

Workshop 3 – reporting implementation projects

The context of AlgebraMonday

1. Municipality SK (research-funded project)

Dedicated director of education –strong leader

Principals receive strong leadership from the director of education.

Two dedicated process leaders, David and Tina, dedicate 50% of their time to managing AlgebraMonday.

Scaling model:

Linda and Ola give advice and give materials to David and Tina. They adjust the materials and present them to the teachers. A round of PD with pilot-teachers is finished, around 20 lessons. Now, David, Tina, Linda, and Ola lead PD sessions every second week with teachers from 1-10. Pilot teachers support their colleagues.

2. Municipality VA (research-funded project)

No director of education (vacant)

Principals receive demands for development from the director of educational development (not mandatory)

Two dedicated and experienced process leaders, Maria and Anna, with whom we have collaborated on projects since 2019. The municipality has run TRR in grades 0-3 since 2018. Most teachers do MUSK in grades 4-6.

Scaling model:

Ola and Linda, together with the process leaders Maria and Anna, led a PD for pilot teachers in grades 7–9 for 20 weeks.

Linda provides materials.

Now, pilot teachers have their own groups of teachers. Every week, there is time for collaborative meetings for all math teachers in the municipality. Linda and/or Ola participate in the AlgebraMonday meetings to support the facilitators.

3. Municipality HA

A new school director has recently been appointed. We have not yet met her.

A very dedicated director of educational development. However, she does not have the authority to issue orders to the principals. She can only strongly encourage the principals to participate in development projects. The director of education has not

been successful in getting principals to allocate time for math teachers to meet at the same time each week, allowing them to collaborate.

No process leaders.

Scaling model:

Ola and Linda led a PD for pilot teachers in grades 4–9 for 20 weeks.

Ola and Linda provide materials.

Pilot teachers now have their own groups of teachers. Every week, there is time for collaborative meetings. Linda and/or Ola participate in the AlgebraMonday meetings to support the facilitators.

4. Municipality SI

Dedicated director of education.

Principals receive moderate leadership from the director of education. The director of education has not been successful in getting all principals to allocate time for math teachers to meet at the same time each week, allowing them to collaborate.

Two dedicated process leaders, Daniel and Cecilia

Scaling model:

Ola and Linda, together with the process leaders Daniel and Cecilia, led a PD for pilot teachers, grades 1–9, 20 weeks.

Ola and Linda provide materials.

Pilot teachers now have their own groups of teachers. Every week, there is time for collaborative meetings. Linda and/or Ola participate in the AlgebraMonday meetings to support the facilitators.

5. Municipality NO

No contact has been made with the director of education.

A very dedicated director of educational development. The municipality has run TRR in grades 0-3 since 2018.

Scaling model:

Linda and or Ola have had 10 PD sessions with four skilled process leaders for grades 4–9. Now they will lead their own groups with pilot teachers. (We recommend at least 20 PD sessions before leading your own groups.) After that, scaling where pilot teachers will lead their own groups.

Linda provides materials.