Record Nr. UNINA9910450572803321 Autore Stoll Louise <1956-> Titolo Professional learning communities [[electronic resource]]: divergence, depth and dilemmas / / Louise Stoll and Karen Seashore Louis Maidenhead,: McGraw-Hill/Open University Press, 2007 Pubbl/distr/stampa **ISBN** 1-281-12975-5 9786611129750 0-335-23025-3 Descrizione fisica 1 online resource (231 p.) Collana Professional learning LouisKaren Seashore Altri autori (Persone) Disciplina 371.1 Soggetti Group work in education Teachers - Professional relationships Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di contenuto Front cover; Half title; Title; Copy right; Contents; List of figures and tables; List of contributors; Series editors' preface; Acknowledgements; Chapter 1 Professional learning communities: elaborating new approaches; Part 1: Divergence; Chapter 2 The involvement of support staff in professional learning communities; Chapter 3 Extending the learning community: a broader perspective embedded in policy; Chapter 4 From professional learning community to networked learning community; Chapter 5 Beyond borders: can international networks deepen professional learning community?; Part 2 Depth Chapter 6 'Normalizing' problems of practice: converting routine conversation into a resource for learning in professional communities

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Chapter 11 Building professional learning communities in high schools:

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challenges and promising practices Chapter 12 Building social capital in professional learning communities: importance, challenges and a way forward; Chapter 13 Sustainable professional learning communities; Part 4 Afterword; Chapter 14 Professional learning communities: a reflection; Index; Back cover

Talks about perceptions and understanding of professional learning communities, as well as highlights frequently neglected complexities and challenges. This book offers an understanding of topics such as distributed leadership, dialogue, organisational memory, trust, self-assessment and inquiry, and purpose linked to learning.