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Introduction

The Purpose of Journals

Journals as Frameworks for Change is designed as a professional resource for organizing and facilitating learning communities. Structures such as action research, professional portfolio, staff development, school portfolio, and study group serve as frameworks for collaboration, learning, and—ultimately—change. Journals are essential tools designed to focus and enhance learning for professional educators as they utilize these frameworks for change and build learning communities. As educators and school community members come together, they share in a purpose and pursue deeper and broader understandings of their work. Using the structured journal process, as outlined in this book, provides opportunities for learning community participants to reflect on and consider research and new practices that will impact student learning.

Peter Senge, who pioneered the concept of the "learning community," invites educators to assist school communities in becoming "learning organizations" where they can encourage and support learning as part of their professional work (Senge 1990). If knowledge is the capacity for effective action, educators have to ask how they can facilitate learning communities to support systemic change in their schools. This book provides an answer to that question: by use of structured journals as frameworks for change.

How This Book Works

Journals as Frameworks for Change begins with a chapter on journals and learning communities, describing the role of structured journals in supporting the process of building and sustaining learning communities. Subsequent chapters offer coaching guides for using the journaling process to facilitate each type of framework for change (action research, professional portfolio, staff development, school portfolio, and study group).

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