

**ESD-Net TRAINING WORKSHOP**  
**“Reorienting Teachers Educators to**  
**infuse Education for Sustainable**  
**Development through ICT”**

**CONCEPTS AND INPUTS FOR BUILDING UP A**  
**COMMUNITY OF PRACTICE ON ESD**

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**IBE-UNESCO**

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## Main themes addressed

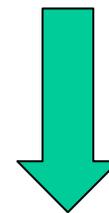
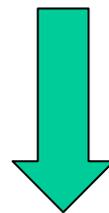
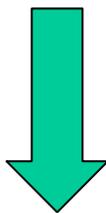
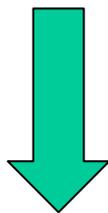
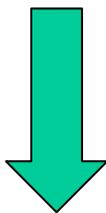
➔ Curriculum as the **hub** of educational change

➔ The **concept** of the Community of Practice and its **development**.

➔ A concrete example. The Community of Practice in **Curriculum Development**.

## CONCEPTUAL DISCUSSION

**CURRICULUM AS THE HUB OF EDUCATIONAL CHANGE THAT EXPRESSES THE KIND OF SOCIETY WE PURSUE.**



EDUCATION AS A PUBLIC GOOD

DIALOGUE BETWEEN, STAKEHOLDERS, POLITICIANS AND EDUCATIONALISTS

ACTIVE, PRODUCTIVE AND SENSITIVE CITIZENS

STUDENTS' MOTIVATIONS EXPECTATIONS

DENSITY AND FLEXIBILITY IN CURRICULUM DESIGN

**FROM TOP DOWN PRESCRIPTION TO COLLECTIVE HORIZONTAL CONSTRUCTION**

**A PARADIGM SHIFT IN THE CURRENT TEACHER PROFILE**

**A PROFOUND REVIEW OF THE RELATIONSHIPS BETWEEN**

**STUDENTS AND TEACHERS**

**“CURRICULUM AS A DENSE, FLEXIBLE CONTRACT BETWEEN POLITICS/SOCIETY AND TEACHERS” (CECILIA BRASLAVSKY)**



# A COMPLEX POLITICAL AND TECHNICAL CHALLENGE: TO ATTAIN A COMPREHENSIVE VISION OF CURRICULUM



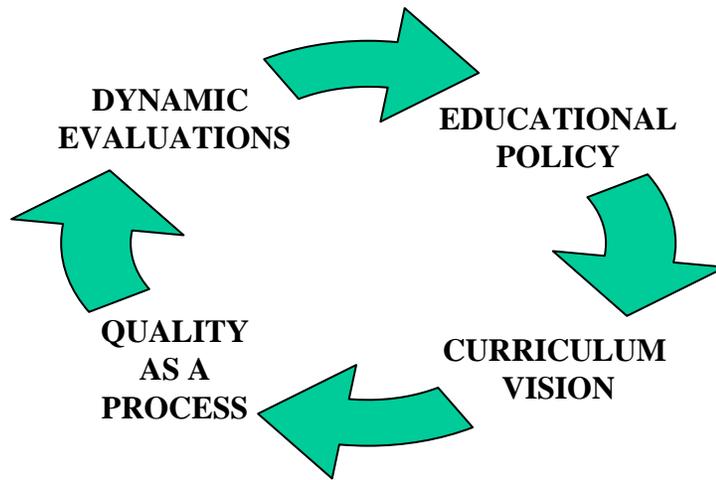
**FOUNDATIONS AND OBJECTIVES**



**INPUTS, PROCESSES AND CONTENTS**



**OUTCOMES AND EVALUATIONS**



## WHAT ARE COMMUNITIES OF PRACTICE (COP)?



COP HAVE BEEN DEFINED AS “... GROUPS OF PEOPLE WHO SHARE A CONCERN, A SET OF PROBLEMS, A PASSION ABOUT A TOPIC, AND WHO DEEPEN THEIR KNOWLEDGE AND EXPERTISE IN THIS AREA BY INTERACTING ON AN ON-GOING BASIS” (WENGER, MC DERMOTT & SNYDER, 2000).



COP MEMBERS SHARED INTEREST IN PRODUCTS, IN SERVICES OR IN LEARNING BASED ON ON-GOING PROCESSES FOR RENEGOGIATION.

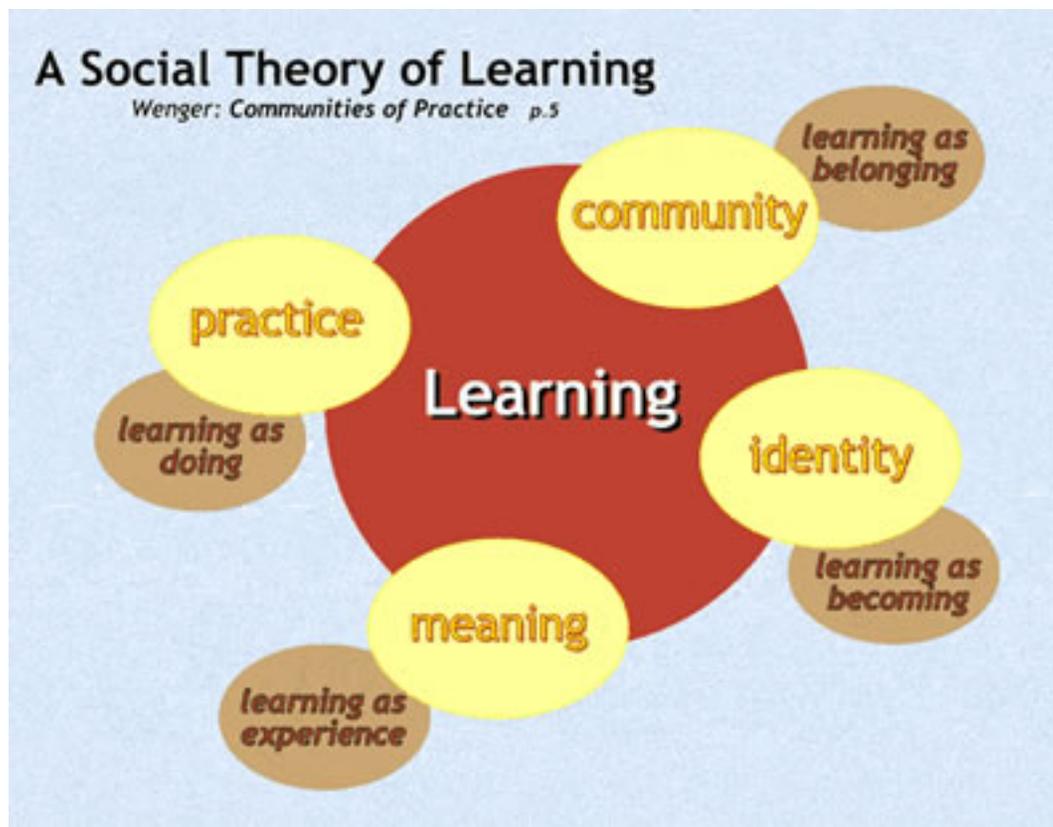


MUTUAL TRUST AND ENGAGEMENT THAT FOSTER SOCIAL INTEGRATION AND COLLECTIVE SPIRIT.



AN EFFECTIVE ARRAY OF SHARED RESOURCES SUCH A SENSIBILITIES, VOCABULARY AND STYLES.

# SITUATED LEARNING AS THE FOUNDATION OF THE COP



## LAYING FOUNDATIONS OF THE COMMUNITY OF PRACTICE



**PLURALISM** AS THE OVERALL CONCEPT FOR PROMOTING AN IN-DEPTH, SINCERE AND CONSTRUCTIVE DIALOGUE ON EDUCATIONAL ISSUES AMONG COLLEAGUES.



**DIVERSITY** AS AN OPPORTUNITY OF COLLECTIVE CONSTRUCTION IN ORDER TO UNDERSTAND EACH OTHER, LEARN FROM OTHERS EXPERIENCES AND WORK OUT IDEAS TO COPE WITH COMMON PROBLEMS.



**OPENNESS** TO IDEAS, INITIATIVES AND PROPOSALS THAN CAN BE USEFUL TO IMPROVE OUR PRACTICES. NOT BY REPLICATING MODELS BUT BY LEARNING THROUGH EXCHANGE AND COLLECTIVE PRODUCTION AMONG COLLEAGUES.

## CRITICAL CONDITIONS FOR THE BUILD UP OF A COMMUNITY OF PRACTICE



**MUTUAL ENGAGEMENT** IN EDUCATIONAL ISSUES AND CHANGES. VISIONS TO BE FULFILLED AND TO BE SHARED. THE EDUCATIONAL UTOPIA AS A REFERENCE.



**MOTIVATIONS AND INTERESTS** IN COLLECTIVE CONSTRUCTIVE LEARNING.



**WILLINGNESS AND CAPACITIES** TO DEVELOP PROJECTS AND ACTIVITIES AT DIFFERENT LEVELS.



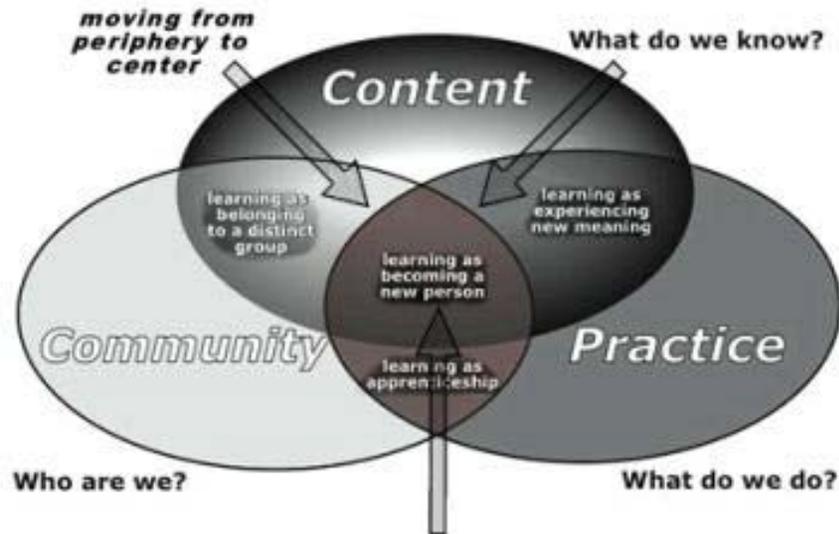
**TECHNOLOGY** FACILITATES A FRIENDLY AND FLUID COMMUNICATION AMONG COLLEAGUES.



**OPEN MINDED ATTITUDES** TO INCORPORATE PEOPLE'S EXPECTATIONS AND NEEDS.

# LEARNING AS A CORE PRIORITY OF A COMMUNITY OF PRACTICE

## *Learning in a Community of Practice*



## THE SCOPE OF A COMMUNITY OF PRACTICE



A SPACE FOR SHARING  
KNOWLEDGE AND COMPETENCIES



A SPACE FOR CONSTRUCTING  
KNOWLEDGE AND COMPETENCIES



THE COMMUNITY OF PRACTICE CAN BE VISUALIZED  
AS A **OPEN, PLURAL AND PRODUCTIVE SPACE** THAT HELPS  
GENERATES PROCESSES OF COLLECTIVE THINKING AND  
ACTION.

THE PROGRESSIVE FORMATION OF AN **IDENTITY**

**FROM A NETWORK**  **TO A COMMUNITY OF PRACTICE**  
**IDENTITY + PASSION + SHARING + PRODUCTION**  
**PROGRESSIVE PROCESS**

 **MULTICULTURAL APPROACH** – CULTURE, LANGUAGE AND IDEOLOGICAL DIVERSITIES AS ASSETS.

 **SOLID ON-LINE APPROACH** – EASY USE INTERNET PLATFORM FOR MOSTLY ASYNCHRONOUS INTERACTIONS.

 **TO BALANCE FACE-TO-FACE AND VIRTUAL ACTIVITIES**  
- LOOKING FOR AN EQUILIBRIUM.

 **PROBLEM SOLVING RELATED APPROACH** -  
ARTICULATED INTO A MAINSTREAM PROJECT.

 **PROACTIVE ANIMATED PROCESS** - PROVIDE INSIGHTS, INFORMATION AND DOCUMENTATION ON CRITICAL ISSUES.

# **A KEY DIMENSION OF THE COP: THE DEMOCRATIZATION OF KNOWLEDGE**

**KNOWLEDGE IS POWER**



**SHARING KNOWLEDGE IS POWER**



**NO KNOWLEDGE CAN BE KEPT SECRET. PEOPLE KNOW, PEOPLE FIND OUT.**

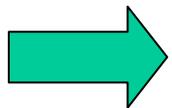


**IF YOU GIVE AWAY KNOWLEDGE YOU DO NOT LOSE IT, YOU STILL HAVE IT.**

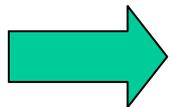


**IF YOU GIVE AWAY KNOWLEDGE YOU ACTUALLY GAIN IN APPRECIATION, PRESTIGE, STATUS AND RESPECT.**

## TEACHERS EXPERIENCES FROM A NETWORK OF SCHOOLS (COUNTY OF NORFOLK, ENGLAND)

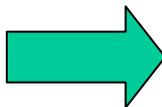


**“THE BEST BITS OF THE YEAR HAVE BEEN WHEN TEACHERS HAVE MET TO SHARE IDEAS AND EXPERIENCES”. “YOU JUST FELT CONFIDENT THAT THEY HAD ENJOYED BEING INVOLVED IN THE WORK, AND SHARING IT WITH OTHERS”.**

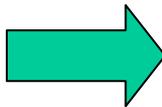


**“THE COMMUNITY HAVE GIVEN ME OPPORTUNITIES I WOULDN’T HAVE HAD OTHERWISE”. “WHERE ELSE COULD I HAVE FOUND OUT WHAT IS GOING ON IN INFANT SCHOOLS AND SECONDARY SCHOOLS AND GONE AWAY WITH IDEAS I’VE SHARED WITH MY COLLEAGUES?” “I DON’T KNOW WHETHER THESE IDEAS WILL CHANGE PRACTICE IN MY SCHOOL”. “LIFE INS’T LIKE THAT”. “OFTEN SOMETHING IS TUCKED AWAY IN YOUR MIND AND AT A LATER STAGE YOU REMEMBER IT AND IT BECOMES A POWERFUL CATALYST FOR ACTION”.**

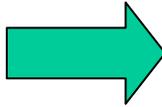
## AN EXAMPLE TO SHARE WHAT IS THE COMMUNITY OF PRACTICE (COP) IN CURRICULUM DEVELOPMENT?



**WORLDWIDE, OPEN AND PLURAL SETTING** THAT HELPS  
GENERATE AND CARRY OUT PROCESSES OF  
COLLECTIVE THINKING AND ACTION ON CURRICULUM  
ISSUES (ESPECIALLY WITH REGARDS TO BASIC  
EDUCATION)



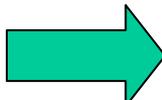
697 EDUCATORS AND CURRICULUMS SPECIALISTS FROM  
85 COUNTRIES



**CONSTRUCTION AND SHARING OF KNOWLEDGE AND  
COMPETENCIES** AT GLOBAL, INTER-REGIONAL,  
REGIONAL AND NATIONAL LEVELS.

## WORKING DIMENSIONS OF THE COMMUNITY OF PRACTICE (COP) IN CURRICULUM DEVELOPMENT

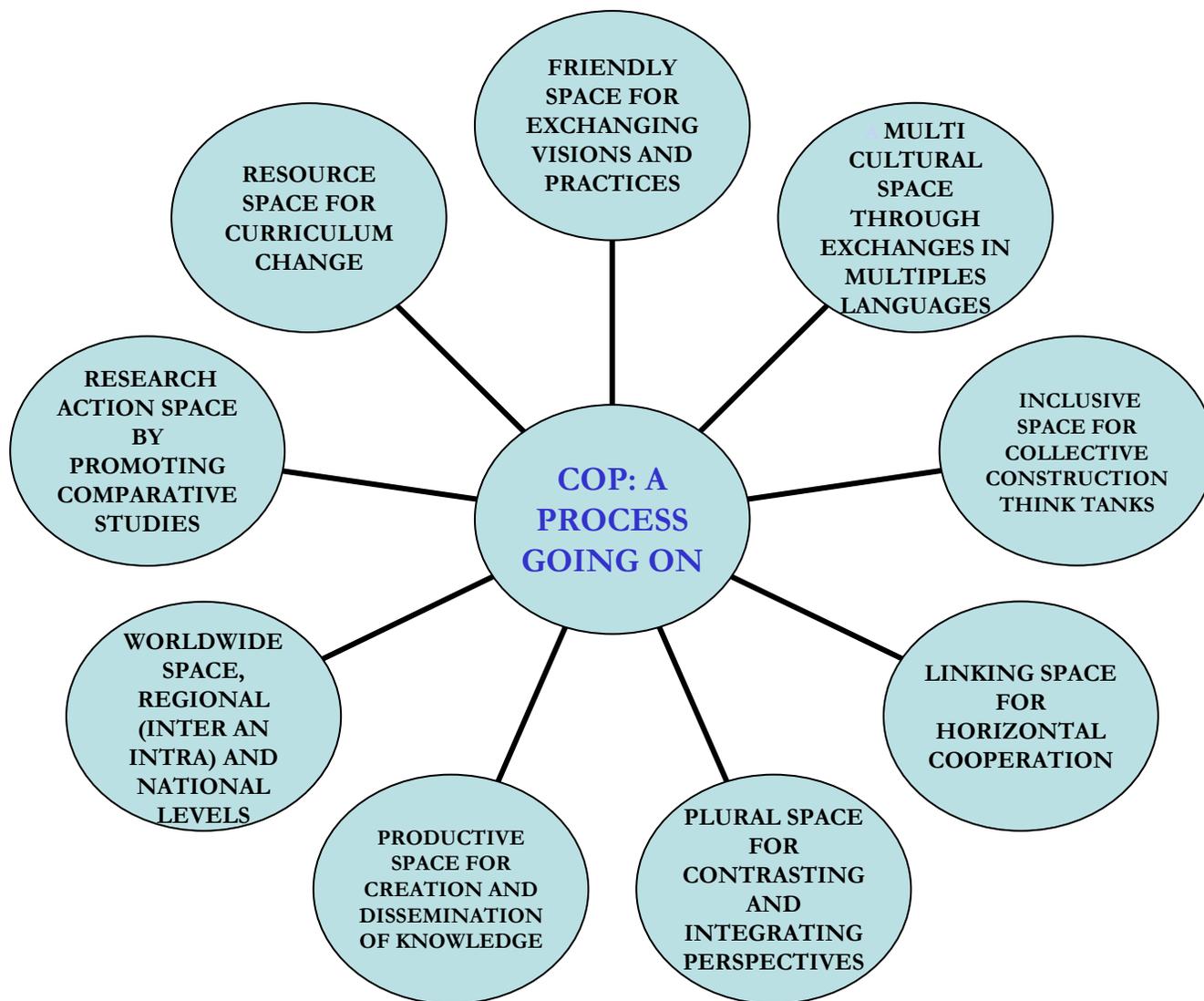
 **GLOBAL CONVERSATION ON CURRICULUM (FACE-TO-FACE SEMINARS AND WORKSHOPS, AND ON-LINE FORUMS)**

 **DEVELOPMENT AND SHARING OF **LEARNING MATERIALS** AND OTHER CURRICULUM RESOURCES (I.E. RESOURCE PACKS/CURRICULUM TOOLS)**

 **TRAINING ON CURRICULUM DESIGN AND IMPLEMENTATION (I.E. COMPETENCIES-BASED APPROACHES).**

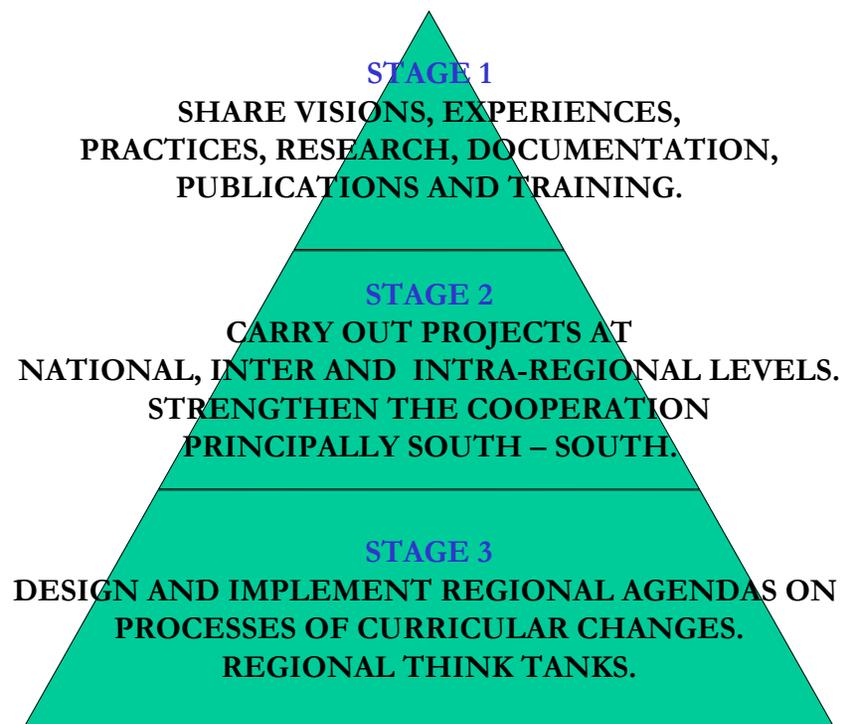
 **FIELD-ORIENTED TECHNICAL ASSISTANCE (I.E. GUATEMALA).**

# 9 ATTRIBUTES OF THE COP



# THE COP IN ACTION

Types of activities  
from a developmental  
perspective



**Thank you!**

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