

A FRAMEWORK FOR MAKING CRITICAL SENSE OF PROFESSIONAL LEARNING

2. Establishing Contexts and Baselines.

Rationale

For years we have said that this is important: that teachers should set their intentions in context; that knowledge of learning is diminished if we are ignorant of its context. Well, the same applies to the professional learning of teachers and related professionals. If we can describe how we came to our understanding of professional learning needs we can also say something useful about the context in which we operate.

Institutions and individuals may be concentrating their professional energies on particular fields. They may be working collaboratively. They may be doing something for the first time. Experiments may be taking place with a variety of modes of delivery and assessment. The professional learning context may involve particular local circumstances such as re-organisation or re-structuring. It may, for example, be different for a school with a high or low percentage of NQTs.

Action

In order to establish a baseline for professional learning you can simply describe usefully the circumstances in which you operate. You may, however, wish to use some of the following activities. Just click on them to see if they are any use to you.

- a) [Knowing Me, Knowing You](#)
- b) [Professional Self-Perception or The Professional Shape You Are In](#)
- c) [The Bad Practice Research Project](#)