EMERALD PROFESSIONAL LEARNING NETWORKS SERIES

Improving the Relational Space of Curriculum Realisation

Social Network Interventions

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IMPROVING THE RELATIONAL SPACE OF CURRICULUM REALISATION

EMERALD PROFESSIONAL LEARNING NETWORK SERIES

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In the current international policy environment, teachers are viewed as learning-oriented adaptive experts. Required to be able to teach increasingly diverse sets of learners, teachers must be competent in complex academic content, skilful in the craft of teaching and able to respond to fast changing economic and policy imperatives. The knowledge, skills and attitudes needed for this complex profession requires teachers to engage in collaborative and networked career-long learning. The types of learning networks emerging to meet this need comprise a variety of collaborative arrangements including inter-school engagement, as well as collaborations with learning partners, such as universities or policy-makers. More understanding is required, however, on how learning networks can deliver maximum benefit for both teachers and students.

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IMPROVING THE RELATIONAL SPACE OF CURRICULUM REALISATION: SOCIAL NETWORK INTERVENTIONS

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