**Abstract/Summary**

**Title: Designing a framework to support moral learning of teachers in Professional Learning Communities.**

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*Various policy initiatives are taken to strengthen the quality of teachers’ professionalism. These initiatives aim chiefly at control and the management of teaching; much less at strengthening the personal and pedagogical professionalism of teachers. However, in recent decades there is a growing need for teachers to learn how to act responsible and balanced on pedagogical issues with taking account of the socialization, personal and moral development of its pupils. Hence professionalization for teachers requires more space for personal development and learning in teacher-learning teams. Professional learning communities (PLCs) have been found to be effective settings for teachers’ professional learning and practice development (Bolam, et al. 2005; Darling-Hammond, et al. 2009). However, it is not clear whether person-oriented learning occurs in PLCs and there is little research conducted on the pedagogical development of teachers through moral learning in PLCs. In this paper we will provide a literature review on teachers’ learning in general and their moral learning in particular. Also we have extracted design perspectives from the literature for providing an intervention to support and analyse moral learning for teachers in PLCs, which will be presented in the third part of this paper. We will close with a discussion and recommendations for future research.*

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