

Basic conditions

- o Participation in knowledge production within the profession
- o Systematic storing of professional knowledge
- o Free and easy access to professional knowledge
- o Profitable for teachers and school leaders to use the systematic knowledge

Changed knowledge production

- o More common to demand systematic contribution during teacher education
- o Large accumulation of documented knowledge within the teaching professions
- o More common to assess school quality and to document quality reviews
- o Large accumulation of documented knowledge about school effectiveness

Teachers in the future will

- o Deliver lessons
- o Diagnose learning
- o Lead learners in their learning
- o Cooperate with adults
- o Understand the local organisation
- o Appear in the public space
- o Continue to learn

Teachers and school leaders have difficulties

- o To see knowledge production as a part of their profession
- o To ask questions that matters in the long run
- o To present what they have learnt to a broader audience
- o To integrate their knowledge contribution with others

A strong need to challenge the dominating cultural pattern of the teaching profession:

- o Conservatism
- o Individualism
- o Presentism

Lortie D.(1975) School Teacher. A Sociological Studie. The University of Chicago Press.

The learning organisation

- o Makes actions aimed at learning
- o Observes itself and the reactions of others
- o Analysis the outcomes of the actions
- o Sorts out the lessons learned
- o Keeps a memory and uses it in future situations

Time essential for the acquirement of systematic professional knowledge

- o Define a part of the professional year as time for learning about and creation of systematic knowledge
- o Identify professional development themes
- o Create working parties of teachers that concentrate on different parts of the production-dissemination work

The organisation of teacher development time

Interest Gr. theme			
Diagnose of learning			
Support to slow learner			
Strengthen language confidence			

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Interest Gr. theme	Consumption of knowledge		
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The organisation of teacher development time

Interest Gr. theme	Consumption of knowledge	Production of knowledge	
Diagnose of learning			
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The organisation of teacher development time

Interest Gr. theme	Consumption of knowledge	Production of knowledge	Dissemination of knowledge
Diagnose of learning			
Support to slow learner			
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