Network 1
Continuing Professional Development:
Learning for Individuals, Leaders, and Organisations

Network Meeting in
ECER2018
Bolzano, Italy
Thursday, 06/Sep/2018 12:00 – 13:30
held in the Sparkasse Academy SA-Saal 1.

1. Network meeting

    1.a. Welcome and introduction of the convener team

    1.b. Introducing the network history and practices (by Sara Bubb)

    1.c. Changing the name of NW1 (chaired by Ken Jones)

    1.d. Election of new conveners and reviewers (chaired by Hannu Heikkinen)

2. Discussion in small groups about shared research interests (organized by Sara Bubb and David Morris)

Network 1 Conveners 2018

Hannu Heikkinen

Ken Jones

Sara Bubb

Heinz Günter Holtappels

David Morris

Rosemarie Mulholland

Giorgio Ostinelli

Stefan Zehetmeier

- Earlier called Continuing Professional Development of Teachers
- Continuing Professional Development in Schools (2002)
- Continuing Profession Development for Teachers and Leaders in Schools (2005)
- Continuing Professional Development for Teachers and Leaders in School Systems (2008)
- Continuing Professional Development: Learning for Individuals, Leaders, and Organisations (2010).

Known convenors to date include Christopher Day, Maureen Killeavy, Karin Ronnerman, Vivienne Collinson, and Ene-Silvia Sarv.

Changing names and scopes of networks

If you wish to change the name and/or the scope of the netwok, please proceed as follows:

1. Any proposal for a change of name/scope of the network must be discussed in a network meeting (ECER).

2. After consultation with the Networks' Representative on Council, the convenors should prepare a paper for Council/ the group of Network Convenors consisting of:
- the proposed new name and descriptor
- a rationale for changing the name/scope of the network
- evidence that the proposed network's name/scope is not currently covered by existing networks

3. The Networks' Representative on Council will discuss the proposal with Link-Convenors during the annual Network Seminar in spring or during the Link Convenors Meetings at ECER, and then with Council during the June or September meeting. If both groups agree to welcome the proposal, the network will be able to change its name.

4. The changes to the network name and/or scope (description) will be placed on the EERA website as soon as possible after the approval.

https://eera-ecer.de/networks/network-procedures/changing-names-and-scopes-of-networks/

PROBLEMS WITH THE PRESENT NAME AND SCOPE:
Continuing Professional Development:
Learning for Individuals, Leaders, and Organisations

- Lenght
- Redundance
- Overlaps with other NWs

- "It is because professional situations are not static that we can't rely on 'professional development' alone. ...

- 'Training' is not sufficient; adaptability is essential; lateral and divergent thinking are central; criticality rather than compliance is needed...." (Jones 2015.)

- "'Professional learning' involves active learning; it is a continuing process; it focuses on enquiry, analysis, reflection, evaluation, further action; …. in its best forms it is collaborative; and it enables an approach which is not confined to a linear interpretation of future events and ways of working." (Jones 2015.)

OVERLAPS:

Network 1
Name and scope

List of EERA Networks

- ˅ 1. Continuing Professional Development: Learning for Individuals, Leaders, and Organisations
- ˅ 2. Vocational Education and Training (VETNET)
- ˅ 3. Curriculum Innovation
- ˅ 4. Inclusive Education
- ˅ 5. Children and Youth at Risk and Urban Education
- ˅ 6. Open Learning: Media, Environments and Cultures
- ˅ 7. Social Justice and Intercultural Education
- ˅ 8. Research on Health Education
- ˅ 9. Assessment, Evaluation, Testing and Measurement
- ˅ 10. Teacher Education Research
- ˅ 11. Educational Improvement and Quality Assurance
- ˅ 12. LISnet - Library and Information Science Network
- ˅ 13. Philosophy of Education
- ˅ 14. Communities, Families, and Schooling in Educational Research
- ˅ 15. Research on Partnerships in Education

- ˅ 16. ICT in Education and Training
- ˅ 17. Histories of Education
- ˅ 18. Research in Sport Pedagogy
- ˅ 19. Ethnography
- ˅ 20. Research in Innovative Intercultural Learning Environments
- ˅ 22. Research in Higher Education
- ˅ 23. Policy Studies and Politics of Education
- ˅ 24. Mathematics Education Research
- ˅ 25. Research on Children's Rights in Education
- ˅ 26. Educational Leadership
- ˅ 27. Didactics - Learning and Teaching
- ˅ 28. Sociologies of Education
- ˅ 29. Research on Arts Education
- ˅ 30. Environmental and Sustainability Education Research, ESER
- ˅ 31. LEd – Network on Language and Education
- ˅ 32. Organizational Education
- ˅ 33. Gender and Education

New name:

Professional Learning and Development

Network 1
Name and scope

Review process ECER 2019

- Election of reviewers in the NW meeting in the ECER conference
- Assigning the reviewers in January 2019
- Reviewing the papers by 1.3.2019
- 4-7 reviews / reviewer

- If your name is missing please add it or ask any of the conveners to do so
- In case you are not willing to review anymore

https://docs.google.com/spreadsheets/d/14WbxjGyEaKSbv8hAjrIeXC-rsslbOvovndwI0hRlFxM/edit#gid=0

WHAT IS IT TO BE A CONVENER?

- The roles of Convenors vary from Network to Network
- Each Convenor may take a different role in the Network
- The workload will be light, unless you want to take more responsibilities in
    - Chairing
    - Reporting to EERA office and council
    - Actively contributing to the development of the NW
    - Contributing to the development of EERA

Network 1
Election of conveners

- The process should contribute to the following principles: transparency, legitimacy, openness, trust, and continuity. Information about the established process is available (website, network meetings, etc.).

- Normally, the process will be based on an **election of Convenors by** the participants in the network, during the ECER network meeting, based on a minimum of two nominations (from participants in the network).

- The group of Convenors should reflect **EERA's diversity** in terms of **geographical representation and gender balance.**

- The election is part of the network meeting agenda and is made known to minimally all network participants before the conference.

https://eera-ecer.de/networks/network-procedures/elections-and-mandates/

Procedure:

All the authors presenting in NW 1 in 2018 have been sent an email through the ConfTool bulk email system, asking for nominees:

"According to the EERA guidelines, we have to take care of the linguistic, geographical, and gender balance of the convener team. Thus, especially female candidates from the Southern, Northern and Eastern parts of Europe who necessarily are not native English speakers are most welcome. If you want to propose a candidate (including yourself) please let us know even before the NW meeting by sending an email to Professor Hannu Heikkinen, email hannu.l.t.heikkinen@jyu.fi

According to the EERA guidelines, the process will be based on a minimum of two nominations from participants in the network. Each of the candidates will have an opportunity to introduce her / himself in the meeting. The group of convenors will do the final decision afterwards, based on the nominations, and inform the result of the election by an email to all who have presented their research in ECER2018 in NW1 as well as the EERA office and council. "

The conveners of NW1 have also been asking through their personal contacts.

PhD Mihaela Mitescu Manea

Associate Professor at the Department of Teacher Education, University of Arts "George Enescu" Iasi, Romania

- **lectures in Educational Sciences and Project Management.**
- **conducted research in areas such as situated learning, activity theory, general curriculum issues, pre-service and in-service teacher education, integrated arts curriculum.**
- **to comparative approaches to understand practices in systems of teacher education located in different national settings.**
- **part of the work has been conducted at the Department of Education at Oxford University**

https://ro.linkedin.com/in/mihaela-mitescu-manea-59a24783

PhD Sally Windsor

Senior Lecturer in Department of pedagogical, curricular and professional studies, Faculty of Education, University of Gothenburg, Sweden

- **Formerly worked in the Melbourne Graduate School of Education where she taught Educational Foundations, Pedagogy, Geography, Indigenous Education, and the Sociology of Education to preservice teachers**
- **teaches research methods courses to practicing educators**
- **research interests include inequality and the unequal provision of school education, sustainability education in schools, international teacher workforce and policy comparisons, and the implications of globalization on school education.**

https://idpp.gu.se/english/about-idpp/staff?userId=xwisal

Google doc

- Name of group leader
- Names, emails, countries of members
- Summary of themes/issues discussed
- Plans for collaboration eg next year's conference

Network 1
Election of conveners

1. Impact evaluation
2. Induction of new teachers
3. Leadership development
4. Mentoring & Mentor training
5. Models of professional learning & development
6. Professional development policies
7. School development strategies
8. Research use
9. Teachers' professional development