6th VoiceS-Conference:
European Teachers Network-”Get Connected”
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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
Get connected

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

Human capital
  Individual talent

Social capital
  Resources available because of group membership

Decisional capital
  Talent to make decisions in complex situations
Relation with practice

- Area of application
- Learning environment
Knowledge for practice

• Application of general knowledge in practice
Knowledge-*in*-practice

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

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

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

• Necessary condition to motivate people to discuss and share information and experiences
Access to expertise

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

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

- Closed
- Open
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
Network learning: open

- Variety of expertise and sources
- Many ideas

- Lacks the power of strong ties
  - Trust
  - Context-bound solutions
Learning between networks

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

- Friction triggers learning
Learning mechanisms of boundary crossing

• Identification

• Coordination

• Reflection

• Transformation
Identification

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

- Collaboration needs coordination: appointments, rules and procedures
Reflection

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

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

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

- Identification
- Coordination
- Reflection
- Transformation
Decisional capital

• Reflection-in-action: The right decision at the right moment is key to quality teaching.
• Network and boundary crossing competencies
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;
are linked to changes in the world and value cultural diversity.
• 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