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VoiceS

The Voice of the European TeacherS

6th VoiceS-Conference:
European Teachers Network-"Get Connected"
Milano, 23-5-2019

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The connective teacher: network learning for a sustainable profession

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‘The times they are a-changing’

- Globalisation
- 4th Industrial revolution
- Climate change

- Expansion knowledge base teachers

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Get connected

‘To break down the walls of classroom isolation and convert teaching in a more *collaborative and collegial* profession’

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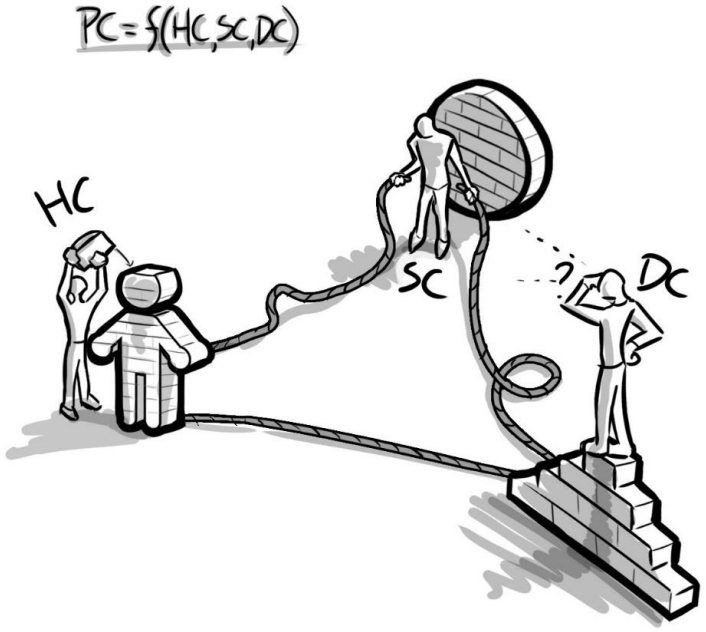

Professional capital

Human capital

- Individual talent

Social capital

- Resources available because of group membership

Decisional capital

- Talent to make decisions in complex situations

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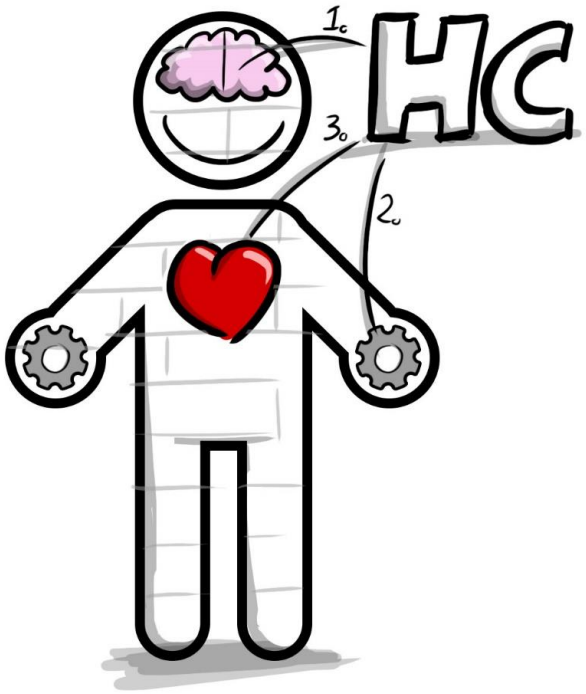

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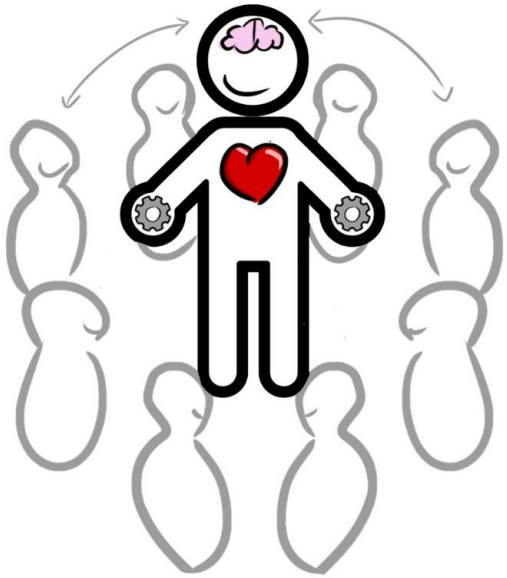

Relation with practice

- Area of application
- Learning environment

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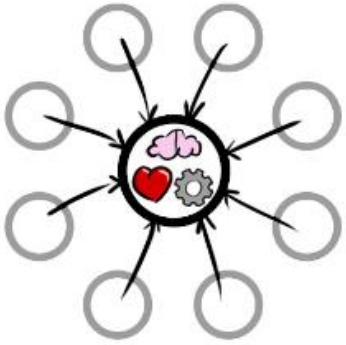

Knowledge *for* practice

- Application of general knowledge in practice

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Knowledge-*in*-practice

- Knowledge is a spin-off of practical action.
- Tacit/implicit knowledge

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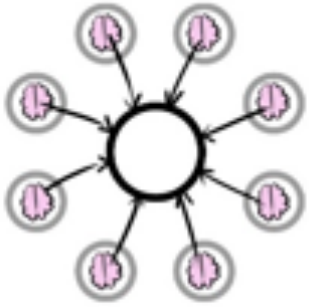

Knowledge *of* practice

- Anchored in practice and linked to more general knowledge
- Reflection-on-action.

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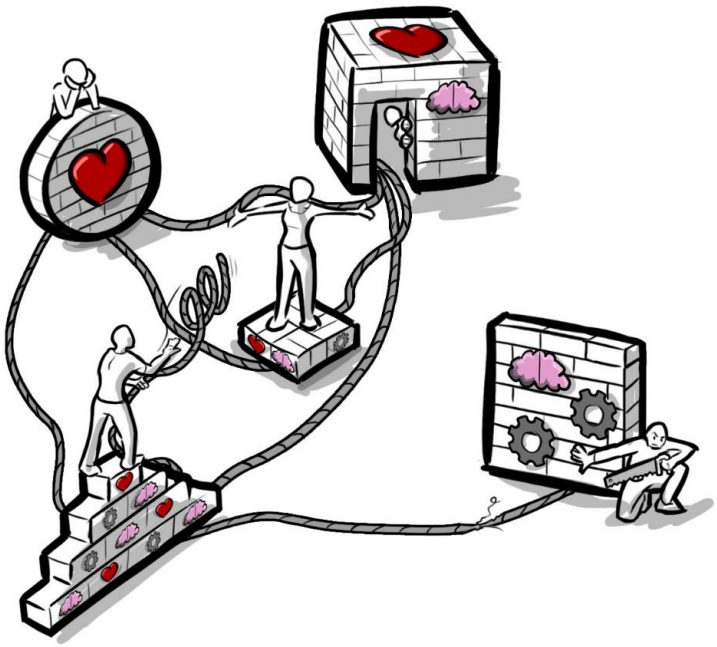
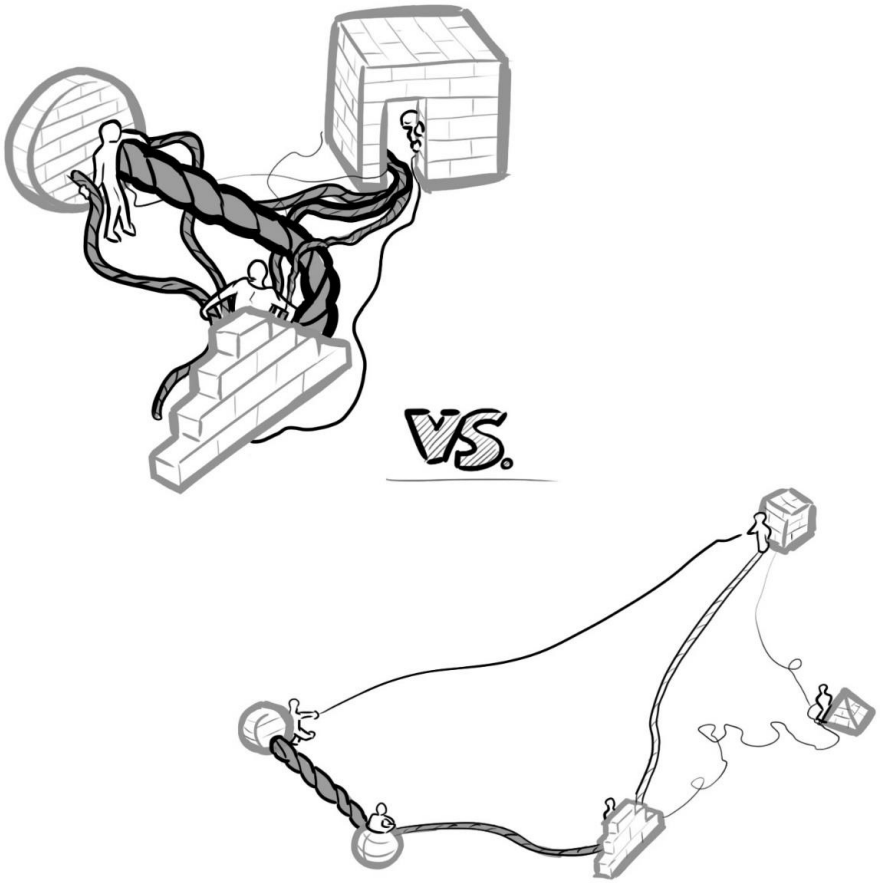


Four dimensions social capital

- Structure
- Trust
- Access to expertise
- Content of information



Structure

- Tie span
  - limited-wider

- Tie strength:
  - social/emotional closeness x frequency of interaction

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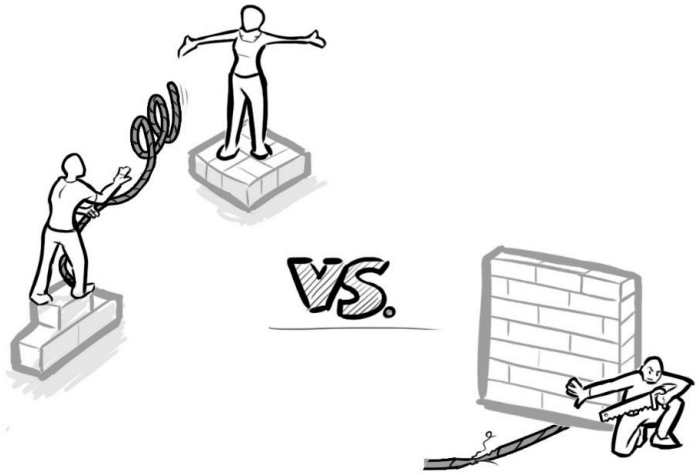

Trust

- Share information
- Mutual understanding of roles
- Alignment of expectations.

- Necessary condition to motivate people to discuss and share information and experiences

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Access to expertise

- Knowing, acknowledging and accessibility of the participants of a network: *expertise transparency*

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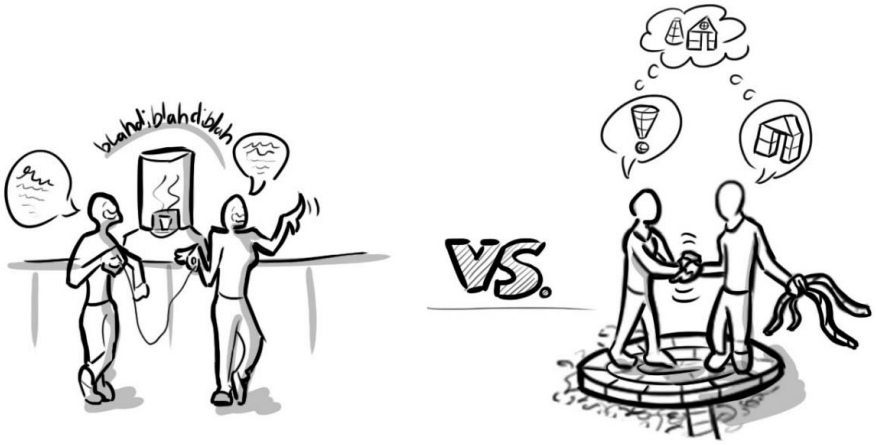

Content of interaction

- Substance of the conversations of the network participants: depth of interaction.
  - Storytelling
  - Aid and assistance
  - Sharing
  - Joint work

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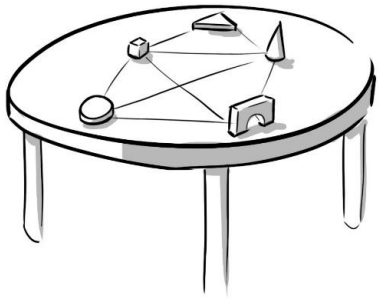

Learning within a networks

- Closed
- Open

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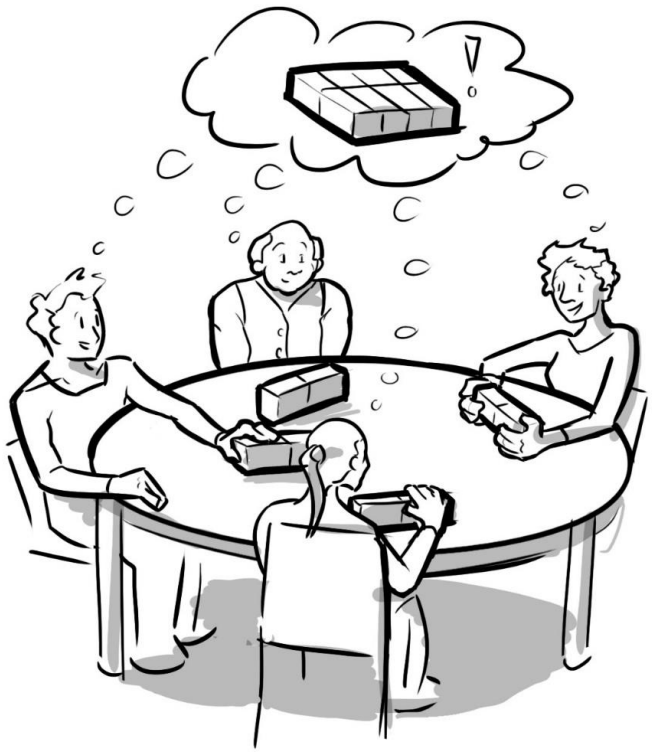

Network learning: closed

- Informal character
- Situated in context of practice
- Sharing practical knowledge
- Finding solutions for day-to-day problems
- Confidential information

❖ Little opportunity for new ideas and expertise from outside

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Network learning: open

- Variety of expertise and sources
- Many ideas

❖ Lacks the power of strong ties
  – Trust
  – Context-bound solutions

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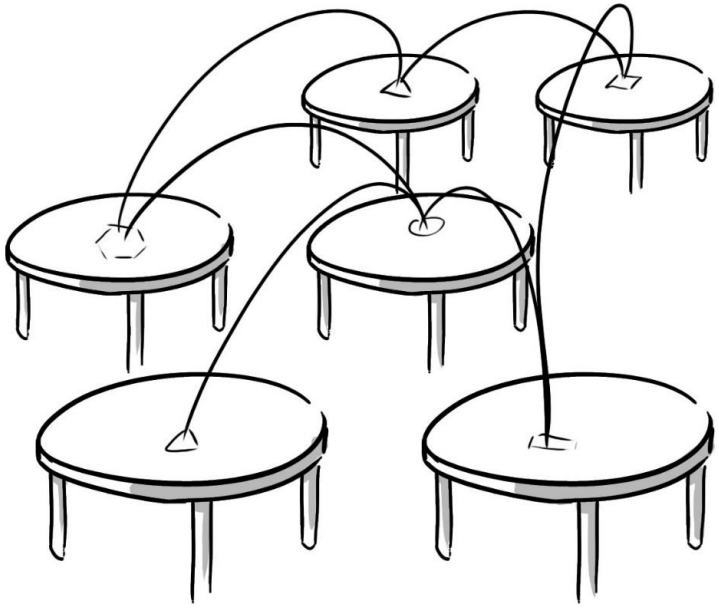

Learning between networks

- Boundary crossing: teachers ‘hop’ from one professional network to another.

- Friction triggers learning

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Learning mechanisms of boundary crossing

- Identification
- Coordination
- Reflection
- Transformation

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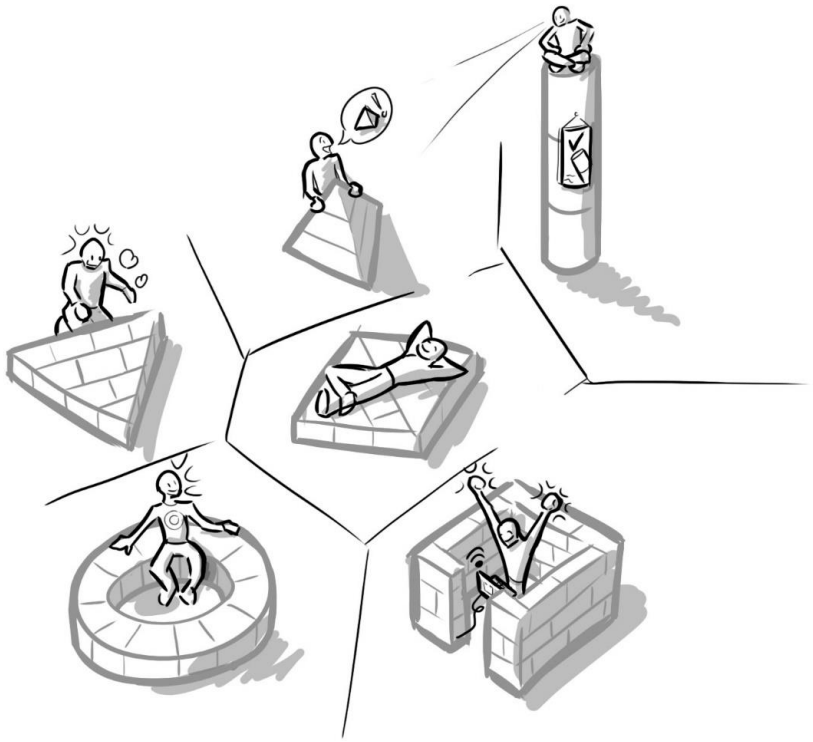

Identification

- Teachers recognise their own expertise and limitations.
- Part of multiple practices which challenges existing assumptions
- Legitimating co-existence

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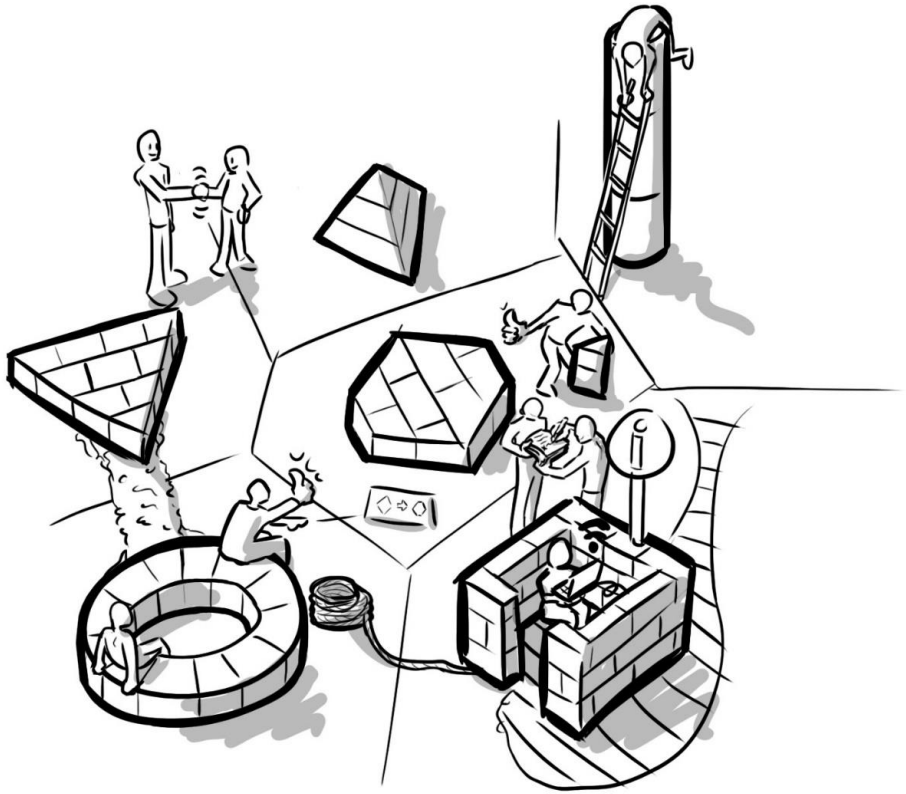

Coordination

- Collaboration needs coordination: appointments, rules and procedures

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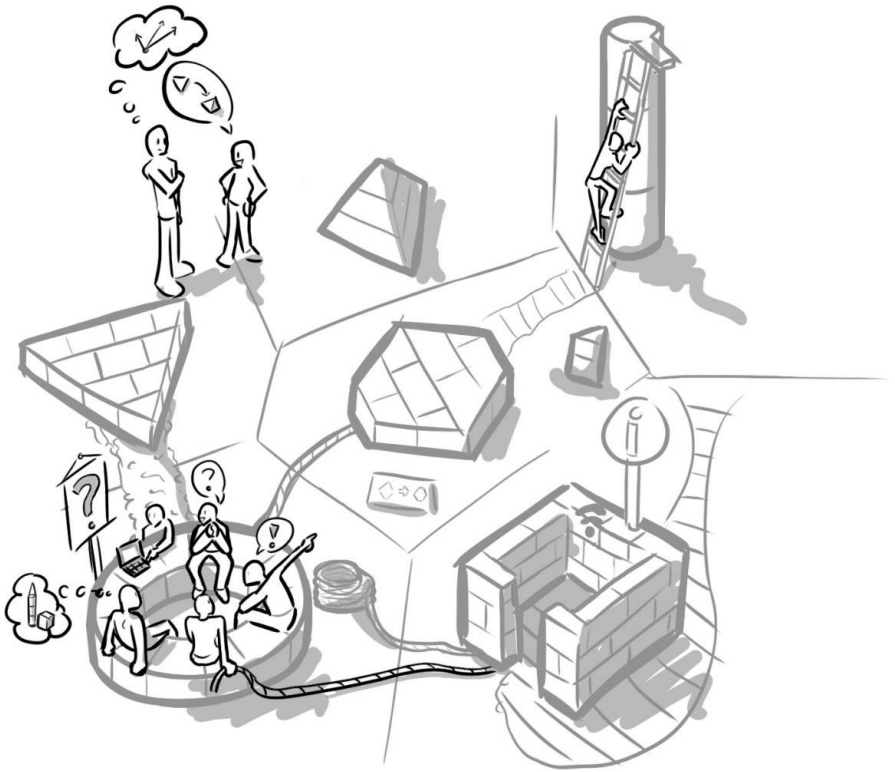

Reflection

- Perspective making: making explicit one's own perspective
- Perspective taking: try to understand the others' viewpoints

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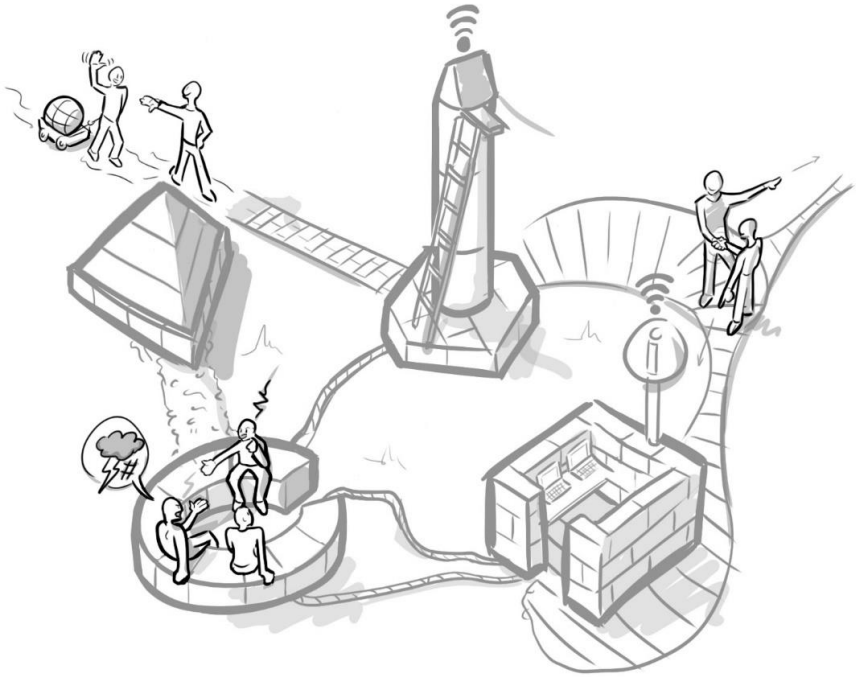

Transformation

- Confrontation →
- Shared problem space→
- New practice!

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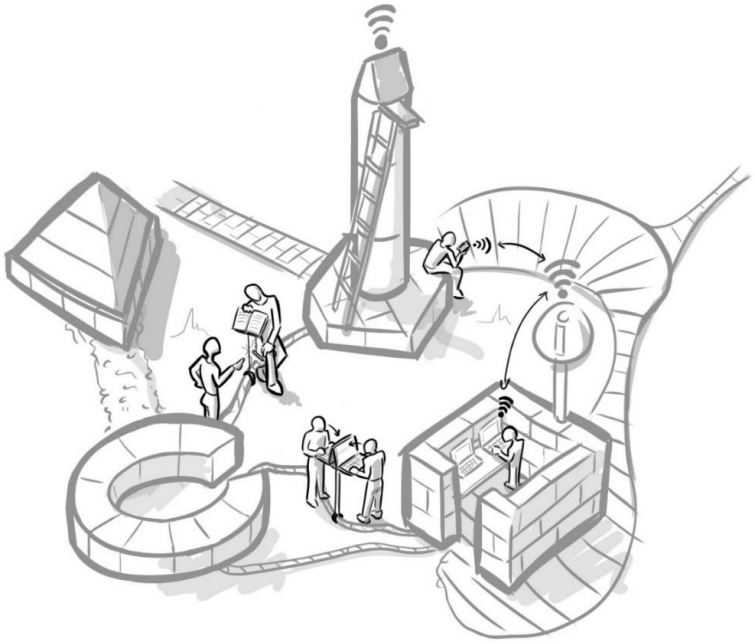

Artefacts

- Actor-network theory: artefacts (objects) are also important
- Boundary objects facilitate communication between networks and enable the coordination of joint activities

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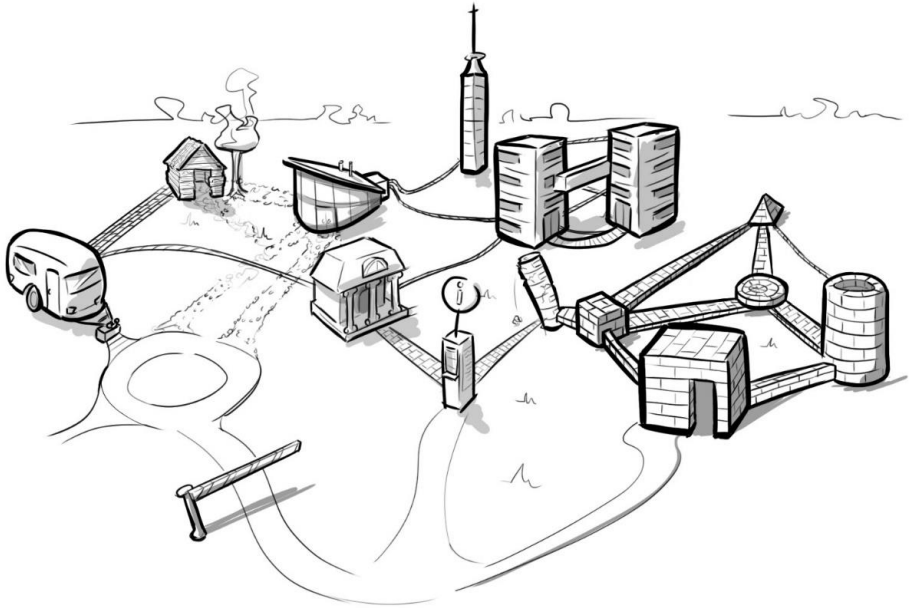

Network institutes: Same learning mechanisms

- Identification
- Coordination
- Reflection
- Transformation

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Decisional capital

- Reflection-in-action: The right decision at the right moment is key to quality teaching.
- Network and boundary crossing competencies

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Connective teachers

- competent and passionate professionals, who seeks for the best education for their students;

- innovative professionals who find a breeding ground for lifelong learning and innovation in physical an virtual networks;

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- are linked to changes in the world and value cultural diversity.

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- Thank you for your attention!

- Copy of full paper:
- https://www.researchgate.net/publication/333245173_The_connective_teacher_Network_learning_for_a_sustainable_profession

- Copy slides mail: e.vandenberg.01@saxion.nl

- Drawings: de Tekentante