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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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 GOODS
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 DERMOOTT & SNYDER, 2000).

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

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
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.

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

IY 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 isn’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

- Resource space for curriculum change
- Friendly space for exchanging visions and practices
- Research action space by promoting comparative studies
- Worldwide space, regional (inter and intra) and national levels
- Productive space for creation and dissemination of knowledge
- Plural space for contrasting and integrating perspectives
- Multi cultural space through exchanges in multiples languages
- Inclusive space for collective construction think tanks
- Linking space for horizontal cooperation
- COP: A process going on
THE COP IN ACTION

Types of activities from a developmental perspective

STAGE 1
SHARE VISIONS, EXPERIENCES, PRACTICES, RESEARCH, DOCUMENTATION, PUBLICATIONS AND TRAINING.

STAGE 2
CARRY OUT PROJECTS AT NATIONAL, INTER AND INTRA-REGIONAL LEVELS. STRENGTHEN THE COOPERATION PRINCIPALLY SOUTH – SOUTH.

STAGE 3
DESIGN AND IMPLEMENT REGIONAL AGENDAS ON PROCESSES OF CURRICULAR CHANGES. REGIONAL THINK TANKS.
Thank you!

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