

Section A: Managing Transformational Change

Unit 1: Reflective professionals and thinking children

Overview

This introductory unit looks at the practical implications for schools in working towards the objectives of current national policy initiatives such as A Curriculum for Excellence, Assessment is for Learning and Determined to Succeed. It uses the roles of reflective professionals and thinking children in stimulating and sustaining high quality learning opportunities in the staffroom and the classroom to explore ways in which we can manage the changes in professional practice that may be needed to meet these objectives.

This unit includes several references to other units in the reflection framework, so it can be used as a general introduction to the framework itself.

Pre-reading

The discussion paper, “Reflective Professionals and Thinking Children” traces the links between the long-standing interest in Highland schools in using thinking as a focus for achieving improvements in children’s learning with current national initiatives and offers some suggestion about how these links can be used to create a rationale and context for future professional development.

- Session 1** **A Curriculum for Excellence: purposes meet pedagogy**
The aim of this session is to explore the extent to which A Curriculum for Excellence represents a shift from subject-centred teaching approaches to those which are also concerned with the wider purposes of preparing children and young people for life after school. In doing so, it examines the implications of such a shift for teachers’ professional development. To achieve the objectives of A Curriculum for Excellence, our view of teaching needs to be less about methodology, teaching practice, and more about pedagogy, the theory *and* practice of teaching.
Activity: Purposes and thinking
- Session 2** **CPD and the Reflective Professional: pedagogy, classroom climate and pupil learning**
The second session in this unit gives participants an opportunity to think about the essential elements of a school-based CPD programme most likely to support them in the process of implementing current national initiatives. It aims to provide schools with a context in which they can begin to develop an approach to CPD that recognises their own circumstances while still meeting wider objectives.
Activity: The enterprising classroom