Goal(s)/question(s)/problem(s)
1. How can collaborative teacher research be supported within the school organization? What roles and interventions by school leaders and supervisors are considered to be supportive?
2. How is the process of continuous and progressive recontextualization executed in which teachers conceptualize situation-specific experiences into theoretical models and contextualize theoretical models in concrete activities, how do teachers experience this process, and how are they supported by school leaders and supervisors?
3. To what extent are the results of collaborative teacher research transferred to the teacher staff as a whole and executed in classroom practices?

Procedure and/or instruments
A multiple case study was conducted with use of qualitative research methods in order to gain insight into experiences of teachers regarding collaborative teacher research (CTR) and the role of the school leader in supporting CTR. We selected four schools for primary education on which CTR was executed. On each school, we interviewed respectively teachers involved in CTR (n=12), a teacher research supervisor (n=4), and the school leader (n=4). Interviews were recorded and literally transcribed. Transcribed interviews were subjected to multiple readings in order to explore patterns. Analyses were performed on the transcribed interviews with use of the sensitizing concepts. In our study, Engeström's activity theory (2005) and the theory of teaching as assisted performance (Tharp & Gallimore, 1988; 2000) functioned as sensitizing concepts and gave use guidance in "what to look for and where to look" (Ritzer, 1992, p. 365). Based on the identified patterns, conclusions were drawn.

Findings and interpretations
We will present the descriptions of three patterns which were found by analyzing our data. Firstly, through participation in CTR teachers experience a growing sense of ownership with respect to school development. Secondly, teachers are satisfied with the composition of collaborative research groups. They can participate in CTR based on their interests and qualities and are supported in their participation by the school leader. Thirdly, providing teachers with CTR supporting tools (research guides) increases teachers’ research skills and their attitude toward research. Next to patterns, we found some critical incidents in our data set. Firstly, the division of labor within CTR seems to be unclear. Secondly, the role of the school leader in supporting CTR is not formalized and therefore unclear for teachers involved in CTR. Thirdly, undergraduate students play a major role in CTR which causes that teachers become less active.

Relevance for practice and/or policy
In the debates on education, much attention is given to the quality of the teacher. In these debates two elements are emphasized: the teaching profession should be a highly qualified profession and the need to strengthen the voice and agency of teachers. Those two elements are combined in the ambition to strengthen the involvement of teachers through CTR. In the Netherlands, involvement of teachers in CTR is supported by the governments’ policy to create ‘academic training schools’, i.e. selected schools engaged in research projects through close partnerships with institutes for teacher education. However, research in schools for primary and secondary education is still a relatively new activity where schools and teachers lack experience, expertise, an adequate infrastructure and an inquiring culture. With this study we hope to stimulate the development of CTR in The Netherlands by clarifying the roles and interventions of school leaders in supporting CTR.

Interactivity of the session
In the discussion we will challenge the participants to discuss how the results of our study can be used to further develop the practice of CTR in the Netherlands and in other countries. Besides, participants will be invited to share their good practices in order to increase our joint understanding in executing and supporting CTR within schools.