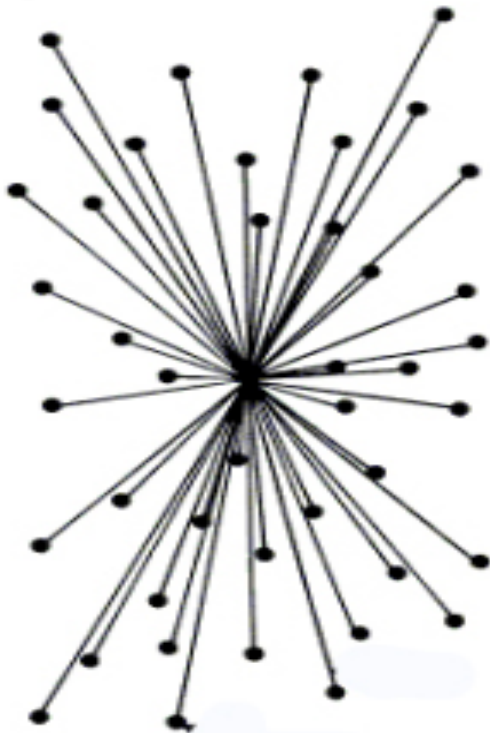


Hypothesis

Centralized ←

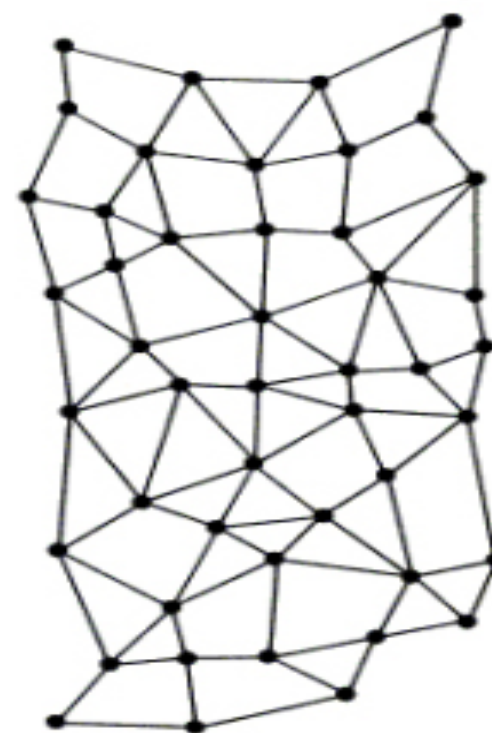
→ Distributed



Model A



Model B



Model C

Common denominators: supportive leadership, teachers' capacity, community structures and enablers

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Shifting teachers' 'indigenous' beliefs

Fear of Failure

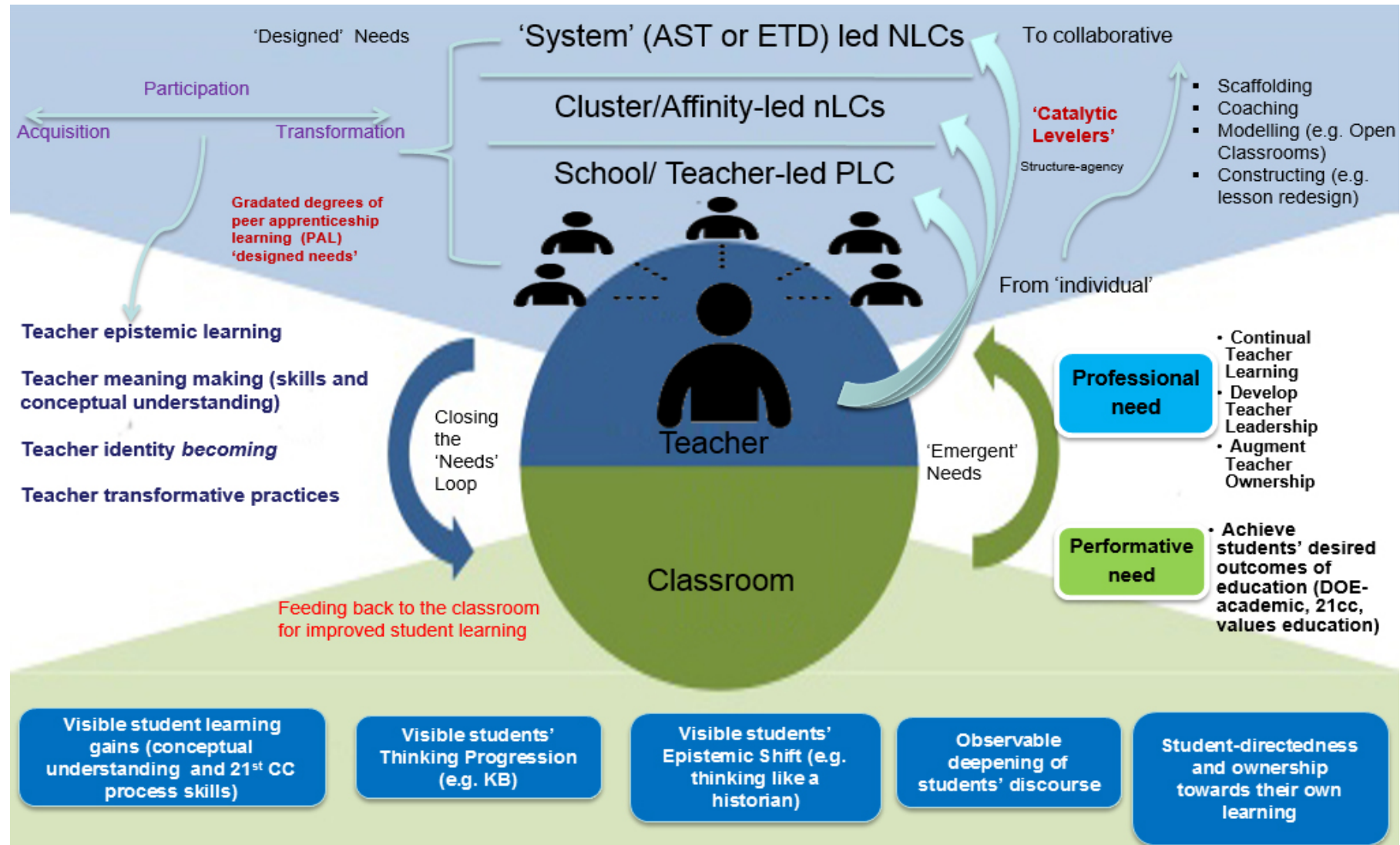
Willingness to try

Inertia

Embodied Action & Participation

Our research indicates **teachers' epistemic shifts** as the highest point of leverage for sustainability

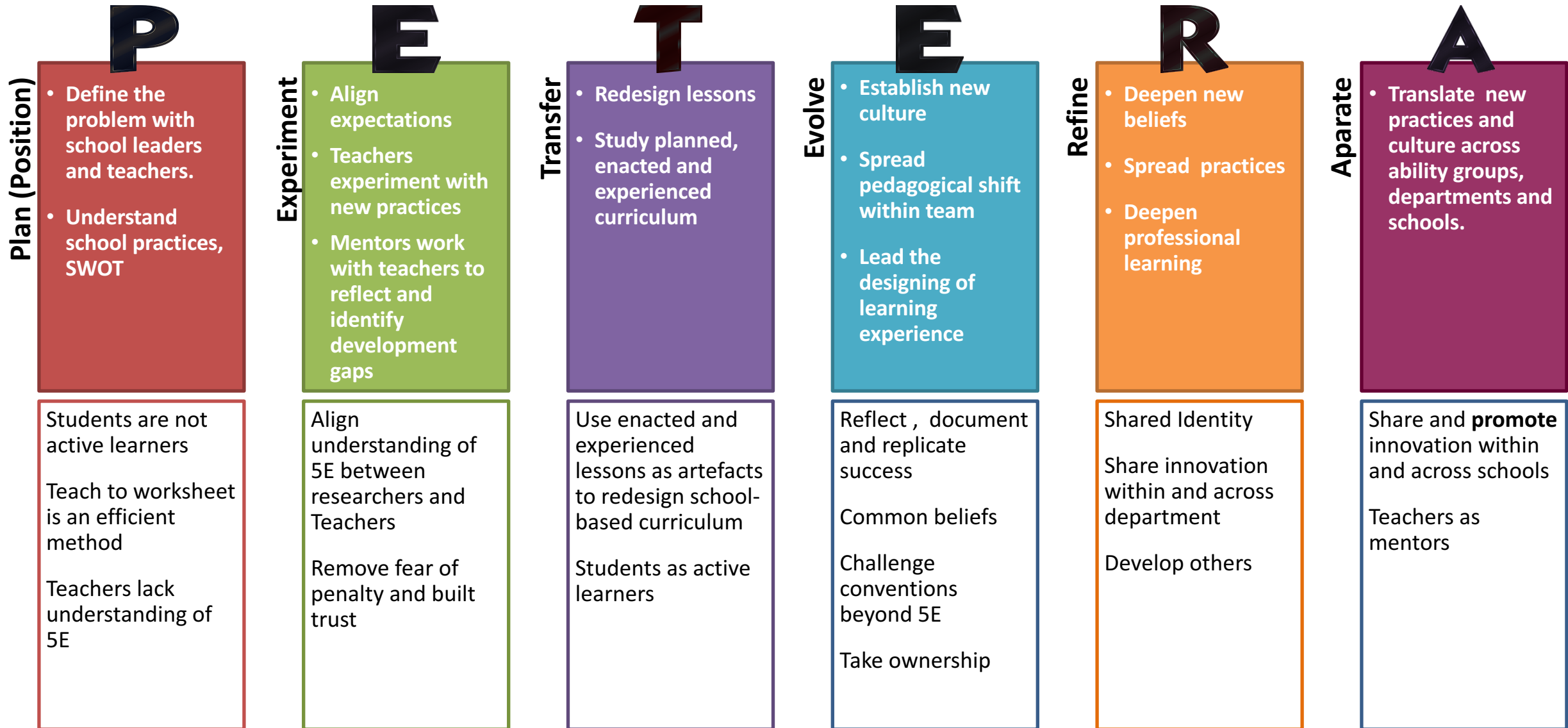
Teacher Learning through PLCs and NLCs



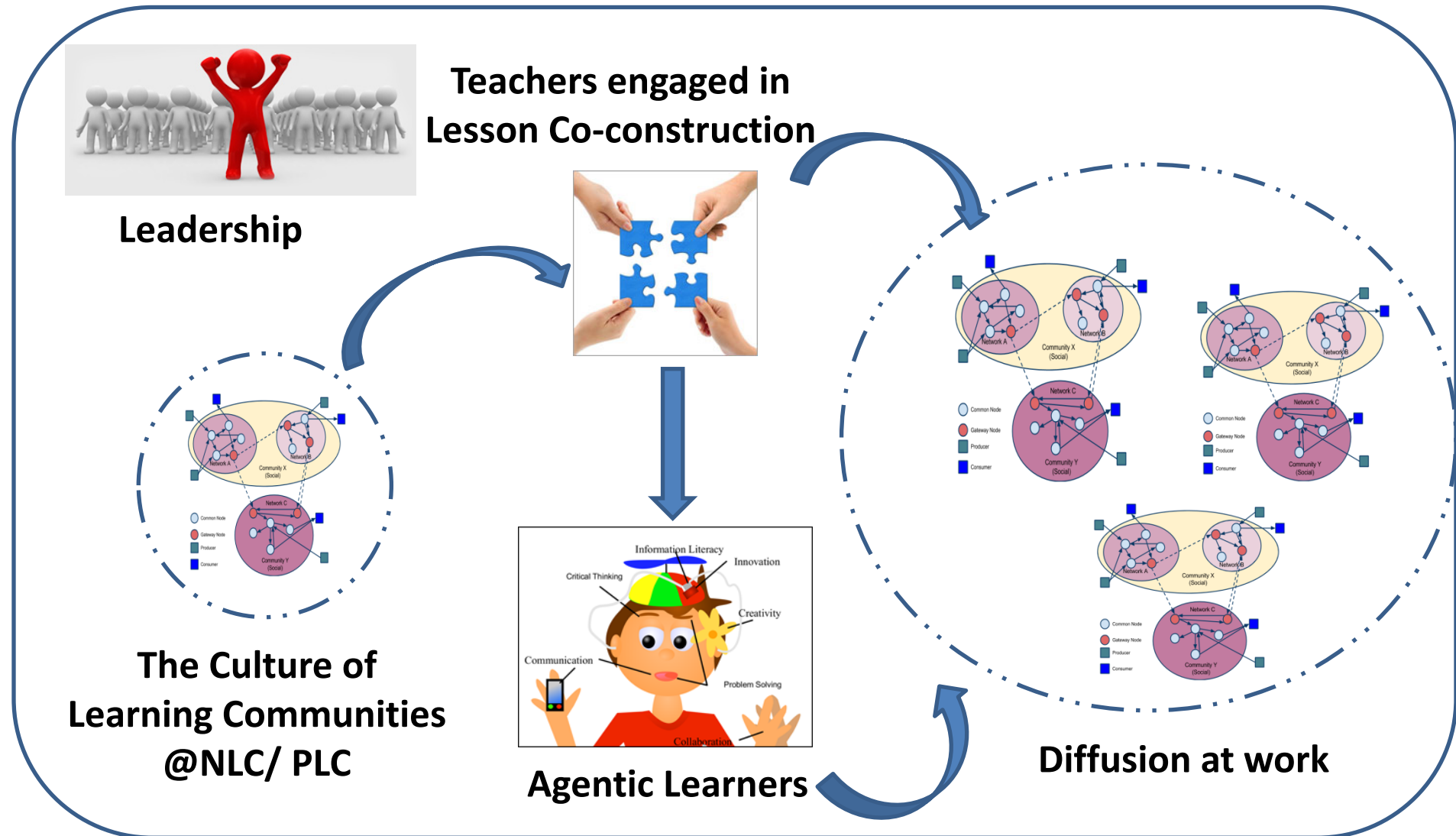
Hung, D. (2015). The Diffusion of Inquiry Based Pedagogies through Networked Learning Communities: Enabling Teachers' Epistemic Learning. *Keynote presentation at the Networked Learning Symposium, Academy of Singapore Teachers.*

Jamaludin, A., Hung, D., Shaari, I. (forthcoming). Networked learning communities for *scalable* epistemic learning in Singapore Schools: From acquisition to transformation.

PETERA – Implementation Stages



Teachers' epistemic change and students' agency for learning co-influence each other



Teachers is the heart of system change

