

## University of Groningen

### Professional development in practice

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## Propositions belonging to the PhD thesis

### **Professional development in practice**

Exploring how lesson study unfolds in schools  
through the lens of organizational routines

1. To understand if and how an initiative is implemented in schools, professional development should be investigated in practice. (entire dissertation)
  
2. Implementing a new professional development initiative in schools is no easy task, but one in which various, sometimes seemingly small, elements can all contribute to the process. (entire dissertation)
  
4. The concept of organizational routines provides a useful lens to investigate professional development initiatives in practice. (chapter 2, 3 & 5)
  
5. How teachers understand lesson study is connected to how they perform and evaluate the cycle. (chapter 3)
  
6. Teachers who understand lesson study as researching student learning and enhancing pedagogic content knowledge maintain, perform, and value most of the elements of the research cycle. (chapter 3)
  
7. To organize lesson study, most satisfactory outcomes are reached when teachers and school leaders work together to set-up organizational tasks and processes. (chapter 4)
  
8. For professional development initiatives to succeed, schools need to be set-up not only for student learning but for teacher learning as well. (chapter 4)
  
9. School factors show both the constraints and the opportunities – or the ‘organizational space’ – schools have to create a supportive infrastructure for lesson study. (chapter 5)
  
10. Doing a PhD can sometimes feel like guiding a heavy elephant. I was lucky to encounter many promoting ‘butterflies’ along the way that promoted the process.