Key issues

- Local teams
- Assessment
- Teacher Development
- Collaboration

Teachers

- Not automatons
- Not dictation machines
- Building reflective practice
- Capable
- Who is a teacher?
- Who should model learning?
- Benefits of participatory practice

Teacher development

- Not a matter of a short training course
- Ongoing improvement of reflective practice
- Cycles of planning, doing, reflecting, discussing, debugging, planning, ...
- What connectivity gives us
- Development of highest quality over the most people over time

Building capacity

- Exemplars
- Models
- Language
- Engagement
- Fostering reflection and discussion
- Community and informal settings
- Using networks
- Free and open

When starting

- Use first sites as platform for subsequent sites
- Build community
- Take a systemic view
- Design for deep & powerful
  - Deep project periods
- Collaboration & support
- Use the network and appropriate ideas

Indicator dimensions

- Personal
  - Academic & affective
- School/learning environment
- Community
- Ownership
- Efficacy
- Drawing up own indicator surveys at all levels