

Index

- abilities, ability and, 90–91, 248, 292
- action research project, 119–20, 126
 - CHAT and, 119–20
- actions, in school interventions, 89–92
- activity settings, 247, 249, 257
- activity systems, 65, 74, 180, 230–31
- Africa. *See* South Africa
- agency. *See also* relational agency
 - of client, 14
 - distributed, 144
 - double stimulation and, 60
 - objective, 144
 - personal, 144
 - rational, 216–17
- annual clock, as relational agency tool, 168
- apartheid, 114–16, 125–26
- architecture, epistemic. *See also* Galaxy Zoo project
 - defined, 283
 - relational expertise and, 287–88
- artefacts/artifacts. *See also* iPads
 - auxiliary, 230, 232–33, 240–43
 - as cultural forces, 231
 - non-human, 243
 - object-motives and, 240–41
 - relational agency and, 239–41
 - in school interventions, 66
 - tools, 169
- Australia
 - DET in, 213
 - IIP in
 - analysis of, 216–17
 - background for, 213
 - data sources for, 215–16
 - professional learning programs in, 214–15
 - rational agency and, 216–17
 - relational agency and, 216–17, 219–20
 - sample population for, 213–14
 - RAF in, 210–13, 223–25
- auxiliary artefacts, 230, 232–33, 240
 - double stimulation and, 232–33
 - as tools, 241–44
- Bottom of the Pyramid (BoP) initiatives
 - collaboration within, 193
 - MNCs and, 191–92
 - poverty reduction strategies for, 206–7
- boundaries, collaboration across, 7
- boundary crossing
 - relational agency and, 59
 - researchers and, 244
- boundary spanners, 125–27
- Bozalek, Viv, 11
- Brandom, R., 107–9
- Bruner, J., 97, 111, 176
- Chaiklin, S., 269
- character, 144, 175
- CHAT. *See* cultural historical activity theory
- Child Life Specialists. *See* hospital play specialists
- Child Life Therapists. *See* hospital play specialists
- child protection (CP), 156
- childhood. *See* early childhood
- children
 - reshaping of trajectories of, 4–5
 - transition to kindergarten
 - expectations connected to, 248–49
 - preparations for, 249–50
 - principles and core concepts for, 258, 260–61
- Chile
 - public education in
 - crisis in, 79–80
 - under SEP, 81
 - school interventions in
 - actions in, 89–92
 - alignment of motives in, 89–92

- Chile (cont.)
 case studies, 81–89
 common knowledge development,
 88–89, 91
 relational agency in, 88
 relational expertise deployment in, 83–87
 values influenced through, 89–92
 school principals in, 80–81
 SES segregation in, 80
 SIMCE in, 81
 citizen science, 288–89
 relational expertise and, 290–91
 clients
 agency of, 14
 contribution of, value of, 13–14
 professionalism of, 14
 co-configuration, 28, 30–31
 Cole, M., 63, 97, 156, 230, 300–1
 collaboration
 within BoP initiatives, 193
 across boundaries, 7
 co-configuration and, 28
 common knowledge and, 10–11
 cross-functional practice scripts and, 163
 culture and, 97
 forms of, 2
 in inter-agency work, 83, 210
 in inter-professional work, 2
 poverty reduction strategies through, 206–7
 professional concepts and, 156–57,
 159–61, 167
 in service networks, 159–61, 168–69
 collective expertise, 212
 collective intentionality, in school
 communities, 106–7
 common knowledge, 7–12
 alignment within families and, 37
 collaborations and, 10–11
 collective intentionality and, 106–7
 culture and, 97–98
 for daycare professionals, 261
 defined, 9, 198
 development of, 10
 dialectical engagement with parents and
 school communities, 99–100
 in DWR, 237–39
 flexible pedagogy, 127
 in Foodco case study, 201
 in FPM, 31
 Galaxy Zoo project and, 287–93
 meaning and, 197–98
 in multidisciplinary networks, 209–10
 normative moral commitment and, 110–11
 in practice, development of, 120–22
 problem solving through, 107
 in professional work, 12–13
 relational agency and, 46
 relational expertise and, 120–22, 194, 197–202,
 270
 in school communities, 100–2, 106
 in school interventions, 88–89, 91
 space of reasons and, 98
 through teacher-parent meetings, 102–5
 in TECS-model, 235
 “what matters” and, 98, 270, 301–2
 concepts
 as collaborative tools, 159–61, 168
 defined, 299
 interaction problems, 159
 professional, 156–57, 159–61, 167
 relational
 in networks, 303–6
 in professions, 299–303
 in research, 306–8
 in service networks, 159–61
 space of reasons, 98, 107–9
 conceptual tools, 3
 for PRA, 121–22
 contradictions, 107
 co-ordination interfaces, 164–65, 167
 CP. *See* child protection
 Criminal Sanctions Agency (CSA), 157
 cross-functional practice scripts, 163
 CSA. *See* Criminal Sanctions Agency
 cultural historical activity theory (CHAT),
 25–26
 action research and, 119–20, 126–27
 in elementary schools, 62–64
 FPM and, 29–32
 object of activity in, 61
 partnership models influenced by, 38
 for professional learning, 173
 relationship between tools in, 154–55
 resilience and, 27
 cultural-historical approach
 to knowledge work, 13
 to motive, 4
 pedagogical development through, 127
 to schooling, 97–98
 culture
 collaboration and, 97
 collective in, 97
 common knowledge and, 97–98
 ethnographic study of, 230
 forms of practice influenced by, 55
 individual in, 97
 origins of tools and, 3
 schooling and, 97–98, 106–7
 sociogenesis of individual mind and, 97
 technology as force in, 231–32
 Daniels, H., 28–29, 35, 177
 Danish psychologists, 12. *See also* Denmark
 data collection methods, 148

- for Oxford Education Deanery study, 178–79
- daycare professionals, 247. *See also* kindergarten
 - common knowledge for, 261
- DCS. *See* Director of Children's Services
- Denmark
 - daycare professionals in, 247
 - iPad use in, 242
 - kindergarten in, 247, 264
 - integrated pedagogy in, 250
 - learning goals for, 249
 - practice developing research project, 250–59
 - preparing children for, 249–50, 258, 260–61
 - as transition, expectations connected to, 248–49
 - Technucation project in, 233–37, 242
 - with iPads, 233–39, 242
- TECS-model in, 233–37
 - common knowledge in, 235
 - components of, 234–35
 - relational agency and, 235
- Department of Education and Training (DET), in Australia, 213
- Derry, J., 10, 98
- DET. *See* Department of Education and Training
- developmental work research (DWR), 229
 - common knowledge in, 237–39
 - object-motives in, 233
 - relational expertise in, 231–33
- dialectic, 4
 - engagement with parents and communities, 99–100
 - Leont'ev on, 5
 - of object of activity, 5
 - of person in activity, 5
- Director of Children's Services (DCS), 15–16
- distributed agency, 144
- distributed expertise, in school communities, 106
- domain expertise, 136
- double stimulation, 60–61, 232
 - agency and, 60
 - auxiliary artefacts and, 232–33
 - conflicts of motives in, 60
 - defined, 60
 - Fifth Dimension method and, 74
 - second stimulus in, 60
- DWR. *See* developmental work research
- early childhood, 210–11, 213–14, 217
- early years pedagogy, 45
- empirical approach, 198, 238–39, 243–44
- Engeström, Yrjö, 230–31
- England. *See also* Oxford Department of Education; Oxford Education Deanery study
 - DCS in, 15–16
 - ITE policy in, 174–75
- epistemic architecture. *See also* Galaxy Zoo project
 - defined, 283
 - relational expertise and, 287–88
- event schemas, 156
- expansive learning
 - activity theory and, 154–55
 - for professionals, 164–65
 - relational agency and, 59–60
 - resilience and, 27
- experienced non-experts, 137
- expertise. *See also* networked expertise; relational expertise
 - collective, 212
 - defined, 28–29
 - distributed, 106
 - domain, 136
 - enacting of, 3–4
 - leadership and, 14–16
 - as networked phenomenon, 135–38
 - in organizations, 14–16
 - professional practices and, 28–29, 36–37
 - relational approach to, 28–29
 - as relational phenomenon, 135–38
- expert-led partnership model, 38
- experts, networks for, 141–42
- families. *See also* children; parents
 - common knowledge and, alignment through, 37
 - intra-mediation of, 35–36
 - professional partnerships with, 34–39
 - relational expertise and, alignment through, 37
- Family Partnership Model (FPM), 25–26
 - case study, 32–34
 - from CHAT perspective, 29–32
 - common knowledge in, 31
 - development of, 29–30
 - developmental trajectories in, 31
 - outcomes for, 30
 - partnerships in, 37–39
 - relational agency and, 31
 - relational expertise and, 30
 - research on, 30
 - resilience and, 27–28
 - ZPD and, 42
- Fifth Dimension method
 - double stimulation and, 74
 - for fractions, 69–73
 - indirect method and, 64–65
 - relational agency and, 63–69, 74

- Finland
 rail traffic control in, 158, 160
 standardization in, 163–64
 technology consulting services in, 158, 160
 wellbeing in global corporations in, 157–58, 160
- firms. *See* Bottom of the Pyramid initiatives; multi-national corporations
- flexible learning, institutional policy on, 122–25
- flexible learning and teaching provision (FLTP) projects, 114
- flexible pedagogy, 127
- flexible teaching, 122–25
- Foodco case study, 198–202
 assessment of, 201–2
 common knowledge in, 201
 eco-system of actors in, 198–201
 governance mechanisms in, 201
 NGO partnerships in, 199–201
 social capital and, 201–2
- formative interventions, 58–60, 74
 in schools, 62–64
- FPM. *See* Family Partnership Model
- fractions, Fifth Dimension method for, 69–73
- Galaxy Zoo project
 common knowledge and, 287–93
 development of, 284–85
 ethnographic study of, 286
 purpose of, 284
 relational expertise and, 287–93
- genesis. *See* instrumental genesis
- HBUs. *See* historically black universities
- Health Play Specialists. *See* hospital play specialists
- Hedegaard, M., 6–7, 97–98
- heterogeneous networks, 142
- historically black universities (HBUs), 115
 apartheid and, 125–26
- historically white universities (HWUs), 115
- horizontal learning, 59
- horizontal pedagogy, in school interventions, 67–68
- hospital play specialists (HPSs), 43–44
 background of, 45
 case study, 47–54
 objects of activity and, 45–46
 pedagogy and, 45
 professional work of, 44–46
 relational agency and, 43–44, 46–47
 tool mediation by, 54
 “what matters” for, 50
- HPSs. *See* hospital play specialists
- HVCs. *See* hybrid value chains
- HWUs. *See* historically white universities
- hybrid value chains (HVCs). *See also* Foodco case study
 economic value and, 205
 MNCs and, 192
 NGOs and, 192
 social value and, 205
- hybridity, relational agency and, 59
- identity, through “what matters,” 4
- IIP. *See* Inquiry into Implementation Project
- impact
 of educational research, 267
 knowledge exchange and, 265–69, 273–74
 research, in social sciences, 272–76
- indirect impact, 268–69
- indirect method, 64–65
- initial teacher education (ITE), 172–75
 in England, 174–75
 motives in, 175–76, 180
 narratives and, 176–78
 objects of activity and, 176
 in OUDE, 173
- Inquiry into Implementation Project (IIP), 213–17
 rational agency and, 216–17
 relational agency and, 216–17, 219–20
- institutional approach, 7, 15, 78, 91
 to flexible learning, 122–25
 to teaching, 122–25
- institutional research, 116
- institutions. *See also* schools
 knowledge-laden practices in, 240
 in South Africa, for higher education, 113–16
- instrumental genesis, 154–55
 transformation of tools and, 155
- instrumental knowledge, 123
- integrated pedagogy, 250
- interactions
 in collective activities, 231
 problems in, 159
- inter-agency work, 28
 collaborations in, 83, 210
 LIW study, 25–26
- inter-professional work, collaboration in, 2, 96, 176–78
- iPads
 cultural force of, 238–39
 Danish use of, 242
 learning with, 242
 in TECS-model, 233–37
- Italy, school interventions in
 artifacts in, 66
 Fifth Dimension method in, 63–69
 horizontal pedagogy in, 67–68
 object of activity in, 67–68
 vertical pedagogy in, 67–68
- ITE. *See* initial teacher education

- kindergarten, 247, 264
 - integrated pedagogy in, 250
 - learning goals for, 249
 - practice developing research project, 250–59
 - meeting sessions, 252
 - phases of, 252–59
 - preparing children for, 249–50
 - principles and core concepts for, 258, 260–61
 - as transition, expectations connected to, 248–49
- knowledge. *See also* common knowledge
 - instrumental, 123
 - mobilization, 121–22, 164
 - partnerships and, 39
 - possibility, 74
 - through practice, 3–4
 - reflexive, 123
- knowledge creation, 142–45
- knowledge exchange, 265
 - impact and, 265–69, 273–74
 - stages of, 277–78
- knowledge work
 - cultural-historical approach to, 13
 - professional work as, 12–13
- leadership
 - expertise and, 14–16
 - resourceful, 122, 127
 - of school principals, 90–91
 - as social influence process, 78
- learners, 7
- learning
 - asymmetric, 164–65
 - expansive, 27, 59–60
 - fractions, 69–73
 - horizontal, 59
 - with iPads, 242
 - poverty reduction strategies through, 206–7
 - vertical, 67–68
- Learning Economy, 8
- Learning in and for Inter-agency Working (LIW) study, 25–26
- learning networks, 137–38
- Leont'ev, A. N., 2
 - on dialectic, 5
 - on motivated actions, 6
 - on object of activity, 5–6, 45–46, 61–62
 - on object-motive, 4, 230–31, 233
- LIW study. *See* Learning in and for Inter-agency Working study
- material resources, 61, 122, 271, 301
- meanings, 8–9, 30, 159, 175–76
 - common knowledge and, 197–98
 - sensemaking and, 177
 - specialist, 218–19
- mediation
 - of families, 35–36
 - in Fifth Dimension method, 63
 - by HPSs, 54
- methodology
 - indirect method, 64–65
 - for Oxford Education Deanery study, 178–79
 - for relational agency, 64–65
- mirror data, 236–37, 240
- MNCs. *See* multi-national corporations
- motive, motives and. *See also* object-motive
 - alignment of
 - relational agency and, 48–52
 - in school interventions, 89–92
 - cultural-historical approach to, 4
 - double stimulation and, 60
 - in ITE, 175–76, 180
 - Leont'ev on, 6
 - object of activity and, 61
 - in OUDE, differences in, 175–76
 - re-narration of, 181–83
 - sensemaking narratives and, 179–80
 - what matters compared to, 4
- multidisciplinary networks
 - collective expertise in, 212
 - common knowledge in, 209–10
 - IIP and, 213–17
 - relational agency and, 216–17, 219–20
 - relational agency in, 219–22, 224
 - relational expertise in, 209–10
 - shared professional language within, 218–19
 - “what matters” in, 218–19
- multi-national corporations (MNCs), 191–92.
 - See also* Foodco case study
 - BoP initiatives and, 191–92
 - NGO partnerships with, 191, 193, 197
 - poverty reduction strategies for, 206–7
- Munk, Kasper, 250
- mutuality, 194
- narratives
 - in inter-professional collaboration, 176–78
 - in organizations, recognition of, 176–78
 - in relational agency, 48–52
 - for schools, in Chile, 88, 91
 - sensegiving and, 177, 183–85
 - sensemaking and, 177
 - in service networks, 161–62, 168
- National Qualifications Framework (NQF), 118–19
- Network for Ethnological Monitoring and Early Warning (EAWARN), 154–55

- network scripts, 155
- networked expertise
 - historical development of, 133
 - by profession, 134
 - scope of, 133–34
- networks, networking and. *See also* multidisciplinary networks; service networks
 - development of tools and, 166
 - heterogeneous, 142
 - relational agency through, 138–39, 153
 - relational concepts in, 303–6
 - shared learning, 137–38
 - SSDF, 156–57
- non-governmental organizations (NGOs)
 - in Foodco case study, 199–201
 - HVCs and, 192
 - MNC partnerships with, 191, 193, 197
 - poverty reduction strategies for, 206–7
- non-human artefacts, 243
- novice professionals, 141–42
- NQF. *See* National Qualifications Framework
- object of activity, 4, 61–62
 - in CHAT, 61
 - dialectic of, 5
 - interventions in elementary schools, 62–64
 - ITE and, 176
 - Leont'ev on, 5–6, 45–46
 - motive and, 61
 - relationality in, 61
 - in school interventions, 67–68
 - teachers and, in school interventions, 68–69
- objective agency, 144
- object-motive, 4, 230–31
 - artefacts and, 240–41
 - in DWR, 233
- organizations. *See also* non-governmental organizations
 - expertise in, 14–16
 - narratives in, recognition of, 176–78
- Oxford Department of Education (OUDE), ITE and, 173
- Oxford Education Deanery study
 - data collection methods for, 178–79
 - motives and, 175–76
 - narratives for, 176–78
 - sensegiving in, 178–79, 183–85
 - sensemaking in, 178–80
- parents, parenting and. *See also* Family Partnership Model
 - dialectical engagement with schools, 99–100
 - practice in partnership and, 34–37
 - professional relationships with, 34–37
 - resilience in, 26–28, 35
 - teacher-parent meetings and, common knowledge through, 102–5, 109–10
- participatory research approach (PRA), 119–20
 - conceptual tools for, 121–22
- partnerships
 - CHAT-informed models, 38
 - expert-led models, 38
 - in FPM, 37–39
 - knowledge and, 39
 - practice in, with parents, 34–37
 - between professional and families, 34–39
- pedagogy
 - cultural-historical approach to, 127
 - defined, 25
 - flexible, 127
 - horizontal, 67–68
 - integrated, 250
 - of play, 45
 - vertical, 67–68
- person in activity, 4
 - dialectic of, 5
- personal agency, 144
- planes of analysis, 6
- play, pedagogy of, 45
- play specialist. *See* hospital play specialist
- possibility knowledge, 74
- poverty reduction strategies, 206–7
- power, relational agency and, 54–56
- PRA. *See* participatory research approach
- practice, practices and
 - common knowledge in, 120–22
 - culturally distinctive forms of, 55
 - defined, 3–4
 - as knowledge-laden, 3–4
 - in partnerships, with parents, 34–37
 - relational agency in, 120–22
 - relational expertise in, 120–22
 - tool use and, 3–7
- Practice Developing Research project, 250–59
 - meeting sessions, 252
 - phases of, 252–59
- practitioners. *See* practice, practices and; professionals
- Preferential Subsidy Law (SEP), 81
- principals. *See* school principals
- professional concepts, 156–57, 159–61, 167
- professional expertise
 - expansive learning for, 164–65
 - relational agency and, 36–37
 - social practice theories and, 136
- professional learning
 - CHAT for, 173
 - in IIP, 214–15
- professional work and practices
 - expertise and, 28–29, 36–37

- of HPSs, 44–46
 - as knowledge work, 12–13
 - relational challenges in, 141–42
 - relational engagement and, 140–41
- professionalism
 - of clients, 14
 - defined, 16
- professionals
 - in communities, 135–36
 - as experienced non-experts, 137
 - novice, 141–42
 - partnerships with families, 34–39
 - relational engagement among newcomers, 139–41
- professions
 - networked expertise for, 134
 - relational concepts in, 299–303
- public education, in Chile
 - as crisis, 79–80
 - SES segregation in, 80
- RAF. *See* Relational Agency Framework
- rail traffic control, 158, 160
 - standardization in, 163–64
- recognition of prior learning (RPL), 113–14
- reflection, resilience and, 27
- reflective exchange, 163
- reflective negotiations, 107
- reflexive knowledge, 123
- relational agency, 7–12, 59–60
 - alignment of motives and, 48–52
 - annual clock and, 168
 - artefacts and, 239–41
 - in Australia, 210–13
 - boundary crossing and, 59
 - in Chile school interventions, 88
 - common knowledge and, 46, 120–22
 - in current networks, 153
 - data collection methods for, 148
 - data on, 64–65
 - defined, 59
 - development of, 43–44, 48–54, 210–13
 - expansive learning and, 59–60
 - Fifth Dimension method and, 63–69, 74
 - FPM and, 31
 - historically accumulating norms and, 52–54
 - horizontal learning and, 59
 - hybridity and, 59
 - IIP and, 216–17, 219–20
 - instrumental genesis and, 154–55
 - knowledge creation and, 142–45
 - methodology for, 64–65
 - multi-actor space of, 65–69
 - in multidisciplinary networks, 219–22, 224
 - narratives in, 48–52
 - negotiation of power and, 54–56
 - through network brokering, 138–39
 - in practice, development of, 120–22
 - professional expertise and, 36–37
 - in RAF, 210–13
 - relational expertise and, 230
 - in service networks, 159–65, 169
 - syncretism and, 59
 - TECS-model and, 235
 - tool development and, 169
- Relational Agency Framework (RAF)
 - conceptual development of, 210, 223–25
 - relational agency in, 210–13
- relational approach
 - to expertise, 28–29
 - in object of activity, 61
- relational expertise, 7–12
 - alignment within families and, 37
 - citizen science and, 290–91
 - common knowledge and, 120–22, 194, 197–202, 270
 - data collection methods for, 148
 - defined, 8
 - in DWR, 231–33
 - epistemic architecture and, 287–88
 - FPM and, 30
 - Galaxy Zoo project and, 287–93
 - historical examination of, 134
 - through learning networks, 137–38
 - in multidisciplinary networks, 209–10
 - in practice, development of, 120–22
 - within professional communities, 135–36
 - relational agency and, 230
 - in school communities, 106
 - in school interventions, 83–87
 - in social sciences, 269–71, 279
- relational work, 1
 - expansion of research objects, 143–44
 - as transactions, 12–16
- re-narration of motives, 181–83
- research, researchers and
 - on FPM, 30
 - impact of, 267
 - institutional, 116
 - for Oxford Education Deanery study, 178–79
 - practice boundaries for, 276–79
 - relational concepts in, 306–8
 - symbolic use of, 268
- resilience
 - CHAT and, 27
 - expansive learning and, 27
 - FPM and, 27–28
 - in parents with young children, 26–28, 35
 - reflection and, 27
- resourceful leadership, 122, 127
- resources. *See* material resources
- RPL. *See* recognition of prior learning
- ruptures, in service networks, 161–62

- SAQA. *See* South African Qualifications Authority
- school communities
- collective intentionality in, 106
 - common knowledge-building and use in, 100–2, 106
 - contradictions in, 107
 - dialectical engagement with parents, 99–100
 - distributed expertise in, 106
 - engagement within, development of, 106
 - epistemic liberation in, 109–10
 - relational expertise in, 106
 - teacher-parent meetings, 102–5, 109–10, 112
- school interventions. *See also* kindergarten in Chile
- actions in, 89–92
 - alignment of motives in, 89–92
 - case studies, 81–89
 - common knowledge development, 88–89, 91
 - relational agency in, 88
 - relational expertise deployment in, 83–87
 - values influenced through, 89–92
- in Italy
- artifacts in, 66
 - Fifth Dimension method in, 63–69
 - horizontal pedagogy in, 67–68
 - object of activity in, 67–68
 - vertical pedagogy in, 67–68
- school principals
- in Chile
 - influencing work of, 89–92
 - under LQE, 80–81
 - work demands on, 80–81 - leadership by, 90–91
- schools. *See also* public education; school communities; teachers
- CHAT interventions in, 62–64
 - culture and, 97–98, 106–7
 - Fifth Dimension method in, 63–69
 - formative interventions in, 62–64
 - meetings at, 100–2
 - teacher-parent meetings, 102–5, 109–10
 - transport to, 100–2
 - narratives for, in Chile, 88, 91
- scripts
- cross-functional practice, 163
 - event schemas and, 156
 - formation of, 156
 - network, 155
- second stimulus, 60
- sense of belonging, 217–18
- sensegiving, 172, 177
- narratives and, 183–85
- sensemaking, 172, 177
- meaning and, 177
- motives and, 179–80
- narratives for, 179–80
- SEP. *See* Preferential Subsidy Law
- service networks
- client's perspectives in, 162–63
 - collaborative tools in, 159–61, 168–69
 - co-ordination interfaces in, 164–65, 167
 - development of, 155–56
 - narratives in, 161–62, 168
 - professional concepts in, 156–57, 159–61, 167
 - reflective exchange in, 163
 - relational agency in, 159–65, 169
 - ruptures in, 161–62
 - standardization through, 163–64, 167–68
- SES segregation. *See* social class segregation
- social capital, 201–2
- social class (SES) segregation, in Chile, 80
- social practice theories, 136
- social sciences, in U.K.
- case study for, 271–79
 - findings for, 272–79
 - sampling in, 271–72
- impact in
- indirect, 268–69
 - knowledge exchange and, 265–69, 273–74
 - research, 272–76
- knowledge exchange in, 265
- impact and, 265–69, 273–74
 - stages of, 277–78
- moral responsibility of, 269
- relational expertise in, 269–71, 279
- research impact of, 272–76
- Social Services for Divorced Families (SSDF)
- network, 156–57
 - partners in, 156
- social value, 205
- societies, as social structures, 118
- sociogenesis of individual mind, 97
- South Africa
- action research project in, 119–20, 126
 - CHAT and, 119–20, 126–27
 - apartheid in, 125–26
 - flexible learning in, 122–25
 - flexible teaching in, 122–25
 - higher education institutions in, 113–16
 - case study for, 116–19
 - FLTP projects in, 114
 - HBUs, 115–16
 - HWUs, 115
 - IOP for, 125
 - under NQF, 118–19
 - RPL in, 113–14
 - under SAQA, 117–19
 - STLC and, 118, 123

- South African Qualifications Authority (SAQA), 117–19
 space of reasons, 98
 social articulation of, 107–9
 specialist meanings, 218–19
 standardization, 163–64
 Stetsenko, A., 154, 165–66, 240–41, 244
 stimulation. *See* double stimulation
 stimulus. *See* second stimulus
 supervised probationary freedom (SPF), 157, 160
 narratives in, 161–62
 ruptures in, 161–62
 syncretism, relational agency and, 59
- Taylor, C., 2, 4, 27–28
 teacher education. *See also* professional learning
 ITE, 172–75
 teacher-parent meetings, 102–5, 112
 attendance discussions at, 103–4
 epistemic liberation through, 109–10
 format of, 112
 scheduling of, 112
 teachers
 distributed expertise of, 106
 object of activity interventions and, 68–69
 teaching
 flexible, 122–25
 institutionalization of, 122–25
 technology. *See also* iPads; Technucation
 project
 as cultural force, 231–32
 Technucation project, 233–37, 242
 with iPads
 cultural force of, 238–39
 Danish use of, 242
 learning with, 242
 in TECS-model, 233–37
 TECS-model, 233–37
 common knowledge in, 235
 components of, 234–35
 relational agency and, 235
 theoretical validity, 308
 tools, use of
 artefactual, 169
 auxiliary artefacts as, 241–44
 CHAT and, 154–55
 conceptual, 3
 cultural origins of, 3
 instrumental genesis and, 155
 mediation of, for HPSSs, 54
 network development and, 166
 practice and, 3–7
 relational agency and, 169
 in service networks, 159–61, 168–69
 in SPF, 157, 160
 in SSDF network, 156–57, 160
 trust as, 91
 Vygotsky on, 3–7
 for wellbeing in global corporations, 157–58
- trajectories
 of children, reshaping of, 4–5
 in FPM, 31
- transitions, to kindergarten
 expectations connected to, 248–49
 preparations for, 249–50
 principles and core concepts for, 258, 260–61
- trust, 91
- value chains. *See* hybrid value chains
- values
 economic, 205
 school interventions as influence on, 89–92
 social, 205
- vertical learning, 67–68
 vertical pedagogy, in school interventions, 67–68
- Vygotsky, L. S., 2–7
 on double stimulation, 60–61, 74, 232
 indirect method for, 64–65
 instrumental genesis, 154–55
 on learning, 7
 second stimulus, 60
- wellbeing, in global corporations, 157–58, 160
- Wertsch, J., 177, 182
- “what matters”
 common knowledge and, 98, 270, 301–2
 defined, 96
 identity through, 4
 motive compared to, 4
 in multidisciplinary networks, 218–19
- widening participation, 174–75, 180–81, 184
- Zeichner, K., 173, 185, 300
- Zone of Proximal Development (ZPD), 55
 FPM and, 42