

## **FROM THE EDITOR**

### ***Why The Venugopal Bere Educational Review?***

#### **Bridging Educational Research with School Leadership and Classroom Practice**

After more than three decades in education, I have become convinced of something that sounds simple but has profound implications for schools:

**Most educational problems are not caused by a shortage of ideas.**

Schools are surrounded by ideas.

Every year brings new policies, new curricula, new technologies, new training programmes, new terminology and new expectations.

Yet walk into classrooms a few months later and an uncomfortable question often remains:

#### **What actually changed?**

Did teaching change?

Did assessment change?

Did the conversations teachers have about learning change?

And, most importantly, did the experience of the child sitting in the classroom become better?

These questions have stayed with me through different stages of my professional journey—as a teacher, principal, academic leader, teacher educator and CBSE Resource Person.

I have attended training programmes.

I have conducted them.

I have observed classrooms before and after professional development.

I have spoken with teachers who returned from workshops genuinely inspired, only to discover that translating an exciting idea into everyday classroom practice was far more difficult than understanding it during a training session.

I have also seen the opposite.

I have seen teachers transform their practice when they were given time to experiment, colleagues with whom to collaborate, leaders who coached rather than judged them, and opportunities to reflect on what their students were actually learning.

Those experiences gradually shaped one of my deepest professional convictions:

**Educational improvement does not happen simply because teachers are trained. It happens when teachers are supported to keep learning.**

That conviction is the starting point of **The Venugopal Bere Educational Review**.

This is not intended to be an academic journal.

Nor do I want it to become another collection of motivational articles about education.

There is already an enormous amount of educational research available. There are excellent policy documents. There are thousands of professional-development programmes.

The challenge is often somewhere between them.

**How does research reach the classroom?**

How does a principal translate an educational idea into a school-wide practice?

How does a teacher translate policy language such as *competency-based learning* into tomorrow morning's lesson?

How do we know whether professional development actually improved teaching?

And how do schools create systems in which improvement continues after the workshop, observation or initiative has ended?

These are the questions this Review seeks to explore.

Its guiding architecture is deliberately simple:

## **RESEARCH**

**What does the evidence tell us?**



## **POLICY**

**What direction is educational reform asking us to take?**



## **LEADERSHIP**

**What conditions must schools create?**



## **PRACTICE**

**What should actually change in classrooms?**



## **EVIDENCE**

**How will we know whether students benefited?**



## **REFLECTION**

**What should we improve next?**

That final question matters enormously.

Because education has no permanent finishing line.

A good teacher continues learning.

A good principal continues questioning.

And a good school never assumes that yesterday's success is sufficient for tomorrow's learner.

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## **Why Begin with Teachers?**

For the inaugural issue, I have chosen:

### **Teacher Professional Development**

#### ***The Most Powerful Investment a School Can Make***

Schools understandably invest in infrastructure.

We invest in technology.

We purchase programmes, platforms and learning resources.

We redesign curricula.

All of these can contribute to educational quality.

But none of them teaches a child.

**Teachers do.**

A smart board can display information.

A teacher decides whether that information becomes understanding.

An assessment system can produce data.

A teacher interprets what that data means for the learner.

Artificial intelligence can generate a lesson plan within seconds.

A teacher decides whether that lesson is appropriate for these particular children, in this particular classroom, at this particular moment.

That is why professional judgement remains at the heart of education.

And professional judgement must continually grow.

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### **The Purpose of This Review**

My intention is therefore not merely to tell educators **what research says**.

I want us to ask:

#### **What can we do with what research says?**

Throughout this issue, we will move deliberately from:

#### **Research → Interpretation → Leadership → Application → Reflection.**

We will examine the work of influential educational thinkers including John Hattie, Linda Darling-Hammond, Michael Fullan, Andy Hargreaves and Dylan Wiliam.

We will consider the direction provided by **NEP 2020** and **NCF-SE 2023**.

We will explore instructional leadership, professional collaboration, classroom observation, coaching and reflective practice.

And we will bring these strands together through a set of practice-informed models developed from my own professional experience, including the **Bere Policy-to-Practice Bridge, Bere Reflective Practice Cycle, and Bere Professional Learning Framework**—all of which form part of the existing Volume 1 architecture.

These frameworks are not offered as universal formulas.

Education is too contextual for that.

A strategy that succeeds in one school may require considerable adaptation in another.

They are better understood as **thinking tools**—structures that can help leadership teams ask better questions, examine their practices and design professional-learning systems appropriate to their own contexts.

### **An Invitation**

I therefore invite you to use this publication differently.

Do not simply read it.

### **Write on it.**

Question it.

Discuss it during a staff meeting.

Take one framework to your leadership team.

Try one idea in a classroom.

Observe what happens.

Bring the evidence back.

Discuss it with colleagues.

Change something.

Try again.

Because the purpose of educational knowledge is not merely to make us better informed.

### **It is to help us make better educational decisions.**

And ultimately, those decisions must improve the experience of the learner.

That is where research becomes practice.

That is where leadership becomes meaningful.

And that is where educational transformation begins.

### **EDITOR'S REFLECTION**

**“Research should not remain on the bookshelf, policy should not remain in the document, and professional learning should not remain in the training hall. Their real destination is the classroom.”**

**— Venugopal Bere**

**Research • Reflect • Lead • Transform**

# **FOREWORD**

## **Building Better Schools Begins with Building Better Educators**

There is a familiar pattern in school improvement.

When we want better outcomes, we introduce a new programme.

When we want greater engagement, we invest in technology.

When examination results decline, we revise schedules, increase practice tests, extend instructional hours, or introduce additional academic monitoring.

When educational policy changes, we organise an orientation programme.

All these responses may have value.

But beneath them lies a more fundamental question:

### **Have we sufficiently invested in the people who must make all these initiatives work?**

Because no matter how ambitious the curriculum, sophisticated the technology, or progressive the policy, students ultimately experience education through the decisions teachers make every day.

A curriculum does not notice that a child has misunderstood a concept.

A digital platform does not always recognise the hesitation behind a student's silence.

A policy document cannot adjust a question halfway through a lesson because the teacher suddenly realises that students are confused.

A textbook cannot encourage a learner who has begun to believe, *"Perhaps I am simply not good at this."*

### **Teachers do these things.**

And that is why any serious conversation about improving schools must eventually become a conversation about improving the professional capacity of teachers.

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## **The Classroom Has Changed**

Teaching has never been a static profession, but the demands placed upon today's teacher are changing particularly quickly.

A teacher is expected to develop subject knowledge while also nurturing critical thinking.

To complete curricular requirements while creating opportunities for exploration.

To use technology without allowing technology to dominate learning.

To assess achievement while also using assessment to improve learning.

To respond to different learning needs within the same classroom.

To develop communication, creativity, collaboration and problem-solving alongside disciplinary understanding.

And increasingly, teachers must help young people navigate a world being reshaped by **artificial intelligence, automation, rapidly changing careers and unprecedented access to information**.

This changes an important assumption about schooling.

For generations, education could operate largely on the premise that teachers possessed knowledge and students came to school to receive it.

Today, information is everywhere.

The teacher's role therefore becomes simultaneously more complex and more important.

The question is no longer merely:

**“How effectively can I explain this content?”**

It is also:

**“How can I help students understand it, question it, apply it, connect it, evaluate it and use it responsibly?”**

That requires a different kind of professional expertise.

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## **Policy Has Changed Too**

India's educational reform agenda recognises this changing reality.

**NEP 2020** and **NCF-SE 2023** call for significant shifts in teaching and learning: towards learner-centred pedagogy, competency development, experiential learning, critical thinking, formative assessment, inclusion and deeper understanding. These priorities are central to the policy discussion developed later in this Volume.

But consider what these expectations mean for a practising teacher.

“Competency-based education” is relatively easy to write in a policy document.

It is considerably more difficult to design a forty-minute lesson in which students genuinely demonstrate a competency.

“Experiential learning” sounds compelling.

But teachers need to know when an experience deepens learning and when it merely becomes an enjoyable activity.

“Formative assessment” is widely recommended.

But teachers must learn how to gather evidence during instruction, interpret it accurately and modify subsequent teaching.

“Learner-centred education” is an admirable principle.

But it requires teachers to make dozens of professional decisions about questioning, differentiation, participation, pacing, feedback and assessment.

**Policy can define the destination.**

**Teachers must make the journey possible.**

That is why educational reform and teacher professional development cannot be treated as separate agendas.

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### **The Workshop Paradox**

Schools conduct enormous numbers of teacher-training programmes.

Many are excellent.

Teachers participate enthusiastically. They discuss new ideas, engage in activities, take notes, exchange experiences and leave with renewed motivation.

But motivation is not implementation.

And implementation is not yet improvement.

I have repeatedly found that the most important stage of professional development begins **after the training programme ends**.

A teacher returns to the classroom.

There are forty students.

Time is limited.

The syllabus must move forward.

Learners have different levels of readiness.

A strategy that appeared straightforward during the workshop suddenly becomes more complicated in practice.

This is the moment at which professional development either survives—or disappears.

If the teacher has no opportunity for follow-up discussion, observation, coaching, collaboration or reflection, even a good training programme can gradually become a pleasant professional memory.

But when the school follows that training with opportunities to:

**Try → Observe → Discuss → Receive Feedback → Reflect → Modify → Try Again**

something very different happens.

Training begins to become learning.

And learning begins to become improved practice.

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### **Professional Development Is Not an Event**

This distinction lies at the heart of this inaugural issue.

We often use the terms **professional development** and **professional learning** interchangeably.

I believe the distinction is useful.

Professional development is frequently something that is **provided to teachers**.

Professional learning is something that **develops within teachers and between teachers**.

A workshop may contribute to professional learning.

So may a conversation with a colleague.

A classroom observation.

A coaching conference.

Examining student work.

Trying a new questioning strategy.

Reading research.

Reflecting on a lesson that failed.

Watching another teacher succeed with a class that we found difficult.

Even a mistake can become professional learning—provided we are willing to examine it.

This means the professional growth of teachers cannot be confined to designated training days.

**The school itself must become the place where teachers learn.**

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### **What Does Such a School Look Like?**

Imagine two schools.

Both conduct ten professional-development programmes during the year.

In the first school, teachers attend the sessions, submit feedback, receive certificates and return to their classrooms.

At the end of the year, the school proudly reports:

**10 programmes conducted.**

**600 teacher-hours completed.**

**100% participation achieved.**

Those numbers are not meaningless.

But they do not tell us whether teaching improved.

Now consider the second school.

It may conduct fewer formal programmes.

But after each priority area is introduced, teachers collaboratively plan lessons.

They experiment in classrooms.

Leaders observe without immediately judging.

Teachers examine student work together.

Successful practices are shared.

Challenges are discussed openly.

Coaching follows observation.

Professional Learning Communities revisit the same instructional priorities over several months.

At the end of the year, this school asks a different question:

**What can our teachers do now that they could not do as effectively twelve months ago?**

And then an even more important one:

**What can our students do now because their teachers improved?**

That is the school I would rather call a learning organisation.

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### **The Leadership Responsibility**

This places considerable responsibility on school leadership.

We cannot tell teachers to become lifelong learners while creating school cultures in which admitting difficulty is interpreted as weakness.

We cannot promote innovation and then punish every unsuccessful experiment.

We cannot advocate collaboration while giving teachers no meaningful time to collaborate.

We cannot conduct classroom observations solely to identify deficiencies and simultaneously expect teachers to welcome observation as professional learning.

And we cannot declare teacher development a priority while measuring it primarily through attendance sheets and certificates.

If we want teachers to learn continuously, leaders must create the conditions in which professional learning is possible.

That means providing:

**time, trust, direction, opportunity, feedback, collaboration and follow-up.**

It also requires a subtle but significant shift in leadership language.

From:

**“Did you complete the training?”**

to:

**“What did you learn?”**

From:

**“Did you implement the strategy?”**

to:

**“What happened when you tried it?”**

From:

**“Why didn't this work?”**

to:

**“What did we learn from what happened?”**

And eventually:

**“What evidence are we seeing in student learning?”**

These are not softer questions.

They are more demanding questions because they move professional accountability from **compliance to impact**.

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### **Why This Issue Matters**

This inaugural issue of *The Venugopal Bere Educational Review* begins with teacher professional development because almost every major educational ambition eventually depends upon teacher capacity.

Competency-based education depends upon teachers.

Assessment reform depends upon teachers.

Inclusive education depends upon teachers.

Experiential learning depends upon teachers.

Effective use of artificial intelligence will depend upon teachers.

Future-ready education depends upon teachers.

School transformation depends upon teachers—and upon leaders who create environments in which teachers can continue developing.

This does not mean teachers alone are responsible for educational outcomes.

Far from it.

Curriculum, leadership, resources, policy, family circumstances, institutional structures and wider social conditions all matter.

But within the school, teachers remain the professionals who interact most consistently with learners.

Investing in their professional growth therefore creates a multiplier effect.

**Better professional learning strengthens teaching.**

**Better teaching enriches learning experiences.**

**Better learning experiences expand possibilities for students.**

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### **A Working Document, Not Just a Publication**

I encourage readers not to approach this Review as something that must simply be read from beginning to end.

Use it.

A teacher might take one idea and experiment with it for a week.

A department might discuss one research finding.

A principal might use one section during a leadership meeting.

A teacher educator might challenge participants to adapt one framework.

A management team might examine whether its professional-development expenditure is actually producing changes in classroom practice.

Write questions in the margins.

Disagree with an argument.

Adapt a framework.

Discuss it with colleagues.

Most importantly:

**Test ideas against the reality of your own school.**

Because educational research becomes useful when professional judgement engages with it.

And educational leadership becomes meaningful when that engagement produces better experiences for learners.

## **Four Questions to Carry Through This Review**

As you move through the chapters that follow, I invite you to keep four questions in mind:

- 1. What are our teachers learning?**
- 2. How is that learning changing classroom practice?**
- 3. What evidence shows that students are benefiting?**
- 4. What should we learn next?**

A school that continues asking these questions is unlikely to remain static for very long.

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## **FOREWORD REFLECTION**

**“The strength of a school is not determined simply by how much its teachers already know. It is revealed by how strongly the school enables them to keep learning.”**

**— Venugopal Bere**

**Research • Reflect • Lead • Transform**

## **HOW TO USE THIS REVIEW**

### **Don't Just Read It. Work With It.**

This Review has not been designed to be read once, appreciated, and placed on a shelf.

It has been designed to be **used**.

Some readers may move through it from beginning to end. Others may begin with a question that matters to their school:

**How can we improve teacher professional learning?**

**How can classroom observation become developmental rather than judgmental?**

**How can we translate NEP 2020 and NCF-SE 2023 into everyday teaching?**

**How do we build meaningful Professional Learning Communities?**

**How can we know whether professional development is actually improving student learning?**

Both approaches are perfectly valid.

The important thing is that reading should eventually lead to **reflection, professional conversation and action**.

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### **If You Are a Teacher**

You do not need to implement everything in this Review.

In fact, trying to change too much at once can make professional learning superficial.

Instead, begin with **one idea that matters to your classroom**.

Read a section.

Pause.

Ask yourself:

#### **What does this mean for the students I teach?**

Perhaps you decide to improve the questions you ask.

Perhaps you experiment with formative assessment.

Perhaps you observe how actively students participate rather than how quietly they listen.

Perhaps you discuss a difficult lesson with a colleague instead of simply moving to the next chapter.

Then try something.

Observe what happens.

Reflect on it.

Adjust.

Try again.

### **A Simple Teacher Cycle**

**READ → CHOOSE → TRY → NOTICE → REFLECT → REFINE**

The objective is not to collect strategies.

It is to improve professional judgement.

### **Try This**

At the end of every section you read, complete this sentence:

**“One thing I will try differently in my classroom is...”**

Then return to it after a week and ask:

**“What happened when I tried it?”**

That second question is where professional learning begins.

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### **If You Are a Principal or Academic Leader**

You may find the greatest value in using this Review **with other people rather than alone**.

Take one idea into a staff meeting.

Use a reflection question with your coordinators.

Discuss a research finding during a Professional Learning Community meeting.

Use the **Leadership Notebook** to examine your own leadership practices.

Use the **Professional Learning Checklist** as part of school-improvement planning—the original Volume 1 specifically identifies both tools for leadership-team use.

Most importantly, resist the temptation to turn every idea into another instruction for teachers.

Some ideas should first become questions for leadership.

For example:

Instead of:

**“Teachers must conduct more formative assessment.”**

ask:

**“What support do teachers need to use formative assessment effectively?”**

Instead of:

**“Every department must conduct PLC meetings.”**

ask:

**“What would make our PLC conversations genuinely useful to teachers?”**

Instead of:

**“Principals must observe more classes.”**

ask:

**“What kind of observation would teachers actually experience as professional learning?”**

That shift matters.

Because instructional leadership is not simply about asking teachers to improve.

**It is about creating the conditions in which improvement becomes possible.**

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### **If You Are a Teacher Educator or Resource Person**

Use the frameworks in this Review as **conversation starters rather than scripts**.

That distinction is important.

A professional-development programme becomes far more meaningful when participants are invited to interpret, question and adapt an idea rather than simply receive it.

For example, when presenting the **Bere Professional Learning Framework**, do not merely explain its components.

Give participants a school situation and ask:

**Where is the professional-learning cycle breaking down?**

Is professional development disconnected from school vision?

Are teachers attending programmes but not implementing what they learn?

Is implementation happening without observation or coaching?

Are observations occurring without reflection?

Are teachers reflecting individually but rarely learning collaboratively?

Is professional learning occurring without examining evidence of student learning?

Suddenly, the framework becomes a diagnostic tool rather than another slide in a presentation.

You can use the Review to support:

- capacity-building programmes;
- leadership workshops;
- teacher-development sessions;

- PLC facilitation;
- mentoring conversations;
- case-study discussions;
- reflective activities.

But always encourage participants to ask:

**“What would this look like in our context?”**

The original Review deliberately presents its frameworks as adaptable discussion tools rather than fixed models, and that principle should remain central.

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### **If You Are Part of School Management**

Your role in teacher professional development is more important than it may initially appear.

Management decisions influence:

**time, budgets, staffing, priorities, technology, professional-development opportunities and leadership expectations.**

This means professional learning is not simply an academic department responsibility.

It is also a strategic investment decision.

When reviewing this publication, consider questions such as:

**How much do we invest annually in teacher learning?**

**Do we evaluate professional development by attendance—or by impact?**

**Do our teachers have structured opportunities to collaborate?**

**Are our principals primarily occupied with administration, or do they have sufficient space to lead teaching and learning?**

**Do we invest more readily in physical infrastructure than professional capacity?**

**How would we know whether our investment in teacher development is improving classroom practice?**

The original Volume 1 recommends that school management use the **Executive Summary** and **Research to Practice** sections for strategic planning and examine teacher capacity-building as a long-term strategic priority rather than simply an operational expense.

That is exactly how I recommend using this Review.

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### **If You Are a Leadership Team**

There is another way to use this publication that may prove especially valuable:

#### **Read it together.**

Select one section each month.

Ask every leadership-team member to read it beforehand.

Then spend thirty minutes discussing only three questions:

**1. Where are we now?**

**2. Where do we want to be?**

**3. What is one action we will take before our next meeting?**

Record the action.

Assign responsibility.

Set a date.

Return to it at the next meeting.

This prevents professional reading from becoming intellectually interesting but operationally irrelevant.

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### **USE THE REVIEW AT THREE LEVELS**

I recommend approaching every major section through three lenses.

#### **1. REFLECT — What does this make us think about?**

Compare the idea with your present practice.

Do not immediately defend what the school already does.

Ask:

**What might we be missing?**

#### **2. DISCUSS — What can we learn from one another?**

Bring different perspectives into the conversation.

Teachers may see something leaders do not.

Students may experience something teachers do not notice.

Evidence may challenge assumptions held by everyone.

### **3. ACT — What will we do differently?**

Choose one realistic action.

Not ten.

One.

Implement it well enough to learn from it.

Then examine the evidence.

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### **A SIMPLE WAY TO ANNOTATE THIS REVIEW**

As you read, you may use four symbols in the margins:

✓ **KEEP** — We already do this effectively.

↑ **STRENGTHEN** — We do this, but it needs improvement.

★ **TRY** — This is worth experimenting with.

? **DISCUSS** — We need a professional conversation about this.

By the time you finish the Review, the markings themselves will tell you something important about your school.

They will begin to reveal your **professional-learning priorities**.

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### **FOUR QUESTIONS TO KEEP BESIDE YOU**

Throughout Volume 1, repeatedly return to these four questions:

**What are our teachers learning?**

Not merely:

**What training did they attend?**

**What is changing in classroom practice?**

Not merely:

**What strategy were teachers told to implement?**

**What evidence are we seeing in student learning?**

Not merely:

**Did teachers complete the requirement?**

**What should we learn next?**

Because professional learning should never end with:

**“Completed.”**

It should end with:

**“What next?”**

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## **THE GUIDING PHILOSOPHY OF THIS PUBLICATION**

The original Volume 1 expresses its philosophy in three concise statements:

**Research should inform practice.**

**Practice should enrich research.**

**Leadership should connect the two.**

I would retain those words exactly.

But I would now give them greater meaning.

### **RESEARCH SHOULD INFORM PRACTICE.**

Research can help educators question assumptions.

It can show us patterns beyond our individual experience.

It can challenge practices that have become routine simply because *“we have always done it this way.”*

But research reaches its highest value in education when it helps us make better professional decisions.

The question is therefore not:

**“Have we read the research?”**

It is:

**“Has the research changed the way we think or act?”**

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### **PRACTICE SHOULD ENRICH RESEARCH.**

Classrooms are not laboratories operating under perfectly controlled conditions.

They are human environments.

Students differ.

Teachers differ.

Communities differ.

Contexts matter.

Therefore, practitioners should not approach educational research as instructions to be copied mechanically.

Teachers and leaders interpret evidence through professional judgement.

They test ideas.

Adapt them.

Notice what works.

Notice what does not.

Ask why.

And generate new questions.

In this sense, the classroom is not simply the place where research is **implemented**.

It is also a place where professional knowledge is continually **generated**.

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### **LEADERSHIP SHOULD CONNECT THE TWO.**

This is where school leadership becomes critical.

Research alone cannot transform a school.

Teacher enthusiasm alone cannot sustain improvement.

Policy alone cannot change classroom practice.

Leaders create the conditions through which these elements connect.

They determine whether teachers have time to collaborate.

Whether observation produces fear or learning.

Whether professional development is followed up.

Whether evidence is used to improve or merely to judge.

Whether mistakes become reasons for blame or opportunities for reflection.

Whether successful practices remain inside one classroom or spread across the organisation.

Leadership therefore acts as the bridge between:

**WHAT WE KNOW**

and

**WHAT WE DO.**

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## **THE PHILOSOPHY IN ACTION**

The three principles can be expressed as a continuous professional-learning movement:

### **RESEARCH**

**What does evidence suggest?**

↓

### **PRACTICE**

**How might this work in our context?**

↓

### **EVIDENCE**

**What happened when we tried it?**

↓

### **REFLECTION**

**What did we learn?**



## **LEADERSHIP**

**How do we support, refine and spread what works?**



## **IMPROVED PRACTICE**

**What will we do better next time?**



And the cycle continues.

Because there is no final version of a great teacher.

There is no final version of a great school.

There is only the willingness to keep learning.

## **THE BERE PRINCIPLE**

**Research gives us direction.**

**Practice gives us understanding.**

**Reflection gives us learning.**

**Leadership gives improvement the conditions to grow.**

**— Venugopal Bere**

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## **BEFORE YOU TURN THE PAGE...**

Choose one question to carry with you throughout this Review:

**What evidence would convince us that professional learning in our school is genuinely improving the experience of students?**

Keep returning to it.

Because ultimately, the purpose of professional development is not to produce **more trained teachers**.

It is to produce **better teaching, deeper learning and stronger schools**.

**Research • Reflect • Lead • Transform**

# **EXECUTIVE SUMMARY**

## **Teacher Professional Development**

### **A Strategic Imperative for Educational Excellence**

Education is changing faster than many of the systems designed to support it.

Artificial intelligence is reshaping access to knowledge. The skills required for future careers are evolving. Classrooms are becoming more diverse. Educational policy increasingly emphasises competencies, critical thinking, application, collaboration, inclusion and authentic assessment.

Against this background, schools face an important question:

**How do we prepare teachers today for learners whose tomorrow is still being invented?**

New curricula matter.

Technology matters.

Infrastructure matters.

Assessment reform matters.

But none of these independently improves learning.

Their educational value depends largely upon the professional judgement of the teacher who brings them into the classroom.

For this reason, **teacher professional development can no longer be treated as an occasional training activity. It must be recognised as a strategic investment in educational quality.**

That proposition lies at the heart of Volume 1 of *The Venugopal Bera Educational Review*.

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## **The Central Argument**

This Review brings together four dimensions that are too often discussed separately:

### **RESEARCH**

What do we know about how teachers learn and improve?

### **POLICY**

What kinds of teaching and learning do NEP 2020 and NCF-SE 2023 expect?

### **LEADERSHIP**

What conditions must schools create for teachers to grow?

## **PRACTICE**

What should actually change inside classrooms?

The central argument of this issue is straightforward:

**Sustainable educational improvement occurs when research, policy, leadership and classroom practice are deliberately connected.**

A school may have an ambitious vision.

It may organise excellent training programmes.

It may invest in technology.

It may adopt progressive policies.

But unless these eventually influence what teachers **think, decide and do with students**, their impact remains limited.

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## **What Research Tells Us**

Volume 1 draws upon the work of five influential educational scholars:

**John Hattie**

**Linda Darling-Hammond**

**Michael Fullan**

**Andy Hargreaves**

**Dylan Wiliam**

Their work approaches teaching and professional learning from different perspectives. Yet several complementary principles emerge from the synthesis presented in this Review.

Effective professional learning is more likely to influence teaching when it is:

**continuous rather than episodic;**

**connected to classroom practice rather than detached from it;**

**collaborative rather than professionally isolating;**

**supported by coaching, feedback and reflection;**

and

**examined through evidence of student learning.**

This changes the way schools should evaluate professional development.

The most useful question is not:

**How many teachers attended the programme?**

Nor even:

**Did teachers enjoy the programme?**

The more important questions are:

**What did teachers learn?**

**What changed in their practice?**

**What changed for students?**

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### **From Professional Development to Professional Learning**

A central distinction runs throughout this publication.

**Professional development can be an event.**

**Professional learning must be a process.**

A workshop can introduce competency-based education.

But teachers need opportunities to design competency-based tasks.

Try them.

Examine student responses.

Discuss difficulties.

Receive feedback.

Modify their approach.

Try again.

Similarly, a programme on formative assessment cannot transform classroom assessment merely because teachers attended it.

Transformation begins when teachers use assessment differently, examine what students understand, respond to misconceptions and adapt subsequent instruction.

The journey therefore needs to move beyond:

### **TRAINING → COMPLETION**

towards:

### **LEARN → APPLY → OBSERVE → REFLECT → COLLABORATE → REFINE → REAPPLY**

That is the movement from professional development as an institutional activity to professional learning as an improvement process.

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## **The Policy Imperative**

The direction of Indian education reinforces the need for this shift.

Volume 1 examines **NEP 2020** and **NCF-SE 2023** through the lens of teacher professional learning. The publication highlights their emphasis on competency-based learning, experiential pedagogy, formative and authentic assessment, inclusion, interdisciplinary thinking, teacher empowerment and professional learning communities.

These ambitions have major implications for schools.

A teacher cannot move from content transmission to competency development simply because a policy recommends it.

Teachers need opportunities to:

understand the change;

see what it looks like in practice;

design lessons and assessments differently;

experiment;

receive feedback;

reflect;

and improve.

This produces one of the central propositions of this Review:

**Policy reform without professional learning risks becoming compliance rather than transformation.**

Policy provides direction.

Teachers translate that direction into learning experiences.

Leadership must build the bridge between the two.

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### **The Leadership Imperative**

Teacher professional development is therefore also a **leadership responsibility**.

The existing Volume 1 identifies several conditions associated with effective instructional leadership: collaborative cultures, reflective practice, developmental classroom observation, instructional coaching and mentoring, evidence-informed decision-making, and an understanding of professional development as an ongoing process rather than a series of isolated events.

This requires school leaders to move beyond asking:

**“Has the training been conducted?”**

towards asking:

**“What happened after the training?”**

Leadership must create the structures that allow professional learning to continue:

**Time for collaboration.**

**Opportunities for coaching.**

**Classroom observation focused on learning.**

**Professional Learning Communities.**

**Access to evidence.**

**Permission to experiment.**

**Space for reflection.**

**Follow-up.**

Most importantly, leaders must create trust.

Teachers are unlikely to discuss uncertainty, failed lessons or instructional difficulties honestly if every professional conversation feels like an evaluation.

A learning culture requires accountability.

But it also requires psychological safety for professional growth.

---

### **The Bere Professional Learning Framework**

To connect these ideas, Volume 1 introduces the **Bere Professional Learning Framework**, described in the original publication as a practice-informed conceptual model integrating educational research, policy, leadership and classroom implementation.

The framework follows a continuous cycle:

#### **SCHOOL VISION**



#### **PROFESSIONAL LEARNING**



#### **CLASSROOM IMPLEMENTATION**



#### **OBSERVATION & COACHING**



#### **REFLECTIVE PRACTICE**



#### **COLLABORATIVE DIALOGUE**



#### **EVIDENCE OF STUDENT LEARNING**



#### **CONTINUOUS IMPROVEMENT**



The cycle then begins again.

The framework is deliberately iterative.

Professional learning does not end when a teacher implements a strategy.

Implementation produces evidence.

Evidence creates questions.

Questions stimulate reflection.

Reflection informs professional dialogue.

Dialogue leads to refinement.

Refinement produces the next cycle of practice.

The framework is therefore not presented as a universal prescription. The original Volume 1 explicitly positions it as a **flexible guide for reflection and adaptation**, recognising that schools operate within different contexts.

---

### **The Bere Professional Learning Proposition**

Underlying the framework is a simple proposition:

**\*\*Training does not transform schools.**

Changed professional practice does.\*\*

For professional development to create educational value, learning must travel through a chain:

**IDEA**



**TEACHER LEARNING**



**CLASSROOM PRACTICE**



**STUDENT EXPERIENCE**



**EVIDENCE**



**REFLECTION**



## IMPROVED PRACTICE

If that chain breaks at any point, the impact of professional development weakens.

A school may therefore conduct many training programmes while producing relatively little professional change.

Conversely, a school with a carefully designed system of professional learning may achieve considerable improvement through fewer—but better followed-up—initiatives.

---

### What This Means for Teachers

Professional learning should help teachers become increasingly capable of examining and improving their own practice.

Teachers should have opportunities to:

- reflect systematically;
- collaborate with colleagues;
- examine student work;
- seek and receive feedback;
- experiment thoughtfully;
- use assessment evidence to adjust instruction;
- share effective practices;
- participate actively in professional learning communities.

The aim is not to create teachers who depend permanently upon external trainers.

**The aim is to develop teachers who increasingly become agents of their own professional growth.**

---

### What This Means for School Leaders

Principals and academic leaders should consider professional learning part of the school's **core improvement architecture**.

Their role includes:

- establishing clear instructional priorities;
- aligning professional learning with school goals;
- protecting time for teacher collaboration;
- developing coaching cultures;
- making classroom observation developmental;
- identifying and sharing internal expertise;
- supporting reflective practice;
- examining evidence of classroom impact.

The leadership question therefore shifts from:

**“What training shall we organise this year?”**

to:

**“What professional capabilities must our teachers develop for our students to learn better?”**

That is a much more strategic starting point.

---

### **What This Means for School Management**

Teacher development should not be viewed only as a recurring expenditure line.

It is an investment in the professional capacity of the institution.

Management teams should therefore ask:

**Are professional-development priorities connected to school-improvement priorities?**

**What happens after teachers attend training?**

**Do leaders have the time and capacity to coach teachers?**

**Are successful practices being shared across campuses or departments?**

**What evidence shows that professional-development investment is reaching classrooms?**

The original Volume 1 explicitly recommends that management evaluate professional development through **classroom impact** and align teacher learning with long-term school-improvement goals.

---

## **From Activity Metrics to Impact Evidence**

Schools traditionally collect information such as:

**Number of programmes conducted**

**Number of teachers trained**

**Training hours completed**

**Certificates issued**

These are useful administrative indicators.

But they are not evidence of educational impact.

A stronger professional-learning dashboard should progressively examine four levels:

### **LEVEL 1 — PARTICIPATION**

Did teachers engage?

### **LEVEL 2 — PROFESSIONAL LEARNING**

What knowledge, understanding or skill developed?

### **LEVEL 3 — CLASSROOM PRACTICE**

What changed in teaching?

### **LEVEL 4 — STUDENT LEARNING**

What evidence suggests that learners benefited?

This moves evaluation from:

**ACTIVITY → IMPACT**

---

## **Six Executive Messages**

The original Volume 1 identifies six key messages. In the regenerated edition, I recommend presenting them prominently as the executive conclusions of the publication.

### **1. Teacher professional learning is a cornerstone of sustainable school improvement.**

Schools cannot continuously improve if the professionals within them stop learning.

### **2. Educational research provides direction, but it must be interpreted within local contexts.**

Evidence should inform professional judgement, not replace it.

**3. Educational policy becomes meaningful only when it reaches classroom practice.**

Implementation—not documentation—is the real test of reform.

**4. Instructional leadership creates the conditions in which teacher learning flourishes.**

Leaders influence improvement by creating time, trust, structures, feedback and professional focus.

**5. Professional learning is strongest when it is continuous, collaborative, reflective and evidence-informed.**

The workshop should be the beginning of the learning journey—not its conclusion.

**6. Improved teaching is the most direct pathway through which professional development can contribute to improved student learning.**

Ultimately, students must remain the reason professional learning exists.

---

## **The Strategic Shift**

The argument of Volume 1 can therefore be summarised through five shifts:

| <b>Move Away From</b>        | <b>Move Towards</b>                    |
|------------------------------|----------------------------------------|
| Training events              | Continuous professional learning       |
| Individual improvement alone | Collective professional capacity       |
| Observation for inspection   | Observation for learning and coaching  |
| Policy compliance            | Policy-to-practice implementation      |
| Counting activities          | Examining classroom and student impact |

These shifts do not necessarily require large budgets.

They require **different organisational habits**.

And those habits begin with leadership.

---

## **A Question for Every Leadership Team**

At the next school leadership meeting, place one question on the table:

**If we stopped counting workshops, certificates and training hours, what evidence could we produce that our teachers are actually becoming better practitioners?**

The answer—or difficulty answering—may reveal more about the quality of professional development in a school than any annual training calendar.

---

### **The Executive Conclusion**

Educational transformation is often discussed through large reforms.

But reform eventually arrives at a very small place:

**the interaction between a teacher and a learner.**

That interaction is where curriculum becomes experience.

Where policy becomes pedagogy.

Where assessment becomes feedback.

Where technology becomes a learning tool—or a distraction.

Where inclusion becomes real.

And where educational aspirations either reach the learner or stop short.

For that reason, investment in teachers is not peripheral to school improvement.

**It is one of its most important foundations.**

When teachers continue learning, teaching can continue improving.

When teaching improves, students encounter richer opportunities to learn.

When schools organise that learning collectively and sustain it through leadership, improvement becomes more than an initiative.

**It becomes part of the culture.**

---

### **EXECUTIVE REFLECTION**

**“Educational transformation is not achieved by adding one more initiative to a school's calendar. It begins when research informs decisions, policy reaches practice, leaders create the conditions for**

growth, and teachers are supported to become better at the work that matters most—helping students learn.”

— Venugopal Bere

## **AT A GLANCE**

Volume 1 | Issue 1

### **TEACHER PROFESSIONAL DEVELOPMENT**

**The Most Powerful Investment a School Can Make**

**The central idea of this issue**

**Schools improve when the people within them continue to learn.**

**Teacher professional development should not end with a workshop, certificate, or prescribed number of training hours. Its real value is seen when professional learning changes teacher thinking, classroom practice, and ultimately student learning.**

---

### **THE BIG QUESTION**

**How do we move from...**

#### **TRAINING TEACHERS**

**to**

#### **DEVELOPING PROFESSIONALS**

**to**

#### **IMPROVING CLASSROOM PRACTICE**

**to**

#### **IMPROVING STUDENT LEARNING?**

**That is the journey explored throughout Volume 1.**

---

## **THE FOUR LENSES**

### **RESEARCH**

**What does evidence tell us?**

The Review draws upon the work of John Hattie, Linda Darling-Hammond, Michael Fullan, Andy Hargreaves, and Dylan Wiliam to explore teacher impact, sustained professional learning, collective capacity, collaborative professionalism, formative assessment, feedback, and continuous improvement.

### **POLICY**

**What direction are we being asked to take?**

NEP 2020 and NCF-SE 2023 call for important shifts towards competency-based, experiential, learner-centred, inclusive and reflective education.

The challenge is translating those aspirations into everyday classroom practice.

### **LEADERSHIP**

**What conditions make professional growth possible?**

School leaders influence whether professional learning becomes:

an event—or a culture.

Leadership creates the time, trust, structures, coaching, collaboration and follow-up through which teacher learning can grow.

### **PRACTICE**

**What actually changes in the classroom?**

Ultimately, the test of professional development is not what happens in the training hall.

It is what happens after teachers return to their students.

## FIVE RESEARCH VOICES

| Researcher            | The Question Their Work Helps Us Ask                                  |
|-----------------------|-----------------------------------------------------------------------|
| John Hattie           | Do teachers know their impact on student learning?                    |
| Linda Darling-Hammond | Is professional learning sustained, active and classroom-connected?   |
| Michael Fullan        | Are we building individual expertise—or collective capacity?          |
| Andy Hargreaves       | Are teachers genuinely learning together?                             |
| Dylan Wiliam          | Are teachers continually using evidence to improve everyday teaching? |

These are the five principal international research perspectives identified in Volume 1.

## THE SHIFT WE NEED

### FROM → TO

One-off workshops

→ Continuous professional learning

Training attendance

→ Evidence of professional growth

Teacher isolation

→ Collaborative professional learning

Classroom inspection

→ Observation, coaching and reflection

Policy compliance

→ Policy-to-practice implementation

Completing the syllabus

→ Examining student learning

Counting CPD hours

→ Evaluating classroom impact

Individual excellence

→ Collective professional capacity

### **THREE SIGNATURE TOOLS IN THIS ISSUE**

#### **1. THE BERE POLICY-TO-PRACTICE BRIDGE**

**Policy Vision**



**Shared School Vision**



**Teacher Professional Learning**



**Classroom Implementation**



**Reflection & Professional Dialogue**



**Improved Student Learning**



**Continuous School Improvement**

**Its purpose is simple:**

**Policy should travel all the way to the learner.**

---

#### **2. THE BERE REFLECTIVE PRACTICE CYCLE**

**TEACH**



**OBSERVE STUDENT LEARNING**



**REFLECT**



**COACHING & FEEDBACK**



**COLLABORATE**



**REFINE PRACTICE**

↓

**TEACH AGAIN**

↻

The message:

Improvement is not a straight line. It is a cycle.

---

### **3. THE BERE PROFESSIONAL LEARNING FRAMEWORK**

At the centre of Volume 1 is an eight-stage continuous improvement framework:

**1. School Vision**

↓

**2. Professional Learning Opportunities**

↓

**3. Classroom Implementation**

↓

**4. Observation & Instructional Coaching**

↓

**5. Reflective Practice**

↓

**6. Collaborative Professional Dialogue**

↓

**7. Evidence of Student Learning**

↓

**8. Continuous School Improvement**

↻

The original Volume 1 presents this as a practice-informed conceptual model connecting research, policy, leadership and classroom implementation.

## **THE PROFESSIONAL LEARNING TEST**

After every significant professional-development initiative, leadership teams should ask:

**01**

**What did our teachers learn?**

**02**

**What are they doing differently?**

**03**

**What evidence can we see in classrooms?**

**04**

**What difference is it making to students?**

**05**

**What support do teachers need next?**

**If we cannot answer these questions, the professional-development cycle is incomplete.**

## **WHAT EFFECTIVE PROFESSIONAL LEARNING LOOKS LIKE**

### **CONTINUOUS**

**Not restricted to occasional workshops.**

### **CLASSROOM-CONNECTED**

**Focused on authentic teaching and learning challenges.**

### **COLLABORATIVE**

**Teachers learn with and from one another.**

### **REFLECTIVE**

**Teachers examine their own practice rather than merely receive instructions.**

### **COACHING-ORIENTED**

**Feedback supports professional growth.**

## **EVIDENCE-INFORMED**

Student learning helps determine what should happen next.

## **LEADERSHIP-SUPPORTED**

Time, trust and structures make professional learning possible.

---

## **THE IMPACT CHAIN**

One of the most important ideas to carry through this entire issue is:

### **TEACHER LEARNING**



### **IMPROVED PROFESSIONAL PRACTICE**



### **BETTER CLASSROOM EXPERIENCES**



### **DEEPER STUDENT LEARNING**



### **EVIDENCE & REFLECTION**



### **FURTHER PROFESSIONAL LEARNING**



Professional development therefore becomes part of the school's improvement system—not an activity outside it.

---

## **SIX MESSAGES TO REMEMBER**

**01 — Teacher learning is school improvement.**

A school cannot continuously improve if its teachers stop learning.

**02 — Research should inform professional judgement.**

Research provides direction; context determines thoughtful application.

03 — Policy must reach the classroom.

Implementation is the real test of educational reform.

04 — Leadership creates the conditions for growth.

Teachers need more than instructions. They need time, trust, feedback, collaboration and support.

05 — Professional learning must continue after training.

The workshop should start the journey—not finish it.

06 — Student learning remains the ultimate purpose.

Teacher professional development matters because students matter.

These reflect the six key messages already established in the Volume 1 Executive Summary.

---

#### THE BERE PROFESSIONAL LEARNING PROPOSITION

**\*\*Training does not transform schools.**

**Changed professional practice does.\*\***

A successful professional-development programme should therefore leave behind more than:

attendance sheets, photographs, feedback forms and certificates.

It should leave behind:

better questions,

better professional conversations,

better instructional decisions,

better classroom practices,

and eventually,

better opportunities for children to learn.

---

## ONE QUESTION TO TAKE INTO YOUR NEXT LEADERSHIP MEETING

**“If we stopped counting workshops and training hours, what evidence could we show that our teachers are actually growing?”**

The answer may tell us a great deal about the professional-learning culture of our school.

---

## AT-A-GLANCE REFLECTION

**“The real measure of professional development is not what teachers heard during training, but what students experience differently afterwards.”**

— Venugopal Bere

RESEARCH • REFLECT • LEAD • TRANSFORM

# PART I

## What Research Tells Us About Teacher Professional Development

### From Research Evidence to Better Teaching

**“Research becomes meaningful when it changes the questions we ask, the decisions we make, and ultimately the experiences we create for learners.”**

— Venugopal Bere

---

### Introduction

#### The Question After the Workshop

A teacher-training programme has just concluded.

The sessions were engaging. Teachers participated enthusiastically. Activities generated discussion. Feedback was positive. Photographs were taken. Certificates were distributed.

By almost every conventional measure, the programme was successful.

But there is another question—perhaps the most important one—that cannot be answered at the end of the programme:

What will be different in classrooms because this training happened?

That question has increasingly shaped the way I think about teacher professional development.

Over the years, while working with teachers and school leaders, I have seen excellent training programmes generate genuine enthusiasm. I have also seen how difficult it can be for that enthusiasm to survive the realities of everyday teaching.

The teacher returns to a classroom with different levels of learner readiness.

The syllabus must move forward.

Assessments are approaching.

Administrative responsibilities continue.

Time is limited.

A strategy that looked straightforward during a workshop suddenly becomes much more complicated when forty students are sitting in front of you.

This is precisely why teacher professional development cannot be understood merely as the delivery of knowledge to teachers.

It must be understood as the development of professional capacity.

And research has much to tell us about how that happens.

---

### A Shared Understanding of Teacher Learning

Teacher professional development has been extensively studied across educational systems. Researchers differ in their methods, contexts and areas of emphasis, but the literature examined in this Volume points towards several recurring principles.

Four deserve particular attention.

1. Teacher expertise continues to develop.

Professional qualification begins a teacher's journey. It does not complete it.

2. Professional learning must remain close to classroom practice.

Teachers learn more meaningfully when professional development addresses authentic instructional problems.

3. Teachers benefit from learning with other teachers.

Professional dialogue, observation, collaboration and collective problem-solving can turn individual knowledge into organisational capacity.

4. Student learning remains the ultimate purpose.

The success of professional development cannot be judged by attendance or participant satisfaction alone. Eventually, we must examine its influence on teaching and learning.

These principles sound straightforward.

Their implications for schools are not.

They require us to reconsider what we mean by teacher development itself.

---

### Teacher Experience Is Not Automatically Teacher Expertise

We often describe teachers in terms of years of experience.

Five years.

Ten years.

Twenty years.

Thirty years.

Experience certainly matters.

But experience and expertise are not identical.

A professional can repeat essentially the same practice for many years, or use experience as evidence from which to continuously learn.

The difference lies in reflection.

Did I notice which students understood?

Did I recognise who remained confused?

Why did one strategy work with one class but not another?

Was my question genuinely challenging—or merely difficult?

Did the assessment reveal understanding?

What would I change if I taught the lesson again tomorrow?

Professional expertise develops when experience is repeatedly subjected to evidence, reflection, dialogue and refinement.

This gives us an important starting proposition:

Experience gives us situations. Reflection turns situations into professional learning.

The five researchers considered in this chapter help us examine different parts of that process.

---

## JOHN HATTIE

From “Did I Teach It?” to “Did They Learn It?”

John Hattie's synthesis of educational research has significantly influenced contemporary discussions about teaching effectiveness. The original Volume 1 highlights his emphasis on teacher expertise, clear learning intentions, formative assessment, feedback, and teachers' ability to evaluate the effects of their own instructional decisions.

For me, one of the most useful implications of this work can be expressed through a deceptively simple question:

How do I know?

A teacher finishes a lesson and says:

“I taught the concept.”

But did students learn it?

A classroom may appear impressive.

Students are quiet.

The teacher is confident.

The presentation is attractive.

The lesson plan has been followed.

The syllabus objective has been covered.

Yet none of these, by itself, demonstrates learning.

The more important evidence lies with students.

Can they explain?

Can they apply?

Can they make connections?

Can they identify errors?

Can they use what they learned in an unfamiliar situation?

Can they explain *why* rather than merely recall *what*?

This changes the professional conversation considerably.

---

### Rethinking Classroom Observation

Traditionally, classroom observation often concentrates heavily on teacher behaviour:

Was the lesson plan available?

Was the board used properly?

Was classroom discipline maintained?

Were teaching aids used?

Was the lesson completed?

These may have administrative value.

But instructional observation requires another layer.

What were students thinking?

Who was participating?

What evidence of understanding emerged?

Which misconceptions became visible?

How did the teacher respond?

What could students do at the end that they could not do at the beginning?

The original Part I captures this point particularly well:

“The most productive classroom observation is not the one that identifies weaknesses; it is the one that helps teachers understand how their instructional choices influence student learning.”

I would retain that insight prominently.

---

## **FROM THE FIELD**

**There is a significant difference between telling a teacher:**

**“Your questioning needs improvement.”**

**and asking:**

**“When you asked that question, what did the students' responses tell you about their understanding?”**

**The first is an evaluation.**

**The second begins a professional conversation.**

**One tells.**

**The other helps the teacher think.**

**That distinction matters if classroom observation is expected to contribute to professional growth.**

---

## **RESEARCH TO PRACTICE**

**Hattie's Lens for School Leaders**

**After observing a lesson, ask three questions:**

**What were students expected to learn?**

**What evidence suggests that learning occurred?**

**What might the teacher do next based on that evidence?**

**The focus shifts from performance of teaching to impact of teaching.**

---

## **LINDA DARLING-HAMMOND**

**Why the Workshop Is Only the Beginning**

**Linda Darling-Hammond's work has helped shift professional development away from isolated training events towards sustained professional learning. The source chapter emphasises professional learning that is collaborative, connected to content and pedagogy, tied directly to classroom implementation, and supported through analysis of student work, coaching and reflection.**

**This distinction is extremely important.**

**Imagine that teachers attend a programme on competency-based assessment.**

**They understand the concept.**

**They see examples.**

**They participate in an activity.**

**They leave convinced that competency-based assessment is valuable.**

**What happens next?**

**On Monday, they must write their own questions.**

**That is when another level of learning begins.**

**Is the question actually competency-based?**

**Does it assess application or merely disguise recall inside a longer question?**

**Is the language appropriate?**

**What competency is being demonstrated?**

**What evidence should the teacher look for?**

**How should the response be evaluated?**

**Suddenly, knowing about competency-based assessment is not enough.**

**Teachers must learn to do it.**

---

### **The Missing Middle**

**Many professional-development systems contain a strong beginning and an expected ending.**

**Beginning:**

**Training is provided.**

**Ending:**

**Teachers are expected to implement it.**

**What is often weak is everything in between.**

**I call this the missing middle of professional development.**

**Teachers need opportunities to move through:**

**LEARN**



**PLAN**



**TRY**



**RECEIVE FEEDBACK**



**REFLECT**



**MODIFY**



**TRY AGAIN**

**Without that middle, schools may unintentionally mistake exposure to an idea for mastery of a practice.**

---

## **LEADERSHIP LENS**

**The source chapter expresses this powerfully:**

**Professional development becomes meaningful when teachers leave a session not only with new knowledge but also with a clear plan for applying, evaluating, and refining that knowledge in their classrooms.**

**Therefore, after every major professional-development programme, leadership teams should decide:**

**What will teachers try?**

**By when?**

**What support will they receive?**

Who will observe or coach?

When will teachers discuss what happened?

What evidence will we examine?

Professional learning requires an afterlife.

---

**MICHAEL FULLAN**

**From Individual Excellence to Collective Capacity**

Every school has teachers from whom others can learn.

There may be a teacher who is particularly skilled at questioning.

Another who manages classroom discussion exceptionally well.

Someone who understands assessment deeply.

Another who builds remarkable relationships with difficult learners.

A teacher whose project-based learning is outstanding.

Or a colleague who has discovered an effective way of explaining a concept that students traditionally find difficult.

The question is:

Who benefits from that expertise?

If the answer is only the students in that teacher's classroom, the school possesses individual expertise.

If colleagues observe it, discuss it, adapt it and improve upon it, the school begins developing collective capacity.

Michael Fullan's work directs attention towards precisely this organisational dimension of improvement. The source chapter emphasises shared knowledge, common purpose, collaborative inquiry, trust and collective responsibility for student success rather than improvement through mandates alone.

---

**The School Should Become Smarter**

Consider what happens when an excellent teacher leaves a school.

**Does the expertise leave too?**

**If so, the expertise belonged mainly to the individual.**

**A mature professional-learning organisation tries to convert individual expertise into institutional knowledge.**

**Teachers demonstrate lessons.**

**Resources are shared.**

**Departments analyse student work.**

**Strategies are documented.**

**Teachers observe one another.**

**Experienced colleagues mentor newer teachers.**

**Professional conversations capture not only what worked, but why it worked.**

**The school itself becomes more capable.**

---

#### **FROM THE FIELD**

**One of the most underused professional-development resources in many schools is already on the payroll:**

**the teachers themselves.**

**Schools frequently look outside for expertise while overlooking excellent practice taking place two classrooms away.**

**External expertise has an important role.**

**But so does internal expertise.**

**A powerful professional-learning culture makes both visible.**

---

#### **LEADERSHIP INSIGHT**

**The original Part I summarises Fullan's implication in a memorable way:**

**“The most effective schools do not rely on exceptional individuals alone; they build systems that enable ordinary professionals to achieve extraordinary outcomes together.”**

That gives school leaders a different responsibility.

Do not merely identify your strongest teachers.

Create structures through which others can learn from them.

---

**ANDY HARGREAVES**

**Collaboration Is Not the Same as Having Meetings**

Schools conduct many meetings.

Department meetings.

Grade meetings.

Staff meetings.

Review meetings.

Planning meetings.

Yet teachers can attend meetings together for years without ever deeply examining teaching together.

Andy Hargreaves' concept of collaborative professionalism, as presented in the source chapter, moves collaboration beyond informal cooperation towards purposeful, disciplined and evidence-informed professional work. It also warns against superficial collaboration centred mainly on administrative coordination.

That distinction deserves attention.

Consider these two conversations.

**Conversation A**

**"Have you completed Chapter 6?"**

**"Yes."**

**"When is your test?"**

**"Friday."**

**"Please submit your marks by Monday."**

This is coordination.

Now consider:

## Conversation B

**“My students can solve the problem when I demonstrate it, but struggle when the context changes.”**

**“I noticed the same thing.”**

**“Could we look at some of their responses?”**

**“Let's design a different task and try it in both classes.”**

**That is professional learning.**

**Both conversations may occur during a department meeting.**

**Only one develops professional capacity.**

---

## Professional Learning Communities: A Warning

**PLCs are increasingly common in schools.**

**That is encouraging.**

**But simply renaming a meeting a Professional Learning Community does not make it one.**

**A genuine PLC should involve questions such as:**

**What are students struggling to understand?**

**What evidence do we have?**

**What have we tried?**

**What happened?**

**Who has found something that works?**

**Can we observe it?**

**What should we try next?**

**The test of a PLC is therefore not:**

**Did the meeting happen?**

**It is:**

**Did professional thinking improve because the meeting happened?**

## **LEADERSHIP LENS**

**Leaders must create three conditions for meaningful collaboration:**

### **TIME**

**Teachers need protected opportunities to work together.**

### **TRUST**

**Teachers need to be able to discuss difficulties without fear of embarrassment or punishment.**

### **PURPOSE**

**Professional dialogue must remain connected to teaching and student learning.**

**Remove any one of the three and collaboration weakens.**

---

## **DYLAN WILIAM**

**Small Changes. Repeated Well.**

**Educational improvement is often described through large initiatives.**

**New programmes.**

**New technology.**

**New curriculum structures.**

**New policies.**

**But much of teaching improves through much smaller decisions.**

**A teacher asks a better question.**

**Waits three seconds longer.**

**Checks understanding before moving on.**

**Changes tomorrow's lesson because today's exit ticket revealed a misconception.**

**Provides feedback that helps the learner act rather than merely providing a score.**

**Asks students to explain their reasoning.**

**Uses peer assessment more thoughtfully.**

**Notices who has not spoken.**

**Changes the next task.**

Dylan Wiliam's work on formative assessment and teacher learning, as summarised in the source chapter, emphasises evidence of student understanding, responsive instruction, feedback, and incremental improvement in everyday teaching.

The principle is powerful because it makes improvement manageable.

Teachers do not need to reinvent themselves overnight.

They need to become increasingly skilled at noticing learning and responding to it.

---

### Assessment as a Professional Learning Tool

Assessment is often understood as something teachers do to students.

But formative assessment can also tell teachers something about their own teaching.

Suppose twenty students make the same mistake.

The immediate response might be:

“They did not study.”

Perhaps.

But another professional question is possible:

“What does this pattern tell me about the way the concept was taught or understood?”

That question turns assessment into evidence for teacher learning.

The teacher teaches.

Students respond.

Evidence emerges.

The teacher interprets it.

Instruction changes.

The cycle continues.

## RESEARCH TO PRACTICE

### William's Improvement Cycle

TEACH



ELICIT EVIDENCE



INTERPRET



RESPOND



REFLECT



TEACH AGAIN



This is one reason formative assessment belongs not only in discussions about assessment.

It belongs in discussions about teacher professional development.

## FIVE RESEARCHERS — FIVE QUESTIONS FOR SCHOOL LEADERS

Rather than remembering only names and theories, leadership teams can carry five questions into their work.

| Research Lens                              | Question for Leadership                                                  |
|--------------------------------------------|--------------------------------------------------------------------------|
| John Hattie — Impact                       | How are we helping teachers understand their impact on student learning? |
| Linda Darling-Hammond — Sustained Learning | What happens after our training programmes end?                          |
| Michael Fullan — Collective Capacity       | How does excellent practice spread across our school?                    |
| Andy Hargreaves — Collaborative            | Are teachers genuinely learning together—or simply                       |

|                                             |                                                                   |
|---------------------------------------------|-------------------------------------------------------------------|
| <b>Research Lens</b>                        | <b>Question for Leadership</b>                                    |
| <b>Professionalism</b>                      | meeting together?                                                 |
| <b>Dylan Wiliam — Formative Improvement</b> | How are teachers using evidence to make everyday teaching better? |

These five perspectives preserve the researcher structure of the attached Part I while turning it into a practical leadership diagnostic.

---

### **What Connects the Research?**

The value of examining these scholars together lies not in pretending that they say exactly the same thing.

They do not.

Their research traditions, methods and emphases differ.

But for practising educators, their work creates a useful constellation of ideas:

#### **IMPACT**

Know whether teaching is producing learning.

#### **CONTINUITY**

Professional development must extend beyond isolated events.

#### **COLLECTIVE CAPACITY**

Teacher expertise should strengthen the organisation.

#### **COLLABORATION**

Professional dialogue should examine real problems of practice.

#### **EVIDENCE**

Student learning should inform what teachers do next.

Put together, these ideas produce a different image of teacher professional development.

Not:

**TRAINER → TEACHER**

but:

TEACHER ↔ COLLEAGUES ↔ LEADERS ↔ EVIDENCE ↔ STUDENTS

Professional learning becomes part of the life of the school.

---

## FROM RESEARCH TO PRACTICE

### Six Design Principles for Professional Learning

Drawing together the research discussed in this chapter, schools can use six principles when designing teacher professional development.

#### PRINCIPLE 1 — Begin with a Real Problem of Practice

Do not begin with:

“Which workshop shall we conduct?”

Begin with:

“What teaching or learning challenge are we trying to solve?”

That question immediately makes professional learning more purposeful.

---

#### PRINCIPLE 2 — Connect Learning to Classroom Implementation

Every significant professional-learning programme should answer:

What will teachers actually do differently after this?

If that cannot be clearly articulated, implementation will probably be weak.

---

#### PRINCIPLE 3 — Build Follow-Up Into the Design

Do not organise the workshop first and wonder about follow-up later.

Design the complete cycle:

Training → Application → Observation → Coaching → Reflection → Review

before the programme begins.

---

#### **PRINCIPLE 4 — Make Collaboration Routine**

Teachers should not have to wait for an annual workshop to learn from colleagues.

Build professional dialogue into the school's normal rhythm.

---

#### **PRINCIPLE 5 — Use Evidence, Not Impression**

“We think the programme went well” is not enough.

Ask:

What evidence changed?

Teacher planning?

Questioning?

Assessment?

Student participation?

Student work?

Learning outcomes?

---

#### **PRINCIPLE 6 — Keep Student Learning at the Centre**

Teacher development is not an end in itself.

Its educational purpose is to create stronger learning experiences for students.

---

#### **A PRACTITIONER'S CHECK**

Before approving the next professional-development programme in your school, ask:

What problem are we trying to solve?

Why is this particular professional learning appropriate?

What should teachers know or be able to do afterwards?

How will they practise it?

**Who will support them?**

**What will leaders observe?**

**What evidence will we examine?**

**When will we review its impact?**

**If these questions cannot yet be answered, the programme may not be ready.**

---

## **THE RESEARCH-TO-PRACTICE CHAIN**

**The central lesson of Part I can be represented simply:**

**RESEARCH EVIDENCE**



**PROFESSIONAL LEARNING**



**TEACHER EXPERIMENTATION**



**CLASSROOM PRACTICE**



**EVIDENCE OF STUDENT LEARNING**



**REFLECTION & COLLABORATION**



**REFINED PRACTICE**



**The important word is not training.**

**It is learning.**

**And the important destination is not the teacher-training hall.**

It is the classroom.

---

## CHAPTER REFLECTION

Research cannot tell a teacher exactly what to do with every learner in every situation.

Nor should it.

Teaching requires professional judgement.

But research can sharpen that judgement.

It can challenge assumptions.

It can help teachers notice what they previously overlooked.

It can give leaders better questions.

And it can prevent schools from confusing activity with impact.

The five research perspectives considered in this chapter point towards a common professional challenge:

How do we create schools in which teachers do not merely accumulate experience, but continually learn from experience?

That is ultimately the difference between a school that conducts professional development and a school that develops professionals.

And once we accept that distinction, the next question becomes unavoidable.

India already has an ambitious educational vision through NEP 2020 and NCF-SE 2023.

The policy direction is increasingly clear.

But policy language does not automatically become classroom practice.

Someone has to build the bridge.

That brings us to Part II.

## **PART II**

### **FROM POLICY TO PRACTICE**

Translating Educational Vision into Classroom Reality

**“Educational policy achieves its true purpose only when its principles become visible in the everyday experiences of teachers and learners.”**

**— Venugopal Bere**

---

**Introduction**

**The Distance Between a Policy Document and a Classroom**

**Educational reform often begins with powerful words.**

**Competency.**

**Experiential learning.**

**Critical thinking.**

**Inclusion.**

**Holistic development.**

**Assessment for learning.**

**Learner-centred pedagogy.**

**Teacher autonomy.**

**These ideas appear in policies, curriculum frameworks, orientation programmes, presentations and professional-development sessions.**

**But there is a point at which every educational reform faces its real test.**

**A teacher closes the policy document.**

**Walks into a classroom.**

**Forty students are waiting.**

**The period is forty minutes.**

**The syllabus must be completed.**

Students have different learning needs.

An assessment is approaching.

And the teacher must decide:

“What should I actually do differently?”

That is the point at which policy meets practice.

And it is also the point at which educational reform either begins to take root—or remains largely aspirational.

The original Volume 1 identifies this as the central implementation challenge: policies establish direction, but their impact depends upon how schools interpret them, how leaders support implementation, and how teachers translate principles into meaningful learning experiences.

This chapter therefore focuses less on what policy says and more on what policy requires schools to become.

---

## 1. The Changing Purpose of School Education

For a long time, schooling was organised around a relatively straightforward assumption:

The teacher knows.

The student learns.

The examination measures how much the student remembers.

Knowledge remains essential.

But that model is no longer sufficient.

Students growing up today need to do more than reproduce information.

They need to:

understand;

apply;

analyse;

question;

communicate;

collaborate;

create;

solve unfamiliar problems;

and

continue learning long after formal schooling ends.

The original Volume 1 identifies this broader shift clearly. NEP 2020 is presented as advocating intellectual, social, emotional, ethical and creative development, while NCF-SE 2023 encourages learning experiences that promote understanding, inquiry, application and reflection rather than memorisation alone.

This changes our understanding of educational success.

The question cannot remain only:

“How many marks did the student score?”

We must increasingly ask:

What does the student understand?

What can the student do with that understanding?

Can the student transfer learning to a new situation?

Can the student explain a choice?

Can the student solve a problem independently?

Can the student collaborate with others?

Can the student continue learning?

These are much harder outcomes to develop.

And they require much richer teaching.

---

## 2. What Does the Policy Shift Look Like in Practice?

One danger in educational reform is that schools adopt the language of change faster than the practice of change.

A lesson plan may contain the words:

**Experiential Learning**

or

**Competency-Based Learning**

without the learning experience itself changing significantly.

An examination paper may be labelled “competency-based” while still primarily testing recall.

A school may create a Professional Learning Community while teachers continue discussing mainly administrative matters.

A classroom may have a smart board while pedagogy remains entirely teacher-directed.

So the important question is not:

“Are we using the new terminology?”

It is:

“What is genuinely different for the learner?”

---

## **THE SHIFT IN PRACTICE**

The direction established in the source material can be understood through several important movements.

| <b>Moving From</b>                     | <b>Moving Towards</b>                           |
|----------------------------------------|-------------------------------------------------|
| <b>Content coverage</b>                | <b>Competency development</b>                   |
| <b>Memorisation</b>                    | <b>Understanding and application</b>            |
| <b>Teacher-dominated instruction</b>   | <b>Learner-centred learning</b>                 |
| <b>Passive listening</b>               | <b>Inquiry, participation and exploration</b>   |
| <b>Isolated subjects</b>               | <b>Meaningful interdisciplinary connections</b> |
| <b>Assessment mainly of learning</b>   | <b>Assessment increasingly for learning</b>     |
| <b>Marks as the dominant indicator</b> | <b>Evidence of progress and competency</b>      |

| <b>Moving From</b>                | <b>Moving Towards</b>                              |
|-----------------------------------|----------------------------------------------------|
| <b>One-size-fits-all teaching</b> | <b>Attention to diverse learning needs</b>         |
| <b>Technology as presentation</b> | <b>Technology as a purposeful learning enabler</b> |
| <b>One-time teacher training</b>  | <b>Continuous professional learning</b>            |
| <b>Administrative leadership</b>  | <b>Instructional leadership</b>                    |

This broader contrast is also represented in the Volume 1 visual comparing traditional educational practice with NEP/NCF-aligned practice.

The important word here is movement.

Schools do not become future-ready overnight.

Nor should we pretend that everything associated with traditional practice is automatically wrong.

Subject knowledge matters.

Direct instruction can be appropriate.

Examinations have a role.

Teacher explanation matters.

The challenge is not to replace one extreme with another.

It is to broaden the repertoire of teaching so that the method serves the learning purpose.

### **3. FROM CONTENT COVERAGE TO COMPETENCY**

Consider a familiar classroom question:

“What is photosynthesis?”

A student reproduces the textbook definition.

The answer is correct.

But what does the response tell us about the student's ability to use that knowledge?

Now imagine asking:

**“A plant kept near a window begins bending towards the light. Using what you know about plant processes, explain why access to light matters to the plant.”**

**The learner now has to interpret, connect and apply understanding.**

**That difference captures something important about competency-based education.**

**Competency is not simply knowing something.**

**It involves being able to use what one knows meaningfully.**

**For teachers, therefore, competency-based education changes:**

**lesson planning;**

**questioning;**

**classroom tasks;**

**student participation;**

**homework;**

**projects;**

**and assessment.**

**It cannot be achieved merely by changing the wording in a lesson-plan format.**

---

## **FROM THE FIELD**

**One of the easiest mistakes schools can make during educational reform is to change the documentation before changing the thinking.**

**A new column appears in the lesson plan.**

**A new terminology appears in the observation form.**

**A new heading appears in the examination paper.**

**Compliance is visible.**

**But classroom practice may remain almost exactly the same.**

**That is why leaders must repeatedly ask:**

**“What would I expect to see students doing differently if this policy were genuinely being implemented?”**

That question takes reform beyond paperwork.

---

#### **4. FROM TEACHING CONTENT TO DESIGNING LEARNING**

The original Part II identifies one of the most significant implications of NEP 2020 and NCF-SE 2023 as a change in the professional identity of teachers.

Teachers are increasingly expected to function not merely as transmitters of knowledge but as:

facilitators of learning;

designers of educational experiences;

assessors of competency development;

reflective practitioners;

and

lifelong learners.

This is a profound shift.

A content-delivery mindset asks:

“What do I have to teach today?”

A learning-design mindset asks:

“What should students understand or be able to do by the end of this lesson—and what experience will help them get there?”

The difference appears small.

It changes almost everything.

---

#### **THE TEACHER AS A LEARNING DESIGNER**

A learning designer thinks about:

**PURPOSE**

What should students learn?

**PRIOR KNOWLEDGE**

**What do they already understand?**

#### **EXPERIENCE**

**What should students do in order to learn?**

#### **QUESTIONING**

**What questions will make them think?**

#### **DIFFERENTIATION**

**Who may need additional support or challenge?**

#### **EVIDENCE**

**How will I know whether learning occurred?**

#### **RESPONSE**

**What will I do if students do not understand?**

#### **REFLECTION**

**What should I change next time?**

**This is sophisticated professional work.**

**Which is precisely why ambitious educational policy requires ambitious investment in teacher professional capacity.**

---

## **5. RESEARCH AND POLICY ARE POINTING IN A SIMILAR DIRECTION**

**Part I examined international research on professional learning.**

**Part II of the original Volume 1 identifies a notable convergence between those research perspectives and India's policy direction.**

**Both emphasise:**

- **learner-centred pedagogy;**
- **continuous professional learning;**
- **formative assessment;**
- **teacher collaboration;**

- reflective practice;
- instructional leadership;
- evidence-informed decision-making.

This creates a useful relationship:

#### RESEARCH

What does evidence suggest?



#### POLICY

What direction should the system pursue?



#### LEADERSHIP

How will our school make that direction workable?



#### PRACTICE

What will teachers and students actually do differently?

Research provides insight.

Policy provides direction.

But neither implements itself.

Leadership connects them to practice.

---

## 6. REIMAGINING THE TEACHER'S ROLE

The expectations described in Volume 1 require teachers to develop a broader professional repertoire, including inquiry-based learning, interdisciplinary connections where appropriate, formative assessment, support for diverse learners, collaborative and inclusive classrooms, and critical reflection on instructional effectiveness.

This has an important implication for leadership.

We cannot increase expectations of teachers without increasing support for teachers.

If we ask teachers to conduct experiential learning, we must help them understand what meaningful experiential learning looks like.

If we expect competency-based assessment, teachers need opportunities to design, review and moderate competency-based tasks.

If we want differentiated instruction, teachers need practical strategies for responding to learner diversity.

If we expect reflective practitioners, teachers need professional cultures in which honest reflection is safe.

If we want collaboration, teachers need time to collaborate.

Policy expectations and professional support must therefore grow together.

---

#### **A SIMPLE POLICY-IMPLEMENTATION EQUATION**

**HIGH EXPECTATION + LOW SUPPORT**

**= FRUSTRATION**

**HIGH EXPECTATION + HIGH SUPPORT**

**= PROFESSIONAL GROWTH**

That distinction deserves leadership attention.

---

#### **7. POLICY IMPLEMENTATION IS A LEADERSHIP CHALLENGE**

A principal receives a new policy direction.

What happens next?

One option is to circulate the document.

Issue instructions.

Conduct an orientation.

Request compliance.

Collect evidence.

File a report.

Administratively, implementation may appear complete.

But instructional leadership asks something more demanding:

What capabilities must our people develop to make this policy real?

The original Volume 1 identifies several leadership responsibilities:

- establish a shared vision aligned with national priorities;
- organise meaningful professional learning;
- encourage collaborative planning and peer learning;
- use classroom observation for coaching rather than inspection;
- monitor implementation through evidence of student learning;
- support thoughtful experimentation and innovation.

This is why policy implementation is not simply an administrative process.

It is a capacity-building process.

---

## THE LEADERSHIP CONVERSATION

Instead of saying:

“From next month, every teacher must implement experiential learning.”

a leader might begin:

“What do we mean by experiential learning?”

“What would it look like in Mathematics?”

“What would it look like in English?”

“What would it look like in Grade 2?”

“What examples do we already have in our school?”

“Which teachers could demonstrate?”

“What difficulties do we anticipate?”

“How will we know whether the experience actually improved learning?”

The policy has not changed.

But the implementation process has.

The second approach builds understanding and ownership.

---

## **8. THE BERE POLICY-TO-PRACTICE BRIDGE**

The original Volume 1 introduces the Bere Policy-to-Practice Bridge as a practice-informed implementation framework designed to help schools embed policy principles within continuous school-improvement processes.

Its purpose is not to add another layer of policy.

Its purpose is to address the space between policy intention and classroom reality.

### **THE BERE POLICY-TO-PRACTICE BRIDGE**

#### **1. NATIONAL EDUCATIONAL VISION**

**NEP 2020 • NCF-SE 2023**

The national vision establishes educational goals, values and priorities.



#### **2. SHARED SCHOOL VISION**

School leaders interpret those priorities within the realities, aspirations and needs of their own school.



#### **3. TEACHER PROFESSIONAL LEARNING**

Teachers develop the knowledge, skills, understanding and confidence required to implement new approaches.



#### **4. CLASSROOM IMPLEMENTATION**

Teachers translate professional learning into planning, instruction, assessment and learner engagement.



## **5. REFLECTION & PROFESSIONAL DIALOGUE**

Teachers examine student evidence, discuss practice and refine their approaches.



## **6. IMPROVED STUDENT LEARNING**

Students demonstrate deeper understanding, stronger competencies, greater engagement and increasing independence.



## **7. CONTINUOUS SCHOOL IMPROVEMENT**

Classroom evidence informs future professional learning, leadership decisions and improvement priorities.



And the cycle begins again.

The full-page infographic already developed for Volume 1 presents this seven-stage structure and defines its purpose as translating national educational policy into meaningful classroom practice through teacher professional learning, instructional leadership and evidence-informed improvement.

---

## **9. WHY A BRIDGE?**

The metaphor is deliberate.

A policy establishes one side:

**WHERE WE WANT EDUCATION TO GO.**

Classroom reality stands on the other:

**WHERE TEACHING AND LEARNING ACTUALLY HAPPEN.**

Between them lie:

teacher understanding;

school culture;

leadership;

resources;

professional learning;

confidence;

habits;

assessment systems;

time;

and context.

Without a bridge, policy and practice remain separated.

The Bere Policy-to-Practice Bridge therefore rests on a simple proposition:

Policy cannot jump directly into the classroom. It must travel through people.

And those people need to understand the destination, develop the necessary capabilities, experiment with practice, examine evidence and continue learning.

---

## **10. WHAT MAKES THE BRIDGE STRONG?**

The existing Volume 1 infographic identifies six supports.

### **CLEAR DIRECTION**

A shared understanding of what the school is trying to achieve.

### **STRONG LEADERSHIP**

Instructional leadership that creates conditions for implementation.

### **TEACHER LEARNING**

Continuous, relevant and collaborative professional development.

### **CLASSROOM FOCUS**

Implementation that reaches actual teaching and learning.

### **EVIDENCE**

Student learning evidence that informs decisions.

### **CONTINUITY**

Reflection and improvement that do not stop after initial implementation.

Remove one of these supports and the bridge becomes weaker.

---

## **11. WHAT DOES THE BRIDGE LOOK LIKE IN A REAL SCHOOL?**

Let us take three examples from the original Volume 1.

### **EXAMPLE A — ASSESSMENT REFORM**

Policy intention:

Move towards assessment that supports competency and learning.

A compliance response might be:

“From Monday, all teachers must include competency-based questions.”

A professional-learning response would be:

Understand → Examine Examples → Co-design → Moderate → Try → Analyse Student Responses → Refine

Teachers first understand what makes an assessment genuinely competency-based.

They design questions together.

They examine one another's work.

They try the questions with students.

They study the responses.

They improve the next assessment.

This is consistent with the source's recommendation that new assessment policies be accompanied by workshops, collaborative moderation, classroom trials and reflective discussion.

---

### **EXAMPLE B — COMPETENCY-BASED LEARNING**

A school cannot implement competency-based education merely by inserting the word competency into lesson plans.

Teachers need:

model lessons;

examples;

collaborative planning;

peer observation;

opportunities to examine student work;

feedback;

and time to refine practice.

These are precisely the supports proposed in the source chapter.

The question during observation then becomes:

“What evidence shows students are applying their learning?”

rather than:

“Did the teacher mention the competency?”

---

#### EXAMPLE C — CLASSROOM OBSERVATION

Suppose policy and school vision emphasise reflective professional practice.

Yet every classroom observation ends with:

scores, faults, warnings and instructions.

There is a contradiction.

Teachers are being asked to become reflective practitioners inside a system that encourages defensive behaviour.

The original Volume 1 therefore recommends that classroom observation focus on instructional growth rather than fault-finding.

A developmental conversation might begin:

“What were you hoping students would understand?”

“What surprised you during the lesson?”

“Where did students struggle?”

“What evidence did you notice?”

“If you taught the lesson again, what might you change?”

Now observation becomes part of professional learning.

---

## 12. FROM COMPLIANCE TO CAPACITY

This may be the most important shift in Part II.

Traditional policy implementation often follows this pattern:

POLICY



CIRCULAR



INSTRUCTION



COMPLIANCE



REPORT

A professional-learning approach looks different:

POLICY



INTERPRETATION



SHARED UNDERSTANDING



CAPACITY BUILDING



CLASSROOM EXPERIMENTATION



## EVIDENCE



## REFLECTION



## REFINEMENT

The first system asks:

“Have we done it?”

The second asks:

“Are we getting better at it?”

That is the difference between implementation as compliance and implementation as learning.

---

### 13. RESEARCH → POLICY → SCHOOL RESPONSE

The source Volume provides a useful comparative alignment. I recommend retaining it in this strengthened form:

| Research Principle            | Policy Direction                    | What Schools Can Actually Do                                                         |
|-------------------------------|-------------------------------------|--------------------------------------------------------------------------------------|
| Continuous teacher learning   | Continuous Professional Development | Develop an annual professional-learning cycle with coaching and follow-up            |
| Learner-centred pedagogy      | Competency-based education          | Use inquiry, experiential and discussion-based learning appropriately                |
| Formative assessment          | Assessment for learning             | Use feedback, rubrics, self-assessment and evidence to adjust teaching               |
| Collaborative professionalism | Professional Learning Communities   | Create purposeful collaborative planning, peer observation and dialogue              |
| Reflective practice           | Teacher autonomy and innovation     | Use reflection journals, coaching conversations and structured professional dialogue |
| Evidence-informed improvement | School quality enhancement          | Use evidence of student learning to guide leadership decisions                       |

The important point is the third column.

That is where policy becomes real.

---

#### **14. A SCHOOL READINESS TEST**

Before declaring a major educational reform “implemented,” leadership teams should ask:

##### **VISION**

Do our teachers understand why this change matters?

##### **CAPABILITY**

Do they know how to implement it?

##### **PRACTICE**

Can we actually see it in classrooms?

##### **SUPPORT**

Are teachers receiving coaching and feedback?

##### **COLLABORATION**

Are colleagues learning from one another?

##### **EVIDENCE**

Do we know whether students are benefiting?

##### **SUSTAINABILITY**

Will the practice continue after the initial monitoring ends?

Volume 1 already extends this idea into a broader School Readiness Self-Assessment, examining leadership, teacher professional learning, teaching and learning, assessment and other implementation dimensions on a five-stage readiness scale.

That tool fits naturally immediately after this chapter.

---

#### **15. THE MONDAY-MORNING TEST**

Here is perhaps the simplest test of policy implementation.

After reading any educational policy recommendation, ask:

“What would this look like in a classroom on Monday morning?”

If we cannot answer that question, we have not yet translated policy into practice.

For example:

**Policy: Learner-centred pedagogy.**

**Monday morning:** Students are doing more than listening; they are thinking, questioning, discussing, solving, creating or explaining.

**Policy: Formative assessment.**

**Monday morning:** The teacher gathers evidence of understanding during the lesson and changes instruction accordingly.

**Policy: Inclusion.**

**Monday morning:** The teacher anticipates learner differences and provides appropriate pathways to participate and succeed.

**Policy: Competency-based education.**

**Monday morning:** Students are asked to apply learning rather than merely reproduce information.

**Policy: Teacher professional learning.**

**Monday morning:** Teachers have opportunities to discuss, observe, reflect and improve—not merely attend workshops.

That is the level at which reform becomes meaningful.

---

## LEADERSHIP REFLECTION

Educational reform is often celebrated at the moment of announcement.

New policy.

New curriculum.

New framework.

New initiative.

But the true evidence of reform appears much later and much more quietly.

**It appears when a teacher changes a question.**

**When students are asked to explain their reasoning.**

**When assessment reveals learning rather than merely ranks students.**

**When a principal enters a classroom to understand learning rather than simply inspect teaching.**

**When teachers openly discuss what did not work.**

**When colleagues learn from one another.**

**When evidence from students changes tomorrow's lesson.**

**The original Volume 1 captures this beautifully: reform ultimately becomes visible through everyday interactions between teachers and learners, and successful implementation should therefore be judged by the quality of learning experiences rather than documentation or procedural compliance alone.**

---

## **CHAPTER REFLECTION**

**Part I asked:**

**What does research tell us about teacher professional learning?**

**Part II has asked:**

**What happens when those ideas encounter educational policy and school reality?**

**The answer leads us towards a central conclusion:**

**Research can provide evidence.**

**Policy can provide direction.**

**Frameworks can provide structure.**

**But people make reform happen.**

**Teachers interpret.**

**Leaders enable.**

**Schools learn.**

**Students experience the result.**

**That is why policy implementation must ultimately become a process of professional learning and organisational development.**

**The challenge facing schools is therefore not simply:**

**“Do we understand NEP 2020 and NCF-SE 2023?”**

**It is:**

**“Can we create a school in which their educational aspirations become increasingly visible in what teachers and students do every day?”**

**And that takes us directly to the next question:**

**What kind of leadership makes such a school possible?**

---

## **PART II CLOSING REFLECTION**

**“Policy provides the destination. Leadership builds the bridge. Teachers walk the bridge. Students reach the future.”**

**— Venugopal Bere**

**Research • Reflect • Lead • Transform**

## **PART III**

# **LEADERSHIP IN ACTION**

**From Managing Schools to Leading Learning**

**“Leadership becomes educational when it begins to improve the quality of teaching and learning.”  
— Venugopal Bere**

---

**Introduction**

**What Is a School Leader Really Responsible For?**

**School leadership can easily become consumed by operations.**

**Admissions.**

**Attendance.**

**Timetables.**

**Transport.**

**Fees.**

**Meetings.**

**Discipline.**

**Compliance.**

**Examinations.**

**Reports.**

**Parent concerns.**

**Staffing.**

**These responsibilities are real. They cannot be ignored.**

**But if school leadership becomes only administration, something important is lost.**

**Because the most important work of a school happens in classrooms.**

And one of the most important responsibilities of a school leader is to create the conditions in which teaching improves.

The original Volume 1 makes this distinction clearly: contemporary instructional leadership extends beyond managing operations and compliance. It involves creating conditions in which teachers can learn, experiment, analyse evidence, collaborate, and continuously refine practice.

That changes the central leadership question.

Instead of asking only:

“Is the school running smoothly?”

we must also ask:

“Is teaching getting better?”

And beyond that:

“How do we know?”

---

## 1. From Administration to Instructional Leadership

A school can be well managed and still not be educationally strong.

Schedules can run on time.

Reports can be submitted.

Policies can be followed.

Meetings can be conducted.

Yet classrooms may still remain passive, assessment may still focus mainly on recall, teachers may still work in isolation, and professional development may still have limited impact.

Instructional leadership shifts attention towards the quality of learning.

It asks:

What are students experiencing?

How are teachers improving?

What evidence are we seeing in classroom practice?

Which teaching challenges are recurring?

**What support do teachers need next?**

The original Part III contrasts administrative questions with instructional ones such as “How has teaching improved?”, “What evidence demonstrates improved student learning?”, and “What professional support do teachers need next?”

That is not a small shift.

It changes how leaders spend time, conduct observations, hold meetings, and evaluate progress.

---

## **2. Professional Learning Cultures Do Not Happen by Accident**

A school may say:

“We encourage teachers to learn.”

But the culture of the school tells teachers whether that statement is actually true.

Can a teacher say:

“This lesson did not work.”

without fear?

Can a teacher ask a colleague:

“Can I observe how you teach this?”

without embarrassment?

Can someone admit:

“I am struggling with this class.”

without feeling professionally exposed?

Can a new teacher ask for help?

Can an experienced teacher acknowledge that a long-used method may need revision?

These questions reveal the real professional-learning culture of a school.

The original Volume 1 identifies several characteristics of such cultures:

- shared vision,
- psychological safety,

- collaborative practice,
- reflective inquiry,
- continuous improvement.

These are not slogans.

They are conditions.

And leaders create them through everyday behaviour.

---

### 3. Psychological Safety: The Hidden Foundation

This may be one of the most important aspects of professional learning.

Teachers are unlikely to reflect honestly if reflection feels dangerous.

If every mistake is recorded.

If every unsuccessful lesson becomes evidence against them.

If every observation creates anxiety.

If asking for support is interpreted as weakness.

then teachers will naturally protect themselves.

They may perform compliance.

They may hide difficulty.

They may avoid experimentation.

They may teach for the observer rather than for the learner.

This is the opposite of professional learning.

A learning culture requires teachers to feel safe enough to say:

“I tried something and it did not work.”

and then ask:

“What can I learn from it?”

That does not mean removing accountability.

It means creating accountability that is developmental rather than merely punitive.

A strong professional culture combines:

high expectations + honest reflection + constructive support

---

#### FROM THE FIELD

In my own leadership experience, I have noticed a clear difference in teacher behaviour depending on how classroom observation is positioned.

When observation is seen mainly as inspection, teachers often become cautious and performative.

When observation is understood as professional dialogue, teachers become more willing to discuss what actually happened in the lesson.

That difference is important.

Because growth requires honesty.

And honesty requires trust.

This echoes the leadership insight already included in Volume 1: teachers respond more positively to observation when they perceive it as professional dialogue rather than performance inspection.

---

#### 4. The Leader as an Instructional Coach

A leader can observe a lesson in two very different ways.

The first approach is evaluative:

What was wrong?

The second is developmental:

What can we learn from what happened?

The original Volume 1 identifies this move from inspection to instructional coaching as a central leadership shift. Effective coaching conversations focus on intended learning, evidence of student understanding, instructional strategies, learner difficulties, and possible adjustments.

That approach changes the tone of professional dialogue.

Instead of:

**“You did not involve all students.”**

**ask:**

**“Which students were most engaged? Who remained quiet? What might help us bring more learners into the discussion?”**

**Instead of:**

**“Your assessment was weak.”**

**ask:**

**“What evidence did you gather during the lesson that students understood the concept?”**

**Instead of:**

**“You need to improve questioning.”**

**ask:**

**“Which question generated the most student thinking? What made it work?”**

**The aim is not to avoid difficult feedback.**

**It is to make feedback useful enough to change practice.**

---

## **5. Observation Should Produce Learning**

**A classroom observation should not end when the observer leaves the room.**

**That is where the real professional learning begins.**

**The original Volume 1 proposes a five-stage observation process:**

- 1. pre-observation discussion;**
- 2. classroom observation;**
- 3. reflective dialogue;**
- 4. action planning;**
- 5. follow-up support.**

**I would strengthen that into a practical cycle.**

**THE OBSERVATION-TO-GROWTH CYCLE**

## **BEFORE THE LESSON**

**Clarify purpose**

**What are students expected to learn?**

**What should the observer pay attention to?**



## **DURING THE LESSON**

**Collect evidence**

**What are students doing?**

**What evidence of understanding appears?**

**Where do learners struggle?**



## **AFTER THE LESSON**

**Reflect first**

**How did the teacher experience the lesson?**

**What surprised them?**



## **COACHING CONVERSATION**

**Analyse together**

**What worked?**

**What evidence supports that?**

**What needs refinement?**



## **ACTION STEP**

**Choose one priority**

**Not ten.**

One.



## **FOLLOW-UP**

Observe again

Did the change make a difference?

Now observation becomes part of a professional-learning system.

---

## **6. The Bere Reflective Practice Cycle**

The original Volume 1 introduces the Bere Reflective Practice Cycle as a practical framework for embedding teacher reflection in everyday professional practice. It follows this sequence:

Teach → Observe Student Learning → Reflect Individually → Receive Coaching and Feedback → Collaborate with Colleagues → Refine Practice → Teach Again.

This cycle matters because teacher learning is not linear.

A teacher does not attend a workshop, acquire a strategy, and become permanently improved.

Real professional growth is iterative.

### **THE BERE REFLECTIVE PRACTICE CYCLE**

#### **TEACH**

Put professional knowledge into practice.



#### **OBSERVE STUDENT LEARNING**

Look beyond lesson delivery.

What did students actually understand?



#### **REFLECT**

What worked?

What did not?

What surprised me?



#### RECEIVE COACHING & FEEDBACK

Invite another professional perspective.



#### COLLABORATE

Discuss with colleagues.

Compare approaches.

Analyse evidence.



#### REFINE PRACTICE

Adjust the next lesson, question, task, or assessment.



#### TEACH AGAIN

Apply the refinement.



Then repeat.

The key idea is simple:

Professional expertise grows when teaching experience is repeatedly examined, discussed, and refined.

---

### 7. Reflection Without Evidence Can Become Opinion

Reflection is important.

But reflection needs evidence.

A teacher may say:

“The lesson went well.”

**What does that mean?**

**Students were quiet?**

**The syllabus was completed?**

**The activity was enjoyable?**

**Or students demonstrated meaningful understanding?**

**A more evidence-informed reflection asks:**

**What did students say?**

**What did they write?**

**What mistakes did they make?**

**What questions did they ask?**

**Who participated?**

**Who did not?**

**What changed during the lesson?**

**Reflection becomes more powerful when grounded in evidence of learning.**

---

## **8. From Individual Excellence to Collective Capacity**

**A school with a few excellent teachers is fortunate.**

**A school where teachers help one another become excellent is stronger.**

**This distinction is central to the original Part III, which argues that sustainable improvement depends on systems that spread professional knowledge through PLCs, peer observation, mentoring, collaborative lesson design, moderation of student work, and sharing effective practice.**

**The question for leaders becomes:**

**How does good teaching travel?**

**Does an excellent strategy remain inside one classroom?**

**Or does it become visible to others?**

**Does one teacher's success become everyone's learning?**

**Does a new teacher have access to experienced colleagues?**

**Do subject teams examine student work together?**

**Do teachers observe one another?**

**Do successful practices get documented?**

**Collective capacity grows when expertise circulates.**

---

## **9. Professional Learning Communities Must Be About Learning**

**A school may have PLC meetings on the timetable.**

**That is a start.**

**But the quality of the conversation matters more than the existence of the meeting.**

**A weak PLC may focus on:**

**syllabus completion,**

**dates,**

**paper submission,**

**events,**

**administrative instructions.**

**A strong PLC asks:**

**Which concepts are students struggling with?**

**What evidence do we have?**

**Which strategy did someone try?**

**What happened?**

**Can we examine student work?**

**Can someone demonstrate a lesson?**

**What should we try next?**

**The strongest PLCs turn teacher experience into shared professional knowledge.**

---

## LEADERSHIP LENS

A principal should occasionally sit in a PLC meeting and ask:

“If I removed the agenda and minutes, what professional learning actually happened here?”

That one question can reveal whether the PLC is administrative or developmental.

---

### 10. A Case from Practice

The original Volume 1 includes a case reflection involving a secondary school that introduced competency-based learning through workshops. Teachers were enthusiastic, but classroom observations still showed lecture-heavy instruction and recall-focused assessment. Leadership responded by creating collaborative planning groups, peer observation, analysis of student work, and monthly coaching conversations. Over time, classroom discussions became more inquiry-oriented, formative assessment improved, and student engagement increased.

This is an important case because it illustrates a common problem.

Training had happened.

Transformation had not.

The solution was not simply:

“Conduct more workshops.”

Instead, the school strengthened the learning system around implementation.

That distinction matters.

---

### 11. The Leadership Lesson from the Case

The first instinct of many organisations is:

“The training did not work. Conduct another training.”

But perhaps the issue is not lack of information.

Perhaps teachers already understand the idea.

The difficulty may be:

implementation;

confidence;

planning;

assessment;

time;

feedback;

or lack of follow-up.

So before scheduling another programme, leaders should ask:

Do teachers need more input—or more support?

Those are not the same thing.

---

## **12. Seven Characteristics of High-Impact Instructional Leaders**

The original Volume 1 identifies seven leadership dimensions: vision, professional learning, coaching, collaboration, evidence use, innovation, and culture.

I would retain them as a leadership framework.

### **1. VISION**

Keep learning central.

A leader should be able to articulate:

What kind of teaching do we want in this school?

and

What kind of learner are we trying to develop?

---

### **2. PROFESSIONAL LEARNING**

Build teacher capacity systematically.

Do not rely on occasional inspiration.

Create a professional-learning architecture.

---

### 3. COACHING

Replace fault-finding with growth-focused feedback.

Good coaching is specific, evidence-based, respectful, and actionable.

---

### 4. COLLABORATION

Create structures for teachers to learn together.

Professional dialogue should become part of the school routine.

---

### 5. EVIDENCE

Make student learning visible in leadership decisions.

Ask for evidence, not assumptions.

---

### 6. INNOVATION

Allow thoughtful experimentation.

Teachers should feel permitted to test better approaches.

---

### 7. CULTURE

Build trust and collective responsibility.

A strong culture makes professional growth normal.

---

### 13. Administrative Leader vs Instructional Leader

| Administrative Focus       | Instructional Leadership Focus           |
|----------------------------|------------------------------------------|
| Is the timetable followed? | Is learning time being used effectively? |

| <b>Administrative Focus</b>            | <b>Instructional Leadership Focus</b>            |
|----------------------------------------|--------------------------------------------------|
| Was the lesson plan submitted?         | Is planning improving learning?                  |
| Did the teacher complete the syllabus? | Did students understand and apply the learning?  |
| Was the observation conducted?         | Did the observation produce professional growth? |
| Was the workshop completed?            | What changed because of the workshop?            |
| Were marks submitted?                  | What do the results tell us about learning?      |
| Did teachers attend the meeting?       | Did teachers learn from the meeting?             |
| Is documentation complete?             | Is practice improving?                           |

**A strong principal must manage both columns.**

**The mistake is allowing the first column to consume all available leadership energy.**

---

#### **14. What Leaders Should Listen For**

**School culture is often revealed in ordinary teacher conversations.**

**A compliance culture sounds like:**

**“What does management want?”**

**“Is this compulsory?”**

**“Will they check it?”**

**“What format should we submit?”**

**A learning culture increasingly sounds like:**

**“What worked with your class?”**

**“Can I see your assessment?”**

**“My students struggled with this.”**

**“Can I observe your lesson?”**

**“Let's compare the student responses.”**

**“What should we change next time?”**

**The second culture cannot be ordered into existence.**

**Leaders have to cultivate it.**

---

## **15. Five Leadership Behaviours That Build Professional Trust**

### **1. Ask before telling.**

**Begin professional conversations with curiosity.**

### **2. Observe without humiliating.**

**Feedback should challenge practice without diminishing the person.**

### **3. Admit that leaders are learners too.**

**Instructional leadership becomes stronger when leaders model reflection.**

### **4. Celebrate improvement, not only excellence.**

**Growth deserves recognition.**

### **5. Follow up.**

**If a teacher identifies a need during coaching, leadership must respond.**

**Nothing weakens trust faster than asking teachers to be honest and then doing nothing with what they share.**

---

## **16. A Leadership Mistake to Avoid**

**One of the most common mistakes is converting every professional-learning idea into another monitoring item.**

**For example:**

**The school learns about reflective practice.**

**Immediately, a compulsory reflection form is introduced.**

**Now every teacher must complete it weekly.**

**The form is checked.**

Signatures are collected.

Reflection has technically been “implemented.”

But teachers may now be completing reflection mechanically.

The tool has replaced the purpose.

This is the danger of turning professional learning into compliance.

The leadership question should always remain:

Is this process helping teachers think better about teaching?

If not, redesign it.

---

## **17. The Leader's Coaching Questions**

After classroom observation, strong leaders can use questions such as:

What were you hoping students would understand?

What evidence suggested that they did?

Which part of the lesson worked best?

Where did students struggle?

What surprised you?

Which learners needed more support?

If you taught this lesson again, what would you change?

What kind of support would help?

What one goal would you like to focus on next?

These questions are already consistent with the coaching orientation established in Volume 1.

They help shift ownership of improvement towards the teacher.

---

## **18. Leadership Is About Influence, Not Presence**

A principal cannot be in every classroom all day.

**An academic director cannot personally coach every teacher continuously.**

**Therefore, the highest level of instructional leadership is not:**

**“I improve every teacher.”**

**It is:**

**“I build systems through which teachers continually improve themselves and one another.”**

**That is the movement from leader-dependent improvement to organisational learning.**

**A mature school eventually develops:**

**teacher leaders;**

**mentors;**

**PLC facilitators;**

**peer observers;**

**demonstration teachers;**

**subject experts;**

**collaborative planning teams.**

**Leadership becomes distributed.**

**And the organisation becomes more resilient.**

---

## **FROM THE FIELD**

**The true test of a professional-learning culture is not what happens when the principal is present.**

**It is what teachers do when the principal is not present.**

**Do they still discuss learning?**

**Do they still share strategies?**

**Do they still analyse student work?**

**Do they still reflect?**

**If yes, professional learning has begun to become part of the culture.**

---

## 19. The Leadership Progression

A useful way to understand the journey is:

### ADMINISTRATIVE LEADER

“Are systems functioning?”



### MANAGERIAL LEADER

“Are targets being achieved?”



### INSTRUCTIONAL LEADER

“How can teaching improve?”



### LEARNING LEADER

“How can teachers learn together?”



### TRANSFORMATIONAL LEADER

“How can the school become self-improving?”

This progression aligns with the Leadership Maturity Matrix developed as part of the wider Volume 1 toolkit.

The goal is not to abandon administration.

It is to ensure administration serves learning.

---

## 20. A SIMPLE WEEKLY TEST FOR PRINCIPALS

At the end of each week, ask:

How much time did I spend managing systems?

and

**How much time did I spend improving teaching and learning?**

**Then ask:**

**Is the balance where I want it to be?**

**That reflection alone can shift leadership behaviour.**

---

## **CHAPTER REFLECTION**

**Research can tell us what effective professional learning tends to require.**

**Policy can establish ambitious educational expectations.**

**But leadership determines whether those ideas become part of everyday school life.**

**The leader influences:**

**what receives attention;**

**what receives time;**

**what is discussed;**

**what is monitored;**

**what is celebrated;**

**what is safe to admit;**

**and**

**what people gradually begin to value.**

**That is why instructional leadership is not merely another responsibility added to a principal's job description.**

**It is the work of creating an environment in which adults continue learning so that students can learn better.**

**The original Part III concludes by arguing that sustainable school improvement requires a coherent professional-learning system—not merely isolated leadership actions.**

**That leads naturally to the next part.**

**Because once leaders understand the importance of professional learning, another question arises:**

How do we connect vision, training, classroom implementation, coaching, reflection, collaboration and student evidence into one coherent system?

That is the purpose of the next chapter.

## **PART IV**

### **THE BERE PROFESSIONAL LEARNING FRAMEWORK**

An Integrated Framework for Continuous School Improvement

“Professional learning becomes sustainable when vision, teacher learning, classroom practice, coaching, reflection, collaboration, evidence, and improvement begin to function as one connected system.”

— Venugopal Bere

---

#### **Introduction**

#### **Why Schools Need More Than Training Programmes**

Most schools conduct professional development.

Some do it regularly.

Many invest considerable time, money, and effort in workshops, webinars, orientation sessions, subject training, policy briefings, and capacity-building programmes.

Yet one question remains difficult:

Why does so much professional development produce so little lasting change in some schools?

The answer is rarely that teachers are unwilling to improve.

Nor is it always that the training was poor.

The problem is often structural.

Professional-development activities exist.

But they exist separately.

Training happens in one place.

Classroom observation happens somewhere else.

Teacher meetings follow another agenda.

Assessment data is analysed separately.

Reflection may be individual and informal.

Leadership monitoring may focus on compliance.

The pieces are present.

But the system connecting them is weak.

That is the problem the Bere Professional Learning Framework is designed to address.

The original Volume 1 presents the framework as a practice-informed conceptual framework intended to connect educational vision with everyday classroom practice. It is explicitly offered as an adaptable guide rather than a universal prescription.

That distinction is important.

The framework is not intended to tell every school exactly what to do.

It is intended to help schools ask:

“How well are the different parts of our professional-learning system connected?”

---

## 1. The Problem of Disconnected Professional Development

Consider a familiar sequence.

Teachers attend a workshop on formative assessment.

The programme goes well.

They return to school.

A few teachers try some of the strategies.

Others intend to—but become occupied with routine demands.

A month later, classroom observations take place.

But the observation rubric does not include formative assessment.

Staff meetings focus on examination schedules.

Professional Learning Communities discuss syllabus completion.

Nobody systematically examines whether formative assessment actually changed.

The school moves to the next training topic.

What happened?

The professional-development event was completed.

The professional-learning cycle was not.

This is one of the most common weaknesses in school improvement.

We keep adding initiatives without building connections between them.

---

#### **THE BERE PROFESSIONAL LEARNING PROPOSITION**

At the heart of the framework is a simple proposition:

Training does not transform schools. Changed professional practice does.

And changed professional practice rarely happens because of input alone.

Professional learning must travel through a sequence:

IDEA



PROFESSIONAL LEARNING



CLASSROOM APPLICATION



EVIDENCE



REFLECTION



COLLABORATION



## **REFINEMENT**



## **IMPROVED PRACTICE**

That journey takes time.

It also requires leadership.

---

## **2. The Framework at a Glance**

The original Volume 1 presents eight interconnected components.

### **THE BERE PROFESSIONAL LEARNING FRAMEWORK**

#### **1. SCHOOL VISION**



#### **2. PROFESSIONAL LEARNING OPPORTUNITIES**



#### **3. CLASSROOM IMPLEMENTATION**



#### **4. OBSERVATION & INSTRUCTIONAL COACHING**



#### **5. REFLECTIVE PRACTICE**



#### **6. COLLABORATIVE PROFESSIONAL DIALOGUE**



#### **7. EVIDENCE OF STUDENT LEARNING**



#### **8. CONTINUOUS SCHOOL IMPROVEMENT**



Then the cycle begins again.

Each component has a purpose.

More importantly, each component depends on the others.

---

## **COMPONENT 1**

### **SCHOOL VISION**

**Professional Learning Needs a Destination**

Professional development often begins with a topic.

“This month we will train teachers on AI.”

“Next month, competency-based education.”

“Then experiential learning.”

But a stronger professional-learning system begins one level earlier:

What kind of teaching and learning are we trying to build in this school?

Without that clarity, professional development can become fragmented.

One programme follows another, but teachers may not see how the pieces connect.

A shared school vision should help answer:

What do we want students to become?

What should excellent teaching look like here?

What professional capabilities do our teachers need?

Which classroom practices are most important for our current context?

How will we recognise improvement?

The original Volume 1 emphasises that school vision should articulate what the school values, the kind of learners it seeks to develop, the instructional practices it wants to promote, and the professional culture it wishes to build.

That is where professional learning should begin.

---

## **FROM THE FIELD**

One of the quickest ways to make professional development feel disconnected is to organise training because:

“This topic is trending.”

or

“We haven't conducted this programme yet.”

A better starting point is:

“What does our school need teachers to become better at right now?”

That changes training from calendar activity to strategic development.

---

## **COMPONENT 2**

### **PROFESSIONAL LEARNING OPPORTUNITIES**

#### **Learning Is Bigger Than Workshops**

When schools hear “teacher professional development,” they often think first of training programmes.

Formal training is important.

But it is only one form of professional learning.

The source Volume specifically broadens the concept to include:

- instructional coaching;
- collaborative planning;
- peer observation;
- Professional Learning Communities;
- action research;
- mentoring;
- lesson study;
- reflective reading.

This is an important shift.

**A teacher may learn deeply from:**

**watching a colleague teach;**

**analysing a student's incorrect response;**

**co-planning a lesson;**

**receiving feedback;**

**reading an article;**

**discussing a difficult class;**

**testing a new strategy;**

**or reflecting on a lesson that failed.**

**Professional learning becomes stronger when schools deliberately create multiple pathways for growth.**

---

## **THE PROFESSIONAL LEARNING MENU**

**A mature school can draw from several forms of learning:**

### **EXTERNAL INPUT**

**Workshops, courses, experts, conferences, webinars.**

### **INTERNAL EXPERTISE**

**Demonstration lessons, teacher-led sessions, mentoring.**

### **COLLABORATIVE LEARNING**

**PLCs, lesson planning, moderation, lesson study.**

### **CLASSROOM-BASED LEARNING**

**Observation, coaching, experimentation.**

### **SELF-DIRECTED LEARNING**

**Reading, reflection, inquiry, action research.**

**The question should not be:**

**“How many workshops did we conduct?”**

It should be:

“How many meaningful ways did teachers have to learn?”

---

### COMPONENT 3

#### CLASSROOM IMPLEMENTATION

##### An Idea Is Not Yet a Practice

This is where professional development often becomes difficult.

Teachers may understand the idea.

But understanding something in theory is different from being able to use it effectively in a real classroom.

A workshop on differentiation may appear clear.

Then the teacher has to differentiate tomorrow's mathematics lesson.

A session on formative assessment may make sense.

Then the teacher has to decide what evidence to gather and how to respond.

A programme on experiential learning may be inspiring.

Then the teacher has to design an experience that genuinely improves learning rather than simply creating activity.

The original framework therefore places classroom implementation immediately after professional learning.

That positioning is deliberate.

Because professional learning must be tested in practice.

---

#### IMPLEMENTATION SHOULD BE EXPERIMENTAL, NOT PERFECTIONISTIC

Teachers should not be expected to master a new approach immediately.

Implementation should be understood as:

TRY

↓

**NOTICE**



**LEARN**



**ADJUST**

**A school that expects perfect implementation at the first attempt will discourage experimentation.**

**A school that expects thoughtful experimentation will develop professionals.**

---

#### **COMPONENT 4**

##### **OBSERVATION & INSTRUCTIONAL COACHING**

###### **What Happened When We Tried It?**

**Implementation without feedback can become repetition.**

**Teachers need another perspective.**

**This is the role of observation and coaching.**

**The source Volume positions observation as a professional-learning opportunity rather than merely supervision and identifies coaching conversations around:**

- **learning intentions;**
- **student engagement;**
- **instructional decisions;**
- **formative assessment;**
- **evidence of learning;**
- **future improvement.**

**The purpose is not:**

**“Did the teacher follow the method correctly?”**

**It is:**

**“What happened when the teacher tried it, and what can we learn?”**

That is a more developmental question.

---

#### **COACHING SHOULD CONNECT BACK TO THE PROFESSIONAL-LEARNING GOAL**

Suppose the school has been working on questioning.

Then observation should examine questioning.

Suppose the priority is competency-based assessment.

Then coaching should discuss evidence of competency.

Suppose the goal is student agency.

Then observers should look at who is making decisions in the classroom.

This sounds obvious.

But many schools conduct professional development on one set of priorities while classroom observations monitor something entirely different.

The framework seeks to connect them.

---

#### **COMPONENT 5**

##### **REFLECTIVE PRACTICE**

##### **Experience Alone Does Not Guarantee Growth**

Two teachers may teach the same lesson.

One finishes and moves on.

The other asks:

What worked?

Who struggled?

Why?

What evidence did I notice?

What will I change tomorrow?

The second teacher converts experience into professional learning.

The original Volume states that reflection transforms classroom experience into professional knowledge and encourages teachers to examine success, learner progress, evidence, challenges, and possible changes.

That is why reflection sits at the centre of the framework.

It is the moment when experience becomes meaning.

---

## REFLECTION DOES NOT NEED TO BE LONG

Reflection can be as simple as three questions:

WHAT WORKED?

WHAT DIDN'T?

WHAT WILL I CHANGE?

The power lies in consistency.

Not length.

---

## COMPONENT 6

### COLLABORATIVE PROFESSIONAL DIALOGUE

Reflection Becomes Stronger When It Is Shared

Individual reflection is valuable.

Collaborative reflection adds another layer.

A colleague may notice what I missed.

A teacher in another class may have solved the same problem.

Another department may have a strategy worth adapting.

The original framework includes:

- moderation of student work;
- lesson study;
- instructional rounds;

- peer coaching;
- curriculum planning;
- professional inquiry.

These are not simply meeting formats.

They are ways of turning individual experience into collective learning.

---

## **A POWERFUL PLC QUESTION**

Instead of beginning a PLC with:

“What is today's agenda?”

try:

“What are our students currently struggling to learn?”

That question immediately brings professional dialogue closer to classroom reality.

---

## **COMPONENT 7**

### **EVIDENCE OF STUDENT LEARNING**

**The Framework Must Eventually Reach the Learner**

This is perhaps the most important component.

Teacher professional development is not valuable merely because teachers feel more confident.

Confidence matters.

Collaboration matters.

Reflection matters.

But professional learning ultimately exists to strengthen the educational experience of students.

The original Volume recommends evidence such as:

- student work samples;
- formative assessment;

- learner reflections;
- classroom observations;
- participation data;
- competency development;
- authentic performance tasks.

The key is not to search only for examination-score improvement.

Some professional-development initiatives may first influence:

student participation;

quality of discussion;

independence;

confidence;

quality of written work;

ability to explain reasoning;

or application of knowledge.

Schools need evidence that matches the intended change.

---

## THE EVIDENCE QUESTION

After professional learning, ask:

What would we expect students to do differently if this is working?

That one question can dramatically improve how professional development is evaluated.

---

## COMPONENT 8

### CONTINUOUS SCHOOL IMPROVEMENT

The End Is the Beginning

The cycle does not finish when evidence is collected.

Evidence should inform what happens next.

The original Volume identifies several leadership uses of accumulated evidence:

- refining strategic priorities;
- redesigning professional learning;
- strengthening instructional practice;
- allocating resources;
- celebrating success;
- identifying emerging needs.

This is what turns professional learning into school improvement.

The school asks:

What improved?

What still needs attention?

What should we stop doing?

What should we continue?

What should we scale?

What should we learn next?

And a new cycle begins.

---

### 3. Why the Framework Is Cyclical

The arrows matter.

The Bere Professional Learning Framework is not intended to function as a checklist:

Vision — done.

Training — done.

Observation — done.

Reflection — done.

**Professional learning is iterative.**

**For example:**

**Student evidence may reveal a new teacher-learning need.**

**That need may require revisiting the school priority.**

**New professional learning is designed.**

**Teachers implement.**

**Observation follows.**

**Evidence changes again.**

**The system learns.**

**This is why Continuous School Improvement returns to School Vision and Professional Learning.**

**Improvement creates the next question.**

---

#### **4. What Happens When One Component Is Missing?**

**The framework can also be used diagnostically.**

##### **VISION WITHOUT PROFESSIONAL LEARNING**

**Teachers know what the school wants but may not know how to achieve it.**

##### **PROFESSIONAL LEARNING WITHOUT IMPLEMENTATION**

**Training becomes interesting but disconnected from practice.**

##### **IMPLEMENTATION WITHOUT COACHING**

**Teachers may repeat ineffective approaches without feedback.**

##### **COACHING WITHOUT REFLECTION**

**Feedback becomes something given to teachers rather than learning owned by teachers.**

##### **REFLECTION WITHOUT COLLABORATION**

**Learning remains individual.**

##### **COLLABORATION WITHOUT EVIDENCE**

Professional conversation risks becoming opinion-driven.

#### **EVIDENCE WITHOUT IMPROVEMENT**

Data is collected but does not change decisions.

This is why the value of the framework lies less in its individual components than in their connection.

---

#### **5. The Bere Professional Learning Framework as a Diagnostic Tool**

Leadership teams can use the framework during a review meeting.

Take one current professional-development priority.

For example:

##### **Competency-Based Assessment**

Then move through the framework:

##### **VISION**

Why does this matter to our school?

##### **PROFESSIONAL LEARNING**

What have teachers learned?

##### **IMPLEMENTATION**

What are they actually doing?

##### **COACHING**

What are observations revealing?

##### **REFLECTION**

What are teachers learning from implementation?

##### **COLLABORATION**

What are teams discussing together?

##### **STUDENT EVIDENCE**

What is changing in learner responses?

##### **IMPROVEMENT**

What should we refine next?

Any weak answer reveals a possible break in the system.

---

## **6. A Practical Example**

Let us imagine a school wants to improve student questioning and classroom discussion.

### **SCHOOL VISION**

Students should become confident thinkers who can question, explain, and justify ideas.

### **PROFESSIONAL LEARNING**

Teachers explore questioning techniques and discussion protocols.

### **CLASSROOM IMPLEMENTATION**

Each teacher deliberately introduces two strategies.

### **OBSERVATION & COACHING**

Observers focus on student talk, question quality, wait time, and participation.

### **REFLECTIVE PRACTICE**

Teachers consider which questions produced deeper thinking.

### **COLLABORATIVE DIALOGUE**

Departments share successful questions and analyse difficult moments.

### **STUDENT EVIDENCE**

Leaders examine participation, quality of explanations, student-generated questions, and classroom work.

### **CONTINUOUS IMPROVEMENT**

The next professional-learning cycle focuses on areas still requiring development.

Now professional development is not a workshop.

It is an improvement system.

---

## **7. Six Principles Underpinning the Framework**

The original Volume identifies six guiding principles.

I would retain them as the conceptual spine of the model.

### **PRINCIPLE 1 — LEARNING IS CONTINUOUS**

Professional growth does not end with qualification or experience.

---

#### **PRINCIPLE 2 — LEADERSHIP ENABLES LEARNING**

Professional learning requires organisational conditions.

---

#### **PRINCIPLE 3 — COLLABORATION STRENGTHENS PRACTICE**

Professional knowledge grows when it is shared, examined, and refined collectively.

---

#### **PRINCIPLE 4 — REFLECTION DRIVES IMPROVEMENT**

Teachers become stronger when they examine the consequences of their instructional decisions.

---

#### **PRINCIPLE 5 — STUDENT LEARNING IS THE ULTIMATE MEASURE**

Professional learning must eventually create better opportunities for learners.

---

#### **PRINCIPLE 6 — IMPROVEMENT IS CYCLICAL**

There is no permanent finish line.

Every improvement produces new questions.

---

### **8. Relationship to Existing Research**

The original Volume carefully avoids presenting the Bere Professional Learning Framework as a replacement for established theory. Instead, it explicitly states that the model integrates existing insights into a practical organisational structure.

That positioning should remain.

The framework draws practical inspiration from research perspectives already explored in Part I:

| Research Perspective | Connection to the Framework |
|----------------------|-----------------------------|
|                      |                             |

| Research Perspective   | Connection to the Framework                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| John Hattie            | Teachers examine evidence of their impact on learners.                                                                          |
| Linda Darling-Hammond  | Professional learning is sustained, collaborative, and connected to practice.                                                   |
| Michael Fullan         | Improvement depends on collective capacity and organisational learning.                                                         |
| Andy Hargreaves        | Collaborative professionalism strengthens teacher growth.                                                                       |
| Dylan Wiliam           | Formative evidence supports incremental improvement in everyday teaching.                                                       |
| NEP 2020 / NCF-SE 2023 | Teacher empowerment, competency-based learning, reflection, and continuous professional learning are central to implementation. |

The contribution of the Bere framework is therefore integration.

It asks:

What might these principles look like when organised into one practical school-improvement cycle?

---

## 9. The Framework Is Not a Formula

This needs to be stated clearly.

Schools differ.

A small rural school is not the same as a large urban institution.

Primary professional learning may look different from secondary professional learning.

A new school may require more foundational structures.

A mature professional-learning organisation may already have strong PLCs and coaching cultures.

The framework should therefore be adapted.

A school may spend six months strengthening only three components.

Another may discover that coaching is the missing link.

Another may need to strengthen evidence use.

The framework offers a map.

The school still has to understand the terrain.

---

#### FROM THE FIELD

There is a temptation whenever we develop a framework to protect the framework.

I believe the opposite is more useful.

If a school adapts the Bere Professional Learning Framework because its context requires adaptation, that is not a failure of the framework.

That is professional judgement doing exactly what it should do.

The purpose of a framework is not to make every school look the same.

It is to help every school think more clearly about improvement.

---

#### 10. Five Questions for Leadership Teams

When reviewing the professional-learning system, ask:

1. Are our professional-development priorities clearly connected to our school vision?
2. What happens after teachers attend professional learning?
3. How are observation, coaching, reflection, and collaboration connected?
4. What evidence tells us whether classroom practice is changing?
5. How does that evidence influence the next professional-learning decision?

If any question produces silence, the framework has already done something useful.

It has identified a gap.

---

#### 11. The Bere Professional Learning Test

A professional-development initiative is not fully embedded until leadership can trace the complete pathway:

**WE IDENTIFIED A NEED**

↓

TEACHERS LEARNED

↓

TEACHERS TRIED

↓

LEADERS/PEERS OBSERVED

↓

TEACHERS REFLECTED

↓

COLLEAGUES COLLABORATED

↓

STUDENT EVIDENCE WAS EXAMINED

↓

PRACTICE WAS REFINED

If the process stops at:

“Teachers attended training.”

the cycle is incomplete.

---

## 12. From a Training Calendar to a Learning Architecture

Many schools have an annual training calendar.

That is useful.

But I would encourage schools to develop something broader:

**A PROFESSIONAL LEARNING ARCHITECTURE**

For every major priority, show:

Professional input

**Implementation window**

**Observation**

**Coaching**

**PLC discussion**

**Evidence review**

**Leadership review**

**Next action**

**That single design shift can turn scattered activities into an integrated system.**

---

### **13. The Framework in One Sentence**

**If the entire Bere Professional Learning Framework had to be expressed in one sentence, it would be:**

**Schools improve when teachers are supported to learn from practice, with others, using evidence, in a system that continually turns learning into better teaching.**

**That is the central idea.**

---

### **LEADERSHIP REFLECTION**

**Many schools already possess most of the components in this framework.**

**They conduct training.**

**They observe classrooms.**

**They hold meetings.**

**They analyse results.**

**They ask teachers to reflect.**

**They prepare improvement plans.**

**The question is not whether these activities exist.**

**The question is:**

**Are they connected?**

When professional learning, observation, collaboration, evidence, and leadership priorities function independently, improvement becomes fragmented.

When they begin to inform one another, professional learning becomes organisational.

And when that organisational learning becomes routine, the school begins moving towards a culture of continuous improvement.

---

## CHAPTER REFLECTION

Part I established the research foundations.

Part II considered the movement from educational policy to classroom practice.

Part III examined the leadership conditions required for professional growth.

Part IV has connected these strands into one integrated cycle.

But a framework has value only when people can use it.

The next question is therefore the most practical one in the entire Review:

What should teachers, principals, teacher educators, and school management actually do with this framework?

That is where Part V begins.

## **PART V**

### **FROM FRAMEWORK TO ACTION**

Translating Professional Learning into Sustainable School Improvement

**“A framework becomes valuable only when it changes what people do.”**

**— Venugopal Bere**

---

**Introduction**

**The Difficult Part Begins Now**

**Research can inspire us.**

**Policy can give us direction.**

**Leadership frameworks can organise our thinking.**

**Professional-development programmes can introduce new possibilities.**

**But schools do not improve because they possess good ideas.**

**They improve because people convert good ideas into consistent professional practice.**

**And that is considerably harder.**

**There is often an uncomfortable distance between:**

**“We know this.”**

**and**

**“We do this.”**

**Teachers know feedback matters.**

**Principals know classroom observation should support professional growth.**

**Schools know collaboration is valuable.**

**Leadership teams know student evidence should inform decisions.**

**Management understands that teacher development matters.**

**Yet knowledge does not automatically produce organisational behaviour.**

The central challenge of Part V is therefore:

How do we turn professional-learning principles into everyday school habits?

The original Volume 1 answers this by offering recommendations for four groups—teachers, school leaders, teacher educators, and school management—and then proposing practical implementation and monitoring tools.

Let us begin with the people closest to learning.

---

## **1. FOR TEACHERS**

### **Become an Active Agent of Your Own Professional Growth**

Professional learning should not depend entirely upon somebody organising a workshop for you.

A teacher can learn every day.

From students.

From mistakes.

From colleagues.

From assessment evidence.

From reading.

From observation.

From trying something differently.

From reflecting on what happened.

The original Volume 1 encourages teachers to maintain reflective journals, participate actively in PLCs, seek feedback, experiment with new approaches, analyse student work, and identify personal professional-learning goals.

These recommendations can be brought together into a simple professional habit.

### **THE FIVE-MINUTE TEACHER REFLECTION**

At the end of a significant lesson, ask:

- 1. What did I want students to learn?**
- 2. What evidence suggests they learned it?**

**3. Who struggled—and where?**

**4. What did I do that helped or hindered learning?**

**5. What will I change next time?**

**Five questions.**

**Five minutes.**

**Repeated consistently, they can become a powerful professional-learning routine.**

---

### **Don't Wait for Formal Feedback**

**Teachers sometimes associate feedback only with observation by a principal or coordinator.**

**But professional feedback can come from many places.**

**Ask a colleague:**

**“Would you look at this assessment question and tell me whether it really assesses application?”**

**Ask students:**

**“Which part of today's lesson helped you understand the concept best?”**

**Examine student work:**

**“Why did so many students make the same mistake?”**

**Watch another teacher:**

**“What did she do that produced such a strong discussion?”**

**Professional growth accelerates when teachers become curious about their own impact.**

---

### **THE ONE-CHANGE RULE**

**Do not try to transform everything at once.**

**Choose one instructional practice.**

**For example:**

**Questioning**

or

**Formative assessment**

or

**Student discussion**

or

**Feedback**

or

**Differentiation**

**Then work on it deliberately for several weeks.**

**LEARN**

↓

**TRY**

↓

**OBSERVE**

↓

**REFLECT**

↓

**SEEK FEEDBACK**

↓

**TRY AGAIN**

**Small improvement, sustained over time, is more valuable than temporary enthusiasm for ten new strategies.**

---

## **2. FOR PRINCIPALS AND SCHOOL LEADERS**

**Move from Organising Training to Building a Professional-Learning System**

**One of the most important leadership shifts in this entire Review is this:**

**Do not ask first:**

**“What training programmes shall we conduct this year?”**

**Ask:**

**“What capabilities do our teachers need to develop for our students to learn better?”**

**That question changes everything.**

**It connects professional learning to school improvement.**

**The original Volume 1 recommends that leaders develop annual professional-learning plans, establish PLCs, introduce coaching and mentoring, make classroom observation developmental, provide time for collaboration, and monitor the impact of professional learning on student outcomes.**

**But these activities should not function independently.**

**They should become a system.**

---

## **THE PRINCIPAL'S PROFESSIONAL-LEARNING ARCHITECTURE**

**For every major instructional priority, establish:**

### **PRIORITY**

**What are we trying to improve?**



### **PROFESSIONAL LEARNING**

**What must teachers learn?**



### **IMPLEMENTATION**

**What will teachers try?**



### **OBSERVATION**

**What will leaders or peers look for?**



## **COACHING**

**What professional conversation will follow?**



## **COLLABORATION**

**What will teams discuss together?**



## **EVIDENCE**

**What student evidence will we examine?**



## **REVIEW**

**What should happen next?**

**Now professional development becomes part of the school's operating system.**

---

## **A LEADERSHIP RULE**

**Never conduct major professional development without planning the follow-up before the programme begins.**

**Before approving a programme, answer:**

**What happens the following week?**

**What happens after one month?**

**What will classroom observers look for?**

**What will PLCs discuss?**

**What evidence will we collect?**

**When will leadership review progress?**

**If these questions have no answers, the professional-development design is incomplete.**

---

## **3. FOR TEACHER EDUCATORS AND RESOURCE PERSONS**

## **Design for Transfer, Not Applause**

**A successful training programme is not necessarily the one that receives the loudest applause.**

**Nor is it necessarily the one with the most impressive presentation.**

**The real test comes later.**

**Can participants use what they learned?**

**The original Volume 1 asks teacher educators to design practical professional learning, connect research with classroom realities, model effective pedagogy, encourage reflection, use case studies and demonstrations, and provide tools that teachers can adapt in their own contexts.**

**This leads to an important principle:**

**EVERY TRAINING SESSION SHOULD HAVE A BRIDGE BACK TO THE CLASSROOM.**

**Participants should leave knowing:**

**WHAT I LEARNED**



**WHY IT MATTERS**



**WHAT I WILL TRY**



**HOW I WILL KNOW WHETHER IT WORKED**



**WHAT I WILL DO IF IT DOESN'T**

**That final question is particularly important.**

**Implementation rarely proceeds perfectly.**

**Teachers need permission to adapt.**

---

## **THE TRAINER'S MONDAY-MORNING TEST**

**Before finalising a professional-development session, ask:**

**“What can the participant realistically do differently on Monday morning because of this session?”**

**If the answer is unclear, the session may still be too theoretical.**

---

#### **4. FOR SCHOOL MANAGEMENT**

**Treat Teacher Learning as Strategic Investment**

**Management often makes substantial investments in:**

**buildings;**

**technology;**

**laboratories;**

**transport;**

**marketing;**

**curriculum resources;**

**digital platforms.**

**All are important.**

**But the educational return on many of these investments depends upon the professionals who use them.**

**A sophisticated digital board in the hands of a teacher using entirely passive pedagogy does not automatically produce sophisticated learning.**

**A new curriculum does not implement itself.**

**A competency-based assessment policy requires teachers who understand competency.**

**A laboratory does not create inquiry.**

**Professional capacity activates educational investment.**

**The original Volume 1 therefore recommends dedicated professional-learning budgets, recognition of teacher development as long-term investment, support for leadership development, recognition of teacher growth, and evaluation of professional-development expenditure through classroom impact.**

---

#### **THE MANAGEMENT QUESTION**

Instead of asking only:

“How much did we spend on training?”

also ask:

“What professional capability did that investment build?”

And then:

“What evidence can we see in classrooms?”

That moves professional development from an expense conversation to an investment conversation.

---

## 5. THE BERE PROFESSIONAL LEARNING CHECKLIST

The original Volume 1 introduces this checklist as a practical tool for school leaders to examine whether professional learning is becoming embedded in the organisation.

I recommend strengthening it into a simple annual or term-wise leadership audit.

Rate each statement:

1 — Not Yet

2 — Beginning

3 — Developing

4 — Embedded

5 — Exemplary

| Professional-Learning Indicator                          | 1                        | 2                        | 3                        | 4                        | 5                        |
|----------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Professional learning is aligned with school priorities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers have regular opportunities to collaborate.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Classroom observation is primarily developmental.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Coaching or mentoring is available to teachers.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers regularly reflect on instructional practice.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Professional-Learning Indicator                                 | 1                        | 2                        | 3                        | 4                        | 5                        |
|-----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Professional learning is followed by classroom implementation.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PLC discussions focus on teaching and student learning.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers examine student work collaboratively.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Internal teacher expertise is identified and shared.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student-learning evidence informs future professional learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TOTAL SCORE: \_\_\_\_ / 50

---

## INTERPRETING THE SCORE

### 10–19 | FRAGMENTED

Professional development exists mainly as isolated activity.

### 20–29 | EMERGING

Important practices have begun, but connections remain weak.

### 30–39 | DEVELOPING

Professional-learning structures are increasingly visible and connected.

### 40–45 | EMBEDDED

Professional learning is becoming part of normal school practice.

### 46–50 | LEARNING ORGANISATION

Professional learning, evidence, collaboration, and improvement operate as an integrated system.

The score is not intended for ranking schools.

Its purpose is diagnosis.

The conversation after the score matters more than the score itself.

---

## 6. THE LEADERSHIP NOTEBOOK

The original Volume 1 proposes a Leadership Notebook with weekly reflection questions for school leaders.

This is worth retaining—and strengthening.

At the end of each week, the principal, vice-principal, coordinator, or academic leader should record brief responses to five questions.

#### **MY WEEK AS A LEARNING LEADER**

1. What evidence of strong teaching did I see this week?

---

2. Which teacher did I help grow?

---

3. What student-learning evidence caught my attention?

---

4. What did I learn about my school?

---

5. What instructional priority requires my attention next week?

---

Then add one final question:

How much of my leadership time this week was spent improving teaching and learning?

That question can be uncomfortable.

It can also be transformative.

---

#### **7. THE 90-DAY IMPLEMENTATION ROADMAP**

The original Volume proposes a phased implementation roadmap.

For the regenerated edition, I recommend turning it into a practical 90-Day School Improvement Cycle.

#### **PHASE 1 — DAYS 1–30**

#### **FOUNDATION**

## **Diagnose Before Acting**

**During the first thirty days:**

**Assess the current professional-learning culture.**

**Use the Bere Professional Learning Checklist.**

**Identify one or two priority instructional needs.**

**Do not attempt everything.**

**Define success.**

**What should change for teachers?**

**What should change for students?**

**Establish baseline evidence.**

**Classroom observations.**

**Student work.**

**Assessment evidence.**

**Teacher reflections.**

**Communicate the purpose.**

**Teachers should understand:**

**Why are we doing this?**

**Not merely:**

**What are we being asked to do?**

---

## **PHASE 2 — DAYS 31–60**

### **CAPACITY BUILDING**

**Now build the professional capability required.**

**Provide focused professional learning.**

**Use demonstration lessons.**

Create collaborative planning opportunities.

Establish coaching.

Encourage peer observation.

Use PLCs to discuss implementation.

Teachers begin trying the new practices.

The leadership role during this phase is:

**SUPPORT BEFORE JUDGEMENT.**

Teachers are learning.

Expect variation.

---

### **PHASE 3 — DAYS 61–90**

#### **SUSTAINABILITY**

Now examine what is happening.

Observe classrooms again.

Collect student work.

Discuss evidence in PLCs.

Identify successful practices.

Recognise progress.

Provide targeted support where needed.

Document what has been learned.

Then ask:

What should we continue?

What should we change?

What should we scale?

What should we learn next?

Day 90 is not the finish line.

It is the beginning of the next improvement cycle.

---

## 8. THE 90-DAY IMPROVEMENT MAP

| Phase      | Leadership Focus      | Teacher Action    | Evidence       |
|------------|-----------------------|-------------------|----------------|
| Days 1–30  | Diagnose & Prioritise | Understand & Plan | Baseline       |
| Days 31–60 | Support & Coach       | Try & Reflect     | Implementation |
| Days 61–90 | Evaluate & Sustain    | Refine & Share    | Impact         |

This simple structure can sit alongside the more detailed 90-Day School Improvement Action Planner developed for Volume 1.

---

## 9. INDICATORS OF SUCCESS

The original Volume identifies success indicators such as improved teacher collaboration, stronger classroom engagement, more effective formative assessment, greater reflective practice, evidence of instructional improvement, improved student outcomes, and stronger professional culture.

I recommend organising them into four levels.

### LEVEL 1 — TEACHER ENGAGEMENT

Are teachers:

participating;

asking questions;

seeking feedback;

trying new approaches;

collaborating?

These are early indicators.

---

### LEVEL 2 — PROFESSIONAL PRACTICE

**Are we seeing changes in:**

**lesson design;**

**questioning;**

**assessment;**

**feedback;**

**student participation;**

**differentiation;**

**use of evidence?**

**This is stronger evidence.**

---

### **LEVEL 3 — PROFESSIONAL CULTURE**

**Are teachers:**

**sharing practice;**

**observing colleagues;**

**discussing student work;**

**admitting challenges;**

**solving instructional problems together?**

**Now organisational capacity is developing.**

---

### **LEVEL 4 — STUDENT LEARNING**

**Are students demonstrating:**

**deeper understanding;**

**greater engagement;**

**better application;**

**stronger communication;**

improved independence;

higher-quality work;

progress in intended competencies?

This is where professional learning reaches its ultimate purpose.

---

## 10. STOP COUNTING ONLY WHAT IS EASY TO COUNT

Schools can easily count:

12 workshops.

480 training hours.

95% attendance.

250 certificates.

These numbers may be useful.

But imagine an annual professional-learning report that also said:

78% of teachers demonstrated stronger formative-assessment practices.

14 teacher-led demonstration lessons were conducted.

26 peer-observation cycles were completed.

85% of PLCs examined student-learning evidence.

Student participation increased in observed classrooms.

Three effective practices were scaled across departments.

Now the report begins to tell us something about professional growth.

---

## THE PROFESSIONAL LEARNING DASHBOARD

A school leadership dashboard could therefore monitor four dimensions:

### LEARNING

What professional development occurred?

## **PRACTICE**

**What changed in classrooms?**

## **COLLABORATION**

**How are teachers learning together?**

## **IMPACT**

**What evidence are we seeing in students?**

**The Professional Learning Dashboard already developed for Volume 1 can serve precisely this purpose.**

---

## **11. THE MONTHLY PROFESSIONAL-LEARNING REVIEW**

**Once every month, leadership teams can devote one meeting specifically to professional learning.**

**Not administration.**

**Not events.**

**Not fees.**

**Not timetables.**

**One meeting focused on:**

**What are teachers learning?**

**What are observations revealing?**

**What are PLCs discussing?**

**What is student evidence telling us?**

**Which teachers need support?**

**Which teachers have expertise worth sharing?**

**What should we do next?**

**This creates a leadership rhythm around learning.**

---

## **12. THE ANNUAL PROFESSIONAL LEARNING CALENDAR**

Professional development should not be a collection of disconnected dates.

The annual calendar developed for Volume 1 already integrates:

professional learning → classroom observation → coaching → collaboration → reflection → evaluation.

That sequence is critical.

A strong annual rhythm might look like:

**TERM 1**

Diagnose → Learn → Implement

**TERM 2**

Observe → Coach → Collaborate

**TERM 3**

Refine → Evaluate → Share

**YEAR-END**

Reflect → Celebrate → Prioritise Next Learning

And then:

↻

Begin again.

---

### 13. WHAT SHOULD WE STOP DOING?

Improvement is not only about adding.

Sometimes schools need to stop practices that consume time without producing meaningful professional value.

Leadership teams should ask:

Which meetings could be shorter?

Which reports are duplicated?

Which monitoring practices produce little useful information?

**Which professional-development programmes are repeated without evidence of impact?**

**Which forms have become rituals rather than tools?**

**Which practices create compliance but little learning?**

**Time released from low-value activity can be reinvested in:**

**coaching;**

**collaboration;**

**observation;**

**lesson planning;**

**student-work analysis;**

**professional reading.**

---

#### **14. WHAT SHOULD WE PROTECT?**

**If professional learning is genuinely important, some things must be protected.**

**PROTECT TIME.**

**PROTECT TRUST.**

**PROTECT PROFESSIONAL DIALOGUE.**

**PROTECT OPPORTUNITIES TO EXPERIMENT.**

**PROTECT FOLLOW-UP.**

**PROTECT THE FOCUS ON STUDENT LEARNING.**

**Otherwise, urgent administrative demands will gradually consume important developmental work.**

---

#### **15. THE SCHOOL IMPROVEMENT QUESTION**

**At the beginning of every term, leadership teams should identify one question:**

**“What is the most important improvement in teaching that would make the greatest difference to our students right now?”**

**Then align:**

professional development,

classroom observation,

coaching,

PLCs,

teacher reflection,

and

student evidence

around that question.

That is strategic professional learning.

---

## **16. A PRACTICAL EXAMPLE**

Suppose classroom evidence shows that students answer questions accurately but struggle to explain their reasoning.

The school identifies:

### **PRIORITY**

Improve higher-order questioning and student explanation.

### **PROFESSIONAL LEARNING**

Training on questioning, wait time, probing, and discussion.

### **IMPLEMENTATION**

Teachers deliberately use selected strategies.

### **OBSERVATION**

Observers focus on student thinking and talk.

### **COACHING**

Teachers discuss which questions produced deeper reasoning.

### **PLC**

Departments examine examples of student responses.

## **EVIDENCE**

Student explanations are compared over time.

## **IMPROVEMENT**

Successful strategies are refined and shared.

Now every part of the system points towards the same improvement goal.

That is the Bere Professional Learning Framework in action.

---

## **17. FROM INITIATIVE TO CULTURE**

At first, many of these practices will require leadership direction.

The principal schedules the PLC.

The coordinator arranges observation.

The academic leader asks for reflection.

Teachers are reminded to collaborate.

But something interesting should gradually happen.

Teachers begin doing these things without being told.

A teacher asks a colleague:

“Can you observe my class?”

A department says:

“Let's compare these student responses.”

A teacher shares:

“I tried this strategy and it worked.”

Another responds:

“Can you show us how?”

A PLC changes its own agenda because student evidence reveals a new problem.

At that point, professional learning is no longer merely a programme.

It is becoming culture.

---

## **18. THE ULTIMATE TEST**

The ultimate test of a professional-learning system is not:

“Can the principal describe it?”

It is:

“Can teachers experience it?”

And eventually:

“Can students benefit from it?”

That is the standard against which the framework should be judged.

---

## **THE BERE 4 × 4 ACTION TEST**

Before concluding Part V, I recommend introducing one simple diagnostic that readers can remember without reopening the book.

### **FOUR QUESTIONS ABOUT TEACHERS**

What are teachers learning?

What are teachers trying?

What are teachers reflecting upon?

What are teachers sharing?

### **FOUR QUESTIONS ABOUT LEADERS**

What are leaders prioritising?

What are leaders observing?

What are leaders supporting?

What are leaders learning?

### **FOUR QUESTIONS ABOUT THE ORGANISATION**

What are teams discussing?

**What evidence is being examined?**

**What effective practice is spreading?**

**What systems are being improved?**

#### **FOUR QUESTIONS ABOUT STUDENTS**

**What are students understanding?**

**What are students able to do?**

**How is their learning experience changing?**

**What evidence shows progress?**

**If leadership teams can answer all sixteen questions with evidence, professional learning is becoming embedded.**

---

#### **PART V REFLECTION**

**The journey from framework to action does not require a school to launch dozens of initiatives.**

**In fact, sustainable improvement often begins by doing fewer things more deliberately.**

**Choose an important problem.**

**Build teacher capability.**

**Give teachers opportunities to practise.**

**Observe.**

**Coach.**

**Reflect.**

**Collaborate.**

**Examine evidence.**

**Refine.**

**Repeat.**

**The process is not spectacular.**

**Much of it will never appear in a brochure.**

But over time, something profound begins to happen.

Teachers become more reflective.

Professional conversations become richer.

Leaders begin looking at classrooms differently.

Evidence becomes more useful.

Good practice spreads.

And students begin experiencing better teaching more consistently.

That is school improvement.

Not an event.

Not a slogan.

Not a document.

A disciplined habit of collective professional learning.

---

#### **CLOSING THOUGHT**

“A school does not become a learning organisation because it conducts more training. It becomes one when learning changes the professional habits of the people who work there.”

— Venugopal Bere

Research • Reflect • Lead • Transform

## **RESEARCH TO PRACTICE**

### **What the Evidence Means for Schools**

“Research earns its place in schools when it helps educators make better decisions about teaching, learning, and leadership.”

— Venugopal Bere

Educational research can sometimes feel distant from the realities of school life.

Researchers speak of effect sizes, collective capacity, formative assessment, professional learning, collaborative professionalism, and educational change.

Teachers and school leaders work in a different rhythm.

The timetable begins.

A teacher is absent.

An assessment is approaching.

Parents have concerns.

A class is struggling.

A lesson that worked beautifully with one section fails with another.

A new policy must be implemented.

And decisions need to be made today.

The purpose of this Review is not to make one world subordinate to the other.

It is to connect them.

Research can help schools avoid relying entirely upon intuition, habit, or tradition.

Practice reminds us that evidence must always be interpreted within context.

Leadership brings the two together.

That relationship can be expressed simply:

## **RESEARCH**

**What does the evidence suggest?**



## **INTERPRETATION**

**What might this mean in our context?**



## **PRACTICE**

**What will we try?**



## **EVIDENCE**

**What happened?**



## **REFLECTION**

**What did we learn?**



## **REFINEMENT**

**What should we do next?**

That is the essence of **research to practice**.

---

## **1. RESEARCH FINDING**

### **Teacher Impact Matters**

The research discussed in Part I, particularly through Hattie's work, directs attention towards teachers understanding their impact on student learning. Volume 1 connects this with learning intentions, feedback, formative assessment, and evidence of student understanding.

### **What This Means for Schools**

Classroom observation should not focus only on what teachers do.

It should examine what students are learning.

### **Leadership Action**

During observation, look for:

- student thinking;
- misconceptions;
- quality of responses;
- application of learning;
- participation;
- evidence of understanding.

## **Evidence to Monitor**

Ask:

**Can students explain what they are learning?**

**Can they apply it?**

**Are misconceptions becoming visible?**

**Does teaching change in response to evidence?**

---

## **2. RESEARCH FINDING**

### **Professional Learning Must Be Sustained**

The discussion of Darling-Hammond in Volume 1 emphasises professional learning that is sustained, collaborative, connected to pedagogy and classroom implementation, and supported through coaching, reflection, and analysis of student work.

### **What This Means for Schools**

Do not design professional development as:

**Workshop → Certificate → Next Topic**

Design it as:

**Learn → Apply → Observe → Reflect → Coach → Refine**

### **Leadership Action**

For every major training programme, establish a follow-up plan before the programme begins.

## **Evidence to Monitor**

After four to six weeks, ask:

**What are teachers doing differently?**

If the answer is unclear, professional learning has probably not travelled far enough.

---

## **3. RESEARCH FINDING**

### **Collective Capacity Matters**

Fullan's contribution in Volume 1 shifts attention from individual teacher expertise towards shared organisational capacity.

### **What This Means for Schools**

Excellent teaching should not remain hidden inside individual classrooms.

### **Leadership Action**

Create structures for:

- demonstration lessons;
- mentoring;
- peer observation;
- collaborative lesson design;
- moderation of student work;
- teacher-led professional development.

### **Evidence to Monitor**

Ask:

**Can teachers identify colleagues from whom they have learned this year?**

If not, internal expertise may still be too isolated.

---

## **4. RESEARCH FINDING**

### **Collaboration Must Be Professionally Meaningful**

The treatment of Hargreaves in Volume 1 distinguishes collaborative professionalism from superficial coordination.

### **What This Means for Schools**

A meeting is not automatically professional learning.

### **Leadership Action**

Reorient PLC discussions towards questions such as:

**What are students struggling with?**

**What evidence do we have?**

**What have we tried?**

**What should we try next?**

**Evidence to Monitor**

Examine PLC minutes.

Are they dominated by:

dates,

deadlines,

syllabus completion,

and instructions?

Or do they contain evidence of:

student-learning analysis,

instructional problems,

shared strategies,

and professional inquiry?

The answer tells us a great deal about the quality of collaboration.

---

## **5. RESEARCH FINDING**

### **Small Improvements in Everyday Teaching Matter**

Volume 1 uses Wiliam's work to highlight formative assessment, feedback, questioning, and incremental improvement in everyday instruction.

#### **What This Means for Schools**

Improvement does not always require a new programme.

Sometimes it requires teachers to become better at one existing practice.

#### **Leadership Action**

Choose a narrow instructional priority.

For example:

**questioning**

or

**feedback**

or

**checking for understanding**

and work on it consistently for a term.

**Evidence to Monitor**

Look for quality, not merely presence.

The question is not:

**“Did the teacher ask questions?”**

It is:

**“Did the questions produce thinking?”**

---

## **6. POLICY DIRECTION**

### **Competency-Based Learning Requires Changed Teaching**

Volume 1 interprets NEP 2020 and NCF-SE 2023 as calling for learner-centred, competency-based, experiential, inclusive, and reflective learning environments.

### **What This Means for Schools**

Policy implementation cannot be limited to revised formats or terminology.

### **Leadership Action**

Ask departments to identify:

**What should students be able to do with their knowledge?**

Then redesign:

lesson tasks,

questions,

homework,  
projects,  
and assessments accordingly.

### **Evidence to Monitor**

Look for students:

explaining,  
applying,  
analysing,  
creating,  
solving,  
and transferring knowledge.  
Not merely reproducing it.

---

## **7. POLICY DIRECTION**

### **Assessment Should Support Learning**

The original Volume 1 connects formative assessment with the broader policy movement towards competency and deeper learning.

### **What This Means for Schools**

Assessment should provide information that changes what happens next.

### **Leadership Action**

During academic review meetings, do not ask only:

**“What are the marks?”**

Also ask:

**“What do the errors tell us?”**

**“Which competencies are weak?”**

**“What should teaching address next?”**

## **Evidence to Monitor**

Examine whether assessment produces:

- reteaching;
- targeted support;
- altered lesson planning;
- improved feedback;
- differentiated intervention.

If nothing changes after assessment, assessment is being used primarily for measurement rather than improvement.

---

## **8. LEADERSHIP FINDING**

### **Observation Can Become Professional Learning**

Part III argues for a shift from inspection towards instructional coaching and reflective dialogue.

### **What This Means for Schools**

Observation should produce teacher thinking, not merely observer judgement.

### **Leadership Action**

After observation, begin with:

**“How did you experience the lesson?”**

Then move to evidence.

### **Evidence to Monitor**

Ask:

**Did the teacher leave the conversation with one clear professional insight or action?**

If not, the observation may have evaluated performance without developing practice.

---

## **9. FRAMEWORK FINDING**

### **Professional Learning Works Best as a Connected System**

The Bere Professional Learning Framework integrates eight components:

**School Vision → Professional Learning → Classroom Implementation → Observation & Coaching → Reflection → Collaborative Dialogue → Evidence of Student Learning → Continuous Improvement.**

### **What This Means for Schools**

The quality of professional development depends not only upon individual activities.

It depends upon the connections between them.

### **Leadership Action**

Take one school priority and trace it through all eight stages.

Where does the chain become weak?

That is where leadership attention is required.

### **Evidence to Monitor**

For every major professional-learning priority, leadership should be able to answer:

**Why did we choose it?**

**What did teachers learn?**

**What did they implement?**

**What did observation reveal?**

**What did teachers reflect upon?**

**What did teams learn together?**

**What changed for students?**

**What will happen next?**

---

### **THE RESEARCH-TO-PRACTICE MATRIX**

| <b>Evidence / Idea</b> | <b>Meaning for Schools</b>           | <b>Leadership Response</b> | <b>Evidence to Monitor</b>                 |
|------------------------|--------------------------------------|----------------------------|--------------------------------------------|
| Teacher impact         | Focus on learning, not just delivery | Observe student learning   | Understanding, application, misconceptions |

| Evidence / Idea                  | Meaning for Schools                 | Leadership Response                | Evidence to Monitor              |
|----------------------------------|-------------------------------------|------------------------------------|----------------------------------|
| Sustained professional learning  | Workshops need follow-up            | Build coaching cycles              | Changes in teaching practice     |
| Collective capacity              | Expertise should spread             | Develop peer learning              | Teacher-to-teacher learning      |
| Collaborative professionalism    | Meetings must improve practice      | Strengthen PLCs                    | Quality of professional dialogue |
| Formative assessment             | Evidence should change teaching     | Review assessment use              | Instructional response           |
| Competency-based education       | Students must apply learning        | Redesign tasks and assessment      | Demonstrated competencies        |
| Instructional coaching           | Observation should develop teachers | Use reflective dialogue            | Teacher growth goals             |
| Integrated professional learning | Improvement needs a system          | Connect all eight framework stages | Organisational learning          |

## A PRINCIPAL'S ONE-PAGE RESEARCH-TO-PRACTICE REVIEW

At the end of each term, answer five questions:

### RESEARCH

What evidence or professional learning informed our priority?

### PRACTICE

What did teachers actually change?

### STUDENTS

What changed in student experience or learning?

### LEADERSHIP

What support contributed most?

### NEXT STEP

What should we refine during the next cycle?

These five questions can prevent professional development from becoming disconnected from school improvement.

---

### **WHAT RESEARCH CANNOT DO FOR US**

Research is powerful.

But it cannot replace professional judgement.

It cannot tell a teacher exactly what to do with every learner.

It cannot fully capture every local context.

It cannot remove the complexity of leadership.

And it cannot make educational decisions on behalf of professionals.

Research provides evidence.

Professional judgement interprets that evidence.

Context matters.

This is particularly important when schools adopt practices because:

**“Research says it works.”**

A better question is:

**“What does the research suggest, and what evidence do we see when we apply that insight in our own context?”**

That keeps educators evidence-informed without becoming mechanically evidence-driven.

---

### **WHAT PRACTICE CANNOT DO ALONE**

The reverse is also true.

Experience is valuable.

But:

**“This is how we have always done it”**

is not evidence.

Nor is:

**“It works for me.”**

Professional practice becomes stronger when experience is exposed to:

research,

evidence,

other perspectives,

reflection,

and challenge.

This is why the relationship must move both ways.

**Research informs practice.**

**Practice tests and interprets research.**

**Evidence feeds reflection.**

**Leadership connects the cycle.**

---

## **THE PRACTITIONER-SCHOLAR MINDSET**

This is the professional identity I believe school leaders increasingly need.

A practitioner-scholar does not have to be a university professor.

It means approaching professional practice with disciplined curiosity.

Instead of saying:

**“I know this works.”**

ask:

**“What evidence suggests it works?”**

Instead of:

**“Teachers are resistant.”**

ask:

**“What might be contributing to the resistance?”**

Instead of:

**“Students are weak.”**

ask:

**“What patterns are visible in the evidence, and what might we change?”**

Instead of:

**“This programme was successful.”**

ask:

**“Successful by which measure?”**

This mindset transforms leadership.

Because it replaces certainty with inquiry without abandoning responsibility.

---

## **THE FIVE HABITS OF A PRACTITIONER-SCHOLAR LEADER**

### **READ**

Stay connected to credible educational thinking.

### **QUESTION**

Challenge routine assumptions.

### **TEST**

Apply ideas thoughtfully within your context.

### **OBSERVE**

Gather evidence.

### **REFLECT**

Use what you learn to improve the next decision.

Then begin again.

---

## RESEARCH TO PRACTICE REFLECTION

The gap between research and practice is often discussed as though somebody else must solve it.

Researchers should make research more accessible.

Policymakers should make policies more practical.

Teacher educators should improve training.

All of that may be true.

But schools themselves also have agency.

Every principal can ask better questions.

Every teacher can examine evidence.

Every PLC can become more purposeful.

Every observation can become more developmental.

Every professional-development programme can include follow-up.

Every leadership team can stop mistaking activity for impact.

These changes may appear modest.

Together, they can fundamentally change the way a school learns.

---

## CLOSING REFLECTION

**“A practitioner does not need research to provide every answer. We need research to help us ask better questions, test our assumptions, and make more thoughtful decisions for the learners entrusted to us.”**

— Venugopal Bere

**Research • Reflect • Lead • Transform**

## PART VI

### **BUILDING A CULTURE OF CONTINUOUS PROFESSIONAL LEARNING**

#### **The Future of School Improvement Begins with Adult Learning**

**“The future of education will be shaped not only by what students learn, but by how deeply educators continue to learn.”**

**— Venugopal Bere**

---

#### **Introduction**

#### **The Real Question Is Not Whether Teachers Need Development**

By this point, the case for teacher professional learning is clear.

The more important question is:

#### **What kind of professional learning culture do our schools need?**

A culture where teachers attend training?

Or a culture where teachers continually learn from practice?

A culture where classroom observation produces anxiety?

Or one where it produces insight?

A culture where collaboration means attending meetings?

Or one where professionals genuinely learn from one another?

A culture where policy is implemented through instructions?

Or one where teachers build the capability to translate policy into meaningful classroom experiences?

A culture where student results are recorded?

Or one where evidence is examined to improve teaching?

These are not merely operational differences.

They reveal two very different ideas of what a school can become.

The central argument of Volume 1 is that sustainable educational improvement depends upon the second.

## **From Professional Development to Professional Learning**

For many years, professional development was commonly understood as something organised for teachers.

A workshop.

A seminar.

An orientation.

A training day.

A certificate.

All of these may still be useful.

But they are not enough.

The original Volume 1 describes the stronger alternative clearly: professional learning should be continuous, collaborative, embedded within classroom practice, informed by evidence, and focused on improving student learning.

That represents a shift in professional culture.

From:

**“What training have I completed?”**

to:

**“What am I becoming better at?”**

From:

**“What programme did the school conduct?”**

to:

**“What capability did the school build?”**

From:

**“Was the initiative implemented?”**

to:

**“What evidence suggests it improved learning?”**

That is a much higher standard.

It is also a much more meaningful one.

---

### **The School as a Learning Organisation**

Students are expected to learn every day.

Teachers should too.

And so should leaders.

A school becomes a genuine learning organisation when learning is not confined to children.

Teachers learn from classroom experience.

Leaders learn from evidence.

Departments learn from one another.

Management learns from implementation.

The organisation learns from both success and failure.

Professional growth becomes part of the school's identity rather than an activity added to its calendar.

This does not mean every day must include formal training.

It means everyday work itself becomes a source of professional learning.

A difficult lesson becomes data.

A successful strategy becomes shared knowledge.

A disappointing assessment becomes a question.

A classroom observation becomes a coaching conversation.

A PLC becomes a space for inquiry.

A school review becomes an opportunity to refine priorities.

Now the organisation is learning.

---

### **The Emerging Role of Artificial Intelligence**

The original conclusion rightly recognises that artificial intelligence is rapidly becoming part of educational practice. It notes that AI can support lesson planning, feedback, instructional-resource

generation, data analysis, and aspects of personalised learning, while also arguing that teachers remain central because they bring human judgement, relationships, empathy, ethics, and contextual understanding.

This is an important point.

The question facing schools is not simply:

**“Will AI change teaching?”**

It already is.

The more useful question is:

**“How should teachers develop professionally in an AI-rich educational environment?”**

Teachers will increasingly need to learn:

how to use AI critically;

how to verify AI-generated information;

how to protect student privacy;

how to design meaningful learning when answers are easily generated;

how to distinguish genuine student understanding from AI-assisted output;

how to use AI to reduce routine workload without reducing professional judgement;

and

how to preserve the human dimensions of education.

AI therefore strengthens—not weakens—the argument for continuous professional learning.

The faster the environment changes, the more dangerous professional stagnation becomes.

---

### **What AI Cannot Replace**

AI can generate content.

But it cannot fully understand the emotional meaning of a student's silence.

AI can suggest feedback.

But a teacher decides what feedback this learner is ready to hear.

AI can produce lesson ideas.

But teachers understand the relationships, histories, language, confidence, and needs of the children in front of them.

AI can identify patterns in data.

But professional judgement decides what those patterns mean educationally.

Technology may become increasingly powerful.

**The need for wise teachers becomes more important, not less.**

---

### **Characteristics of a Future-Ready School**

The original Volume 1 identifies several characteristics of schools likely to thrive in the future: continuous teacher learning, professional inquiry, purposeful technology use, evidence-informed improvement, collaboration, distributed leadership, and sustained attention to student learning.

I would bring these together into seven characteristics.

#### **A FUTURE-READY SCHOOL IS...**

##### **1. A LEARNING SCHOOL**

Teachers and leaders continue developing.

##### **2. AN INQUIRING SCHOOL**

Assumptions are questioned.

Evidence matters.

##### **3. A COLLABORATIVE SCHOOL**

Expertise travels.

Teachers do not learn alone.

##### **4. AN ADAPTIVE SCHOOL**

Policy, technology, and social change are interpreted thoughtfully rather than adopted mechanically.

##### **5. AN EVIDENCE-INFORMED SCHOOL**

Data leads to questions, not merely reports.

##### **6. A DISTRIBUTED-LEADERSHIP SCHOOL**

Expertise and responsibility are shared.

## **7. A STUDENT-CENTRED SCHOOL**

Professional learning remains anchored to one central purpose:

**better learning experiences for students.**

---

### **The Bere Principle of Sustainable Improvement**

The original Volume 1 introduces a simple cyclical principle:

**Professional Learning → Improved Teaching → Enhanced Student Learning → Evidence-Informed Reflection → Continuous School Improvement → Repeat.**

I would retain it, because it captures the entire Review in one movement.

### **THE BERE PRINCIPLE OF SUSTAINABLE IMPROVEMENT**

#### **PROFESSIONAL LEARNING**



#### **IMPROVED TEACHING**



#### **ENHANCED STUDENT LEARNING**



#### **EVIDENCE-INFORMED REFLECTION**



#### **CONTINUOUS SCHOOL IMPROVEMENT**



The cycle begins again.

The important idea is not the arrows.

It is the absence of a finish line.

There is no moment when a strong school can say:

**“We have completed improvement.”**

Students change.

Teachers change.

Technology changes.

Policy changes.

Society changes.

Knowledge changes.

Therefore, schools must retain the capacity to learn.

---

### **Improvement Is Not a Project**

Schools often speak of improvement through initiatives.

A reading initiative.

An assessment initiative.

A digital-learning initiative.

A competency initiative.

A professional-development initiative.

But an initiative normally has a beginning and an end.

A culture does not.

Sustainable improvement is not:

**START → IMPLEMENT → COMPLETE**

It is:

**NOTICE → LEARN → ACT → REFLECT → IMPROVE → NOTICE AGAIN**

That is why the strongest outcome of professional development is not mastery of one strategy.

It is the creation of educators and institutions that know **how to keep improving**.

---

### **A Call to Educational Leaders**

The original Volume 1 reminds leaders that their responsibility extends beyond administration to building trust, developing professional capacity, creating collaboration, encouraging reflective practice, supporting innovation, and ensuring that professional learning contributes to classroom improvement.

That call deserves to be even stronger.

Educational leaders have extraordinary influence over the professional culture of their institutions.

Not because leaders possess all the answers.

But because they influence what the organisation pays attention to.

What gets discussed.

What receives time.

What is safe to admit.

What is monitored.

What is rewarded.

What gets ignored.

And what gradually becomes normal.

If leaders repeatedly ask about documentation, people learn that documentation matters.

If leaders repeatedly ask about marks, marks dominate.

If leaders ask about student understanding, professional conversation changes.

If leaders ask teachers what they learned from a lesson, reflection grows.

If leaders ask departments to share successful strategies, collaboration grows.

If leaders follow up professional development, implementation grows.

Leadership shapes culture through repeated attention.

---

### **The Most Important Leadership Question**

Perhaps every school leader should regularly ask:

**“What am I doing that makes it easier for teachers in this school to become better professionals?”**

Not:

**What instructions have I issued?**

Not:

**What training did I arrange?**

But:

**What conditions have I created for professional growth?**

That is instructional leadership.

---

### **A Personal Reflection**

The original Volume 1 includes a personal reflection drawn from a professional journey as teacher, principal, academic leader, and teacher educator, emphasising the conviction that schools improve when teachers are treated not merely as implementers but as learners whose growth is central to student success.

I would retain that idea in a more intimate form.

Over the years, I have worked with teachers at different stages of their professional journeys.

Some were beginning.

Some had decades of experience.

Some were confident.

Some doubted themselves.

Some embraced change quickly.

Some needed time.

I have seen excellent teachers struggle with a new approach.

I have seen quiet teachers discover extraordinary strengths.

I have seen teachers resist an initiative and later become its strongest advocates once they understood its purpose.

And I have learned something important.

**Teachers rarely need only instructions.**

They need meaning.

They need support.

They need opportunities to practise.

They need honest feedback.

They need colleagues.

They need trust.

They need leaders who believe improvement is possible.

And they need professional cultures where learning is expected without making imperfection shameful.

That conviction has shaped the frameworks in this Review.

Not because a framework can solve every school problem.

It cannot.

But a framework can help us see connections.

And sometimes seeing the system differently is the beginning of changing it.

---

### **What I Hope This Review Does Not Become**

I do not want the Bere Professional Learning Framework to become another poster on a staff-room wall.

Nor should the Policy-to-Practice Bridge become another slide in a presentation.

The Reflective Practice Cycle should not become another form teachers are required to complete mechanically.

If that happens, we will have reproduced the very problem this Review argues against:

**turning professional learning into compliance.**

Use the tools if they help.

Adapt them if necessary.

Challenge them.

Improve them.

Test them against your own context.

Their purpose is to stimulate better professional thinking—not replace it.

---

### **What I Hope This Review Does Become**

I hope it creates questions.

A teacher asks:

**“What evidence do I have that students learned?”**

A principal asks:

**“What happened after the training?”**

A management team asks:

**“What professional capability are we building?”**

A PLC asks:

**“What are our students struggling with?”**

A teacher educator asks:

**“What will participants actually do differently on Monday?”**

A school asks:

**“Are we becoming a better learning organisation?”**

If the Review produces those questions, it has already begun doing useful work.

---

### **Final Reflection for Teachers**

Ask yourself:

**What have I become better at this year?**

**What evidence supports that?**

**Which aspect of my teaching still deserves deliberate attention?**

**Who can help me learn?**

**What will I try next?**

Professional growth begins when reflection becomes specific.

---

### **Final Reflection for School Leaders**

Ask:

**What are teachers learning in our school?**

**What evidence shows that professional learning is changing practice?**

**Does our observation system produce growth?**

**Are teachers learning from one another?**

**Which school systems currently support—or obstruct—professional learning?**

**What should I change as a leader?**

---

### **Final Reflection for School Management**

Ask:

**Do we treat teacher capacity as a strategic asset?**

**Are we investing enough time—not only money—in professional development?**

**Are principals given space to lead learning?**

**How are we evaluating professional-development impact?**

**What kind of professional culture are our management decisions creating?**

---

### **Final Reflection for the Whole School**

One question can unite every stakeholder:

**“What are we learning as a school?”**

Not only:

What are students learning?

But:

What are teachers learning?

What are leaders learning?

What is management learning?

What is the organisation learning from its evidence, mistakes, successes, and experiences?

A school able to answer that question honestly has already begun moving towards continuous improvement.

---

## Looking Ahead

The original Volume 1 identifies several themes for future issues:

- Building Future-Ready Schools
- Competency-Based Education
- Assessment Beyond Marks
- Instructional Leadership
- Artificial Intelligence in Education
- School Culture and Organisational Learning
- Educational Innovation
- Future Skills for Learners

These are not disconnected topics.

They all return, eventually, to the same question:

**How do we build schools capable of learning, adapting, and improving in a changing world?**

That will remain a central concern of *The Venugopal Bere Educational Review*.

---

## THE FINAL MESSAGE

Schools invest in buildings.

We should.

Schools invest in technology.

We should.

Schools invest in curriculum, programmes, laboratories, platforms, resources, and infrastructure.

All of these matter.

But their potential is realised through people.

A great resource in the hands of an unsupported teacher may achieve little.

A simple resource in the hands of a thoughtful, skilled, reflective teacher can become powerful.

For this reason:

**The most important investment a school can make is not simply in what teachers have.**

**It is in what teachers are continually becoming.**

When teachers learn, teaching can improve.

When teaching improves, students encounter richer possibilities.

When leaders support that learning, improvement spreads.

When colleagues learn together, knowledge becomes collective.

When evidence informs reflection, improvement becomes disciplined.

And when all these processes become part of everyday school life—

**professional development becomes professional culture.**

That is the destination.

Not more training.

Not more initiatives.

Not more forms.

**A school that knows how to learn.**

---

## FINAL EDITORIAL REFLECTION

**“The strongest schools are not those that claim to have found all the answers. They are those that have built the professional courage, curiosity, and discipline to keep learning from the questions.”**

**— Venugopal Bere**

**RESEARCH • REFLECT • LEAD • TRANSFORM**

## ACKNOWLEDGEMENTS

### A Journey Shaped by Educators

No professional work is ever truly the work of one person.

This publication may carry my name, but the ideas within it have been shaped over many years by classrooms, conversations, questions, observations, successes, mistakes, and—above all—by the educators with whom I have had the privilege of working.

My first acknowledgement therefore goes to **teachers**.

Across my journey as a teacher, principal, academic leader, teacher educator, and CBSE Resource Person, I have worked with educators at very different stages of their careers.

Some were beginning their professional journeys with enthusiasm and uncertainty.

Some brought decades of classroom experience.

Some readily embraced new ideas.

Others challenged them—and often made the professional conversation richer by doing so.

Every interaction reinforced a conviction that has become central to this Review:

**Teachers do not simply implement educational change. They interpret it, shape it, test it, and ultimately determine what it means for learners.**

To every teacher who has allowed me to enter a classroom, participate in a professional conversation, listen to a challenge, discuss a lesson, question an assumption, or share a moment of professional discovery:

**Thank you.**

Much of what I believe about teacher professional learning has been learned from you.

---

### To School Leaders

I am equally grateful to the principals, vice-principals, coordinators, academic leaders, and school-management teams with whom I have worked.

Educational leadership is demanding work.

Behind every school day lies an enormous network of decisions, responsibilities, expectations, and pressures that students may never see.

Yet amid those demands, the strongest leaders continue asking a fundamental question:

## **How can we make teaching and learning better?**

The leadership ideas explored in this Volume have been shaped considerably by conversations with leaders attempting to answer that question in real schools.

They have reminded me that educational leadership is not simply the management of institutions.

At its best, it is the development of **people, professional capacity, and collective purpose**.

---

## **To the CBSE Professional Learning Community**

My association with **CBSE capacity-building programmes** has provided valuable opportunities to engage with teachers and educational leaders beyond the boundaries of my own institutions.

Every programme has reminded me of the enormous professional knowledge already present within India's teaching community.

A training hall is never occupied only by participants.

It contains years—sometimes centuries collectively—of classroom experience.

When that experience is invited into the conversation, professional development becomes far richer.

I remain grateful for the opportunities these programmes have given me to facilitate learning, exchange ideas, listen to educators, and continue learning myself.

The experience has strengthened one of the principles underlying this Review:

**A teacher educator should never enter a professional-development programme believing that learning will travel in only one direction.**

---

## **To the Researchers Whose Work Informed This Volume**

This publication has also been influenced by the scholarship of educators and researchers whose work has helped generations of practitioners think more carefully about teaching, professional learning, assessment, leadership, and educational change.

In particular, Volume 1 engages with ideas associated with:

**John Hattie**

**Linda Darling-Hammond**

**Michael Fullan**

**Andy Hargreaves**

**Dylan Wiliam**

Their contributions differ in important ways, but together they have helped illuminate questions that matter deeply to practising educators:

How do teachers understand their impact?

What makes professional learning effective?

How does individual expertise become collective capacity?

What makes professional collaboration meaningful?

How can assessment evidence improve everyday teaching?

The purpose of drawing upon their scholarship has never been to reproduce research mechanically.

It has been to ask:

**What might these ideas mean when they enter an actual school?**

I acknowledge their intellectual contribution with respect and gratitude.

---

**To India's Educational Reform Community**

I also acknowledge the educators, policymakers, curriculum thinkers, school leaders, teacher educators, and institutions contributing to the implementation of **NEP 2020 and NCF-SE 2023**.

Policy reform becomes meaningful only through the sustained work of thousands of professionals who interpret broad aspirations within the complexity of real classrooms.

The movement towards competency-based, experiential, inclusive, reflective, and learner-centred education requires far more than policy documents.

It requires professional learning.

And it requires patience.

This Review is, in a small way, part of that continuing conversation.

---

**To the Institutions That Became My Learning Spaces**

Schools have been my most enduring professional classrooms.

Leadership positions may provide responsibility.

But they also provide education.

Every campus presents questions.

Every teacher interaction offers perspective.

Every classroom observation reveals complexity.

Every parent conversation reminds us of trust.

Every student reminds us why educational decisions matter.

I therefore acknowledge the institutions and professional communities that have given me opportunities to teach, lead, train, observe, reflect, and grow.

Whatever professional wisdom I bring to these pages has been shaped substantially by those experiences.

---

### **To My Mentors and Professional Colleagues**

Throughout a career, certain people influence us not through formal instruction but through conversations, expectations, encouragement, criticism, example, and trust.

Some challenge our thinking.

Some recognise possibilities before we recognise them ourselves.

Some ask uncomfortable questions.

Some simply provide the opportunity to try.

I remain grateful to the mentors, senior educators, colleagues, and professional associates who have contributed to my journey in these ways.

Their influence exists in these pages even where their names do not.

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### **To My Family**

Professional journeys are never entirely individual journeys.

Behind the visible work are hours of reading, preparation, travel, writing, reflection, meetings, and responsibilities that inevitably occupy time that might otherwise belong to family.

For the patience, encouragement, understanding, and quiet support that make such work possible, I offer my deepest gratitude to my family.

Their contribution cannot be measured in pages.

But it is present behind every one of them.

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### **And Finally, to the Learners**

Everything eventually returns to students.

Educational research matters because students matter.

Teacher professional development matters because students matter.

Leadership matters because students matter.

Policy reform matters because students matter.

School improvement matters because students matter.

The frameworks, tools, reflections, and questions in this publication ultimately have only one meaningful test:

### **Do they help us create better learning experiences for children?**

That question must remain above every framework, programme, initiative, and professional ambition.

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### **A PERSONAL NOTE OF GRATITUDE**

This first Volume represents more than the beginning of a publication.

For me, it represents an attempt to bring together years of educational practice, professional learning, leadership experience, teacher development, and an increasingly serious engagement with educational research.

I begin this journey knowing that I still have much to learn.

Perhaps that is precisely why this publication exists.

Because the educator's journey should never reach a point at which experience replaces curiosity.

The longer we serve education, the greater our responsibility to continue learning from it.

To everyone who has contributed, directly or indirectly, to that learning:

Thank you.

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*“Whatever I have learned in education has come from classrooms, colleagues, conversations, challenges—and the continuing privilege of working with teachers and learners.”*

— Venugopal Bere

Research • Reflect • Lead • Transform

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## **DEDICATION**

### **To Those Who Keep Learning**

This inaugural Volume of

***The Venugopal Bere Educational Review***

is dedicated to

#### **TEACHERS**

who enter classrooms each day carrying not only knowledge, but responsibility;  
who continue searching for better ways to reach the learner who has not yet understood;  
who question their own practice;  
who learn from mistakes;  
who share with colleagues;  
who adapt when the world changes;  
and who understand that becoming a teacher is not the end of professional learning—  
**it is the beginning.**

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It is dedicated also to

#### **SCHOOL LEADERS**

who understand that leadership is not merely keeping a school functioning;

who create time for teachers to learn;  
who replace fear with professional trust;  
who make classroom observation an opportunity for growth;  
who ask questions before giving answers;  
and who recognise that developing teachers is one of the most powerful ways of developing a school.

And above all,

it is dedicated to

### **STUDENTS**

whose questions challenge us,  
whose struggles teach us,  
whose possibilities inspire us,  
and whose futures give meaning to everything educators do.

Because every time a teacher learns,

there is the possibility that

a lesson becomes better,

a classroom becomes richer,

a learner becomes more confident,

and a future becomes a little wider.

**\*\*To every educator who refuses to stop learning—**

and to every child whose future becomes brighter because of it.\*\*

**This Volume is dedicated to you.**

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**“When educators continue to learn, students inherit the possibilities created by that learning.”**

**— Venugopal Bere**

**RESEARCH • REFLECT • LEAD • TRANSFORM**

## REFERENCES

### Selected Research and Policy Sources

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## A NOTE ON THE REFERENCES

The reference list is intentionally selective.

*The Venugopal Bera Educational Review* is conceived as a **research-informed practitioner publication**, rather than a conventional academic journal article or systematic literature review.

The purpose of the references is therefore not to demonstrate the largest possible bibliography, but to identify the major scholarly and policy foundations upon which the arguments in this Volume have been developed.

The works selected represent five particularly important strands:

## TEACHER IMPACT AND FEEDBACK

John Hattie's work provides an important foundation for thinking about teacher impact and evidence of learning, while Hattie and Timperley's work provides a more specific research basis for understanding feedback and the conditions affecting its effectiveness.

## **EFFECTIVE PROFESSIONAL LEARNING**

Darling-Hammond, Hyler, and Gardner reviewed 35 methodologically rigorous studies linking professional development with changes in teaching practice and student outcomes. Their synthesis identifies seven recurring characteristics, including content focus, active learning, collaboration, modelling, coaching, feedback/reflection, and sustained duration.

## **SYSTEMIC AND COLLECTIVE IMPROVEMENT**

Fullan's work provides an important basis for understanding professional learning as part of organisational and system improvement rather than as an isolated individual activity. His official publication archive records *Learning Is the Work* as a 2011 publication.

## **COLLABORATIVE PROFESSIONALISM**

Hargreaves and O'Connor distinguish meaningful collaborative professionalism from weaker or more superficial forms of professional collaboration. Their work uses international cases to examine more intentional and professionally consequential forms of educator collaboration.

## **FORMATIVE ASSESSMENT**

Dylan Wiliam's work connects formative assessment with everyday classroom decision-making, including questioning, learning intentions and success criteria, feedback, collaborative learning, and student ownership of learning.

Together, these perspectives provide a scholarly foundation for the practice-oriented frameworks proposed in this Volume.

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## **POLICY FOUNDATIONS**

Two Indian educational-policy documents provide the principal national context for the publication.

### **National Education Policy 2020**

NEP 2020 establishes the broader national direction within which many of the themes explored in this Review—teacher development, competency, pedagogy, assessment, professional autonomy, and educational transformation—should be understood. The policy was approved by the Union Cabinet on 29 July 2020.

[National Education Policy 2020 — Official Government Document](#)

### **National Curriculum Framework for School Education 2023**

NCF-SE 2023 provides the curricular and pedagogical context for translating the broader aspirations of NEP 2020 into school education and is published by the National Council of Educational Research and Training.

[National Curriculum Framework for School Education 2023 — Official Document](#)

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## RECOMMENDED CITATION

### Citation of the Complete Publication

For readers, researchers, school leaders, and teacher educators wishing to reference this publication, I recommend providing a formal citation on the publication-information page.

### APA 7

Bere, V. (2026). *Teacher professional development: The most powerful investment a school can make. The Venugopal Bere Educational Review*, 1(1).

Once an ISSN, DOI, publisher/imprint, or permanent publication URL is assigned, those details should be added to the citation.

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## CITING THE BERE PROFESSIONAL LEARNING FRAMEWORK

Because this Volume introduces the **Bere Professional Learning Framework** as your own practice-informed conceptual framework, we should make its provenance explicit.

Suggested wording:

**The Bere Professional Learning Framework was developed by Venugopal Bere as a practice-informed framework integrating research on teacher professional learning, instructional leadership, collaborative professionalism, formative assessment, reflective practice, and continuous school improvement.**

For scholarly citation:

**(Bere, 2026)**

Or narratively:

**Bere (2026) proposes an eight-stage professional-learning cycle connecting school vision, teacher learning, classroom implementation, instructional coaching, reflection, collaborative dialogue, evidence of student learning, and continuous school improvement.**

This is important because it begins establishing a consistent scholarly identity for the framework.

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## CITING THE BERE POLICY-TO-PRACTICE BRIDGE

Recommended description:

**The Bere Policy-to-Practice Bridge is a practice-informed implementation framework developed to illustrate how national educational vision can be translated through school leadership, professional learning, classroom implementation, reflection, evidence, and continuous improvement.**

Citation:

**(Bere, 2026)**

The framework should be labelled beneath the infographic:

### **Figure 1**

*The Bere Policy-to-Practice Bridge*

**Note.** Developed by Venugopal Bere (2026).

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## CITING THE BERE REFLECTIVE PRACTICE CYCLE

Recommended figure treatment:

### **Figure 2**

*The Bere Reflective Practice Cycle*

**Note.** Developed by Venugopal Bere (2026).

The sequence can remain:

**Teach → Observe Student Learning → Reflect Individually → Coaching & Feedback → Collaborate → Refine Practice → Teach Again**

This creates consistency across the publication.

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## CITING THE BERE PROFESSIONAL LEARNING FRAMEWORK

### **Figure 3**

*The Bere Professional Learning Framework*

**Note.** Developed by Venugopal Bere (2026), drawing upon research and practice perspectives discussed throughout this Volume.

That final wording is preferable to presenting the framework as if it emerged independently of the existing scholarship.

It communicates **original synthesis without claiming unsupported theoretical novelty**.

That distinction will be particularly valuable for a practitioner-scholar publication.

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## **AUTHOR'S NOTE ON THE BERE FRAMEWORKS**

I recommend inserting the following short statement immediately before the references.

### **Author's Note**

The **Bere Policy-to-Practice Bridge**, **Bere Reflective Practice Cycle**, and **Bere Professional Learning Framework** presented in this Volume have emerged from my continuing engagement with school leadership, teacher professional development, classroom observation, teacher education, and educational policy implementation.

These frameworks should be understood as **practice-informed conceptual tools** rather than empirically validated models.

They draw upon established scholarship in professional learning, instructional leadership, formative assessment, collaborative professionalism, reflective practice, and educational change, while attempting to organise these ideas into forms that school leaders and teachers can readily apply within everyday educational settings.

Their inclusion in this inaugural Volume represents the beginning rather than the conclusion of their development.

I welcome their adaptation, professional critique, application in different educational contexts, and—importantly—future empirical investigation.

**Practice can generate questions. Research can test them. Reflection can refine them.**

**Venugopal Bere**

Founder & Editor

*The Venugopal Bere Educational Review*

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## **ACADEMIC INTEGRITY & SCHOLARLY POSITIONING**

This small section is particularly important for the publication.

## **Research-Informed, Practice-Grounded**

*The Venugopal Bere Educational Review* seeks to contribute to professional educational dialogue by bringing together three forms of knowledge:

### **RESEARCH KNOWLEDGE**

What established scholarship and evidence suggest.

### **POLICY KNOWLEDGE**

What contemporary educational frameworks expect schools and educators to pursue.

### **PRACTICE KNOWLEDGE**

What educators learn through the complexity of teaching, leadership, professional development, and school improvement.

The publication does not present practitioner frameworks as substitutes for established research.

Rather, it seeks to use research to inform practice and practice to generate questions worthy of further investigation.

Where original frameworks are presented, they are identified as **practice-informed conceptual frameworks** unless and until they have been subjected to systematic empirical study.

This distinction is central to the scholarly integrity of the Review.

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## **A NOTE TO RESEARCHERS**

The Bere frameworks presented in this Volume generate several questions that may merit future empirical investigation:

**How do school leaders translate national educational-policy expectations into sustained changes in classroom practice?**

**What organisational conditions strengthen the transfer of teacher professional development into classroom implementation?**

**How does instructional coaching influence teachers' reflective practice?**

**What relationship exists between collaborative professional learning and sustained instructional change?**

**How can student-learning evidence be systematically incorporated into professional-development evaluation?**

## **How might the Bere Professional Learning Framework operate across different school contexts?**

These questions deliberately leave the door open.

Because the next stage should not be:

**“I created a framework; therefore it is proven.”**

It should be:

**“I created a practice-informed framework. Now, how might research examine, challenge, refine, or validate it?”**

That is a much stronger scholarly position.

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## **PUBLICATION DISCLAIMER**

### **Professional and Educational Use**

The ideas, frameworks, tools, reflections, and recommendations presented in *The Venugopal Bere Educational Review* are intended for educational and professional-development purposes.

The views expressed are those of the author unless explicitly attributed to another source.

References to national policies and curriculum frameworks are intended to support professional interpretation and discussion. Readers should consult the official documents and relevant regulatory authorities for current statutory, regulatory, affiliation, curriculum, or compliance requirements.

The original frameworks presented in this publication are practice-informed conceptual tools and should not be interpreted as empirically validated models unless subsequent research establishes such validation.

Schools and educational leaders are encouraged to adapt the tools to their own institutional contexts and exercise appropriate professional judgement.

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The following original practice-informed frameworks are introduced and developed in this Volume:

**The Bere Policy-to-Practice Bridge**

**The Bere Reflective Practice Cycle**

**The Bere Professional Learning Framework**

**The Bere Principle of Sustainable Improvement**

**The Bere Professional Learning Checklist**

**The Bere 4 × 4 Action Test**

Appropriate acknowledgement and citation are requested when these frameworks are referenced for scholarly, professional-development, or educational purposes.

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## **PUBLICATION INFORMATION**

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**Research • Reflect • Lead • Transform**

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