Submission

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| Author comments | Dear Doctor Gregory P. Thomas  We have made corrections according to the response from the reviewers. In the following we will point out the most important changes.  We have made a very thorough improvement of the presentation in English and thereby we have met many of the comments made by the reviewers.  We have abbreviated the text and hope that I now have an acceptable length.  We have followed reviewer 3’s request to define some of our concepts better (cross-disciplinarily etc. and discourse).  We introduce didactical positions in the beginning of the paper as requested by reviewer 3. We introduce the word didactical in a more defined way in order not to confuse North American readers. We have removed the word “exemplary” and only talk about cases.  We have included more references in the literature review.  We have reduced the theoretical concepts by removing the distinction between objective and subjective culture.  We now introduce our data in the abstract, and the section about our data is a little more detailed.  We have added a paragraph explaining the use and reach of case-studies.    We hope that these changes are sufficient.    Kind regards  Lars Frode Frederiksen and Steen Beck | |

Title and Abstract

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| Title | Didactical positions and teacher collaboration Teamwork between possibilities and frustrations |
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| Abstract | The context of this study is the Danish upper secondary school, which has undergone remarkable changes during the past ten years. Cross-disciplinary activities have been introduced as a teaching principle in order to create new skills for future generations in the knowledge society, while team organization among teachers has become obligatory in order to ensure collaboration regarding a new era of student learning. The reform has been widely discussed among teachers and in the public media as well. Our research shows that the majority of teachers support the idea of teamwork, but also that there are differences in teachers’ attitudes due to the diversity of interpretations of what constitutes good teaching and learning or what we call didactical values. We consider this an important discovery because it reveals that there is much resistance towards teamwork in the heterogeneous ways teachers understand their role as teacher. In this paper, we use data from a longitudinal study carried out in 2006-2009 to show that, in times of radical reforms such as the present, conflicts may be intensified exactly because of different didactical positions among teachers and between teachers and leaders in terms of how to create a viable connection between new structures and new teacher culture with the didactical values and practices that go along with it. |