

Related RESOURCE POOL Element to the E-BOOK Chapter 2.2: Why Is Collaborative Teacher Learning Important?

Questions for you to reflect on by yourself and with your professional community¹

1 Look at the figure below and then answer to the questions!

A Newtonian paradigm is transforming into a quantum paradigm.



SIMPLE LAW- ABIDING CONTROLLABLE COMPLEX CHAOTIC

UNCERTAIN

CERTAINTY
PREDICTABILITY
HIERARCHY
ATOMISM
TOP DOWN
PASSIVE WORKERS
ONE BEST METHOD
COMPETITION
UNYELDING
BUREAUCRACY
EFFECTIVITY
REACTIVITY

UNCERTAINTY
INPREDICTABILITY
NO HIERARCHY,
NETWORKS
HOLISM
SEVERAL POWER CENTRES
PARTNERS
MANY BEST METHODS
COLLABORATION
FLEXIBLE TRUST
APPROPRIATENESS
PROACTIVITY

Figure 1. Paradigm shift (Zohar, 1997; summative figure Risku, 2002)

- 1. Based on *Figure 1* concerning the paradigm shift, how has your own operational environment changed during the last few years? What changes do you anticipate for the future?
- 2. How have the changes in the operational environment changed your classroom methodologies and how has the work of your school changed during the last years? What changes do you anticipate for the future?
 - What kind of socio-cultural contexts and changes in them did you identify?
 - What 'open system' elements of your classrooms and school do you identify?
 - In which ways do you think your own classrooms and school have to have their own unique arrangements?
- 3. How do you and your colleagues enact self-activity to support teachers' learning?
 - What purposes does the self-activity serve?
 - What kind of participation did you identify?
 - What kind of inclusive values and dedication appeared to direct processes?
 - What kind of power conflicts do you note?
 - Do you think you could manage in your operational environment without collaborative teacher learning? Why/why not?

¹ Learn more from the theoretical background: EFFeCT Paper – *Why Is Collaborative Teacher Learning Important*? written by Mika RISKU and Matti PENNANEN.



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2. Look at the figure below and then answer to the questions!

Authority model

- Learning by heart
- Top-down monologue
- Teaching order and discipline
- · Physical work
- Running condition important
- Master-journeyman model
- Monotony

Discursive model

- Application of information
- Discussion and debate
- Critical thinking
- Self-acquisition of information
- Learning to learn
- ICT skills
- · Interaction and equality
- Design and expertise

Organic model

- Networking skills
- Skill to construct information collaboratively
- Changing rules and information
- Talent understood as trainable capability
- Network entrepreneurship
- Contact teaching has to be iustified

Figure 2. Evolvement of paradigms for learning (Aalto, Ahokas & Kuosa 2008, p. 34; translation by Risku. 2017)

- 1. What kind of legislative obligations for collaborative work do you have in your own work? What kind of collaborative learning do you think such obligations demand and from whom?
- 2. Based on Figure 2, at which transformation phase would you locate your own school?
 - What kind of elements for the selected phase did you identify?
 - How well do you think the elements correspond to the needs of the students, local community and your school in terms of fulfilling a mission?
 - What do you think should be done in the future?
- 3. How would you evaluate your own, your colleagues' and your school's capacity for collaborative learning?
 - What capacity did you identify?
 - What needs for improvement did you recognise?
 - How well do adult education providers support the evolvement of collaborative teacher learning in your school?
 - What should take place in the professional development of your school so that it can best support collaborative teacher learning in your school?