

Teacher Collaboration Networks 2025: What is the role of teachers' networks for professional development in Europe?

A June 2011 perspective – Marilyn Leask, Univ. of Bedfordshire, UK

1995 – 15 years in the past

- European SchoolNet concept was born
- web 2 tools were embryonic, mobile phones were primitive, IT literacy was low, connectivity in schools was limited
- The concept of research-informed practice was not in general use.
- Technology not in the hands of young people

2011 – today

- High quality resources are increasingly available free of charge amongst a plethora of poor resources
- Hand held devices owned by adults and young people combine phones, cameras, computers, TV and film, radio, email, music, e-books, podcasts, vidcasts etc etc
- Fast speed low cost access to the internet is increasingly common
- Personalised learning can be supported almost anywhere, anytime
- web 2 tools support interconnected private and public professional communities of practice (e.g. www.communities.idea.gov.uk ; www.educationcommunities.org)

2025 - 15 years in the future

Personalised professional development through blended, collaborative and independent just-in-time learning giving a better qualified deeply knowledgeable workforce.

An international education sector e-infrastructure exists which supports formal and informal learning through access to high quality research informed professional knowledge (presented in a range of media), collaboration through invitations to join international collaborative projects, exchange of ideas, building of new knowledge through teacher/researcher engagement on decisions about research topics and as co-researchers, rapid publication of new but well tested ideas, publications in forms most appropriate to the topic and easily usable to a range of users eg sound, print, video.

Networking can support informal as well as formal learning across the range of areas of knowledge required by teachers.

Table 1: Forms of teachers' professional knowledge

updated from Capel, Leask and Turner *Learning to Teach in the Secondary School* 2009:14) adapted from Shulman, 1987)

1. (Subject) Content knowledge, i.e. the subject material that is to be taught (concepts and interrelationships of concepts)

2. General Pedagogic knowledge, i.e. the broad principles and strategies of classroom management and organisation that apply irrespective of the subject.

3. Curriculum Knowledge, i.e. the materials and programmes that serve as 'tools of the trade' for teachers.

4. Pedagogical content knowledge, i.e. the knowledge of what makes for effective teaching and deep learning that is the basis for the selection, organisation, and presentation of the content teachers want their pupils to acquire.

5. Knowledge of learners and their characteristics: knowledge of learners of a particular age range (empirical or social knowledge); and, cognitive knowledge of learners, comprising knowledge of child development and knowledge of a particular group of learners.

6. Knowledge of educational contexts, i.e. including a specific school, catchment area and the wider community and including the national and international contexts of current and emergent issues for education e.g. globalisation, citizenship, use of ICT to support learning.

7. Knowledge of educational ends (aims), purposes, values and philosophical and historical influences: both short and long term goals of education and of a subject.