of impact**
- ▶ A self-belief that their work can influence positively on the students’ learning behavior as well as on the work of their teacher colleagues (Short, 1994)
- ▶ In the “conceptual neighborhood” of Bandura’s (1986) self-efficacy construct

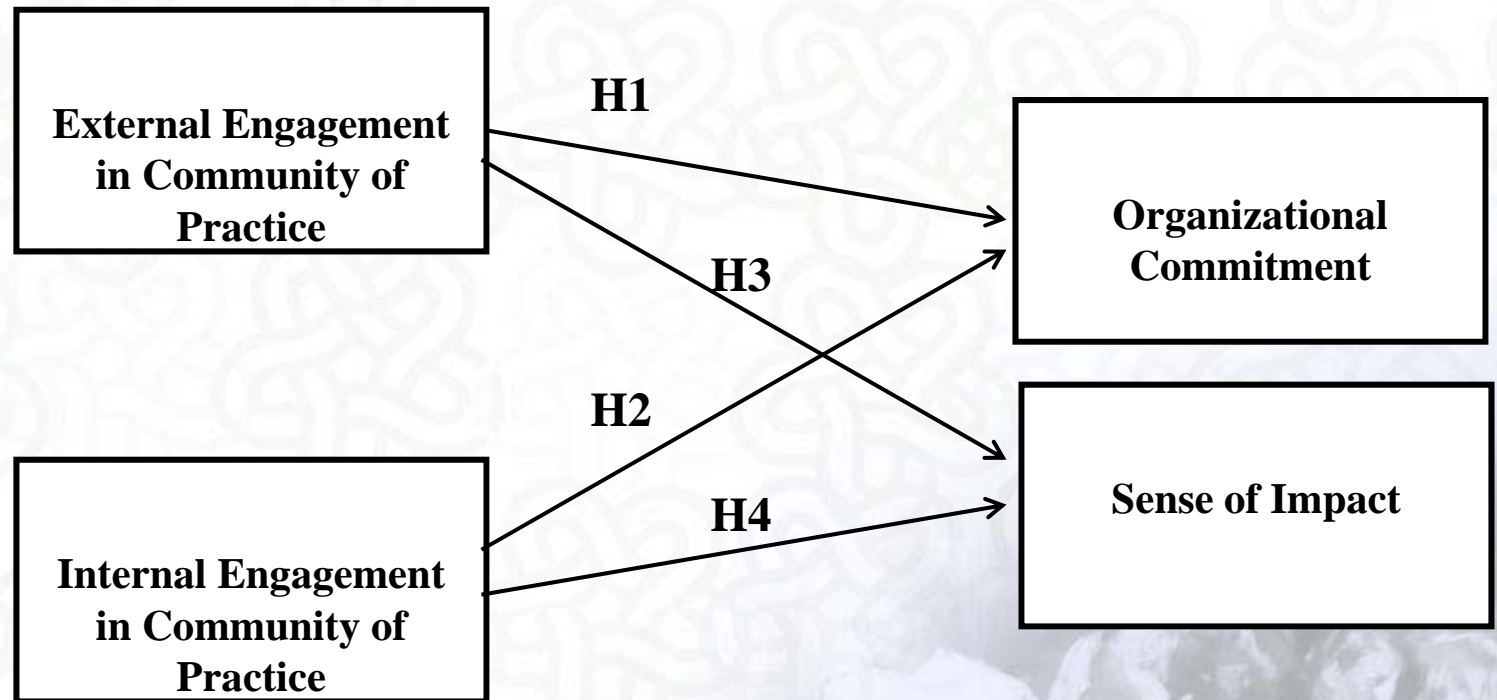




Community of Practice (CoP)



Research Model



Results

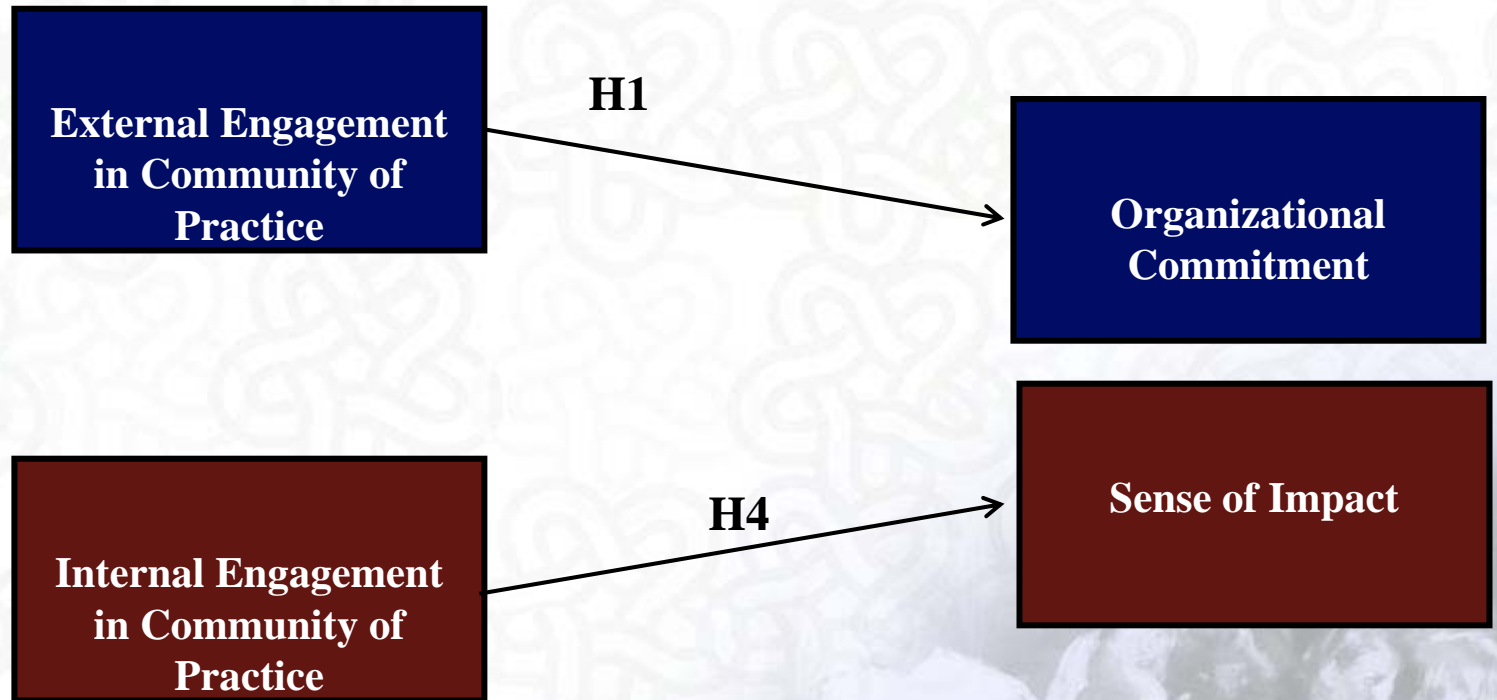


Table 1: Result of exploratory factor analysis

	Component			
	1	2	3	4
(Organizational Commitment)				
I praise my school to my friends as a great work place	.85		.16	.11
I am very glad I chose this school as my workplac	.84		.20	.12
I work in a school where pupils are prioritized	.69		.19	.15
I care a lot what happens to my school	.64	.22		
(Mutual Engagement)				
I regularly discuss about the issues relating to my subject with teachers not belonging to my subject group		.82		.13
I discuss teaching methods regularly with the teachers outside my subject group		.75	.19	.24
I discuss about the pupils' performance (classroom behaviour, homework, exams, grades) with the teachers outside my subject group regularly	.11	.72	.14	
We regularly compare grading practice outside my subject group		-.71		.22
(Sense of Impact)				
I think that I can influence as a person other teachers and pupils	.10	.16	.83	
I feel that I can influence other teachers and pupils through my actions	.26	.15	.78	
I feel that I can influence positively on pupils through my work	.28		.70	
I feel that I help the pupils to grow into skillful learners		.11	.63	
(Shared Repertoire)				
I discuss regularly about practices related to pupils' exams with my subject group teachers	.13	.12		.79
Others often encourage me to try new teaching methods		.11		.74
I consciously work to plan the contents of the subject I teach with other teachers		.19		.70
I often receive suggestions for teaching material from the teachers in my subject group	.18	.17	.14	.65

Rotated Component Matrix^a. Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation