

Learning and Teaching Principles: Implications for School Leadership

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Leadership and Effective Teaching and Learning

- Model it yourself
- Create conditions for it in others
- Provide feedback about it for others
- Recognise it in selection



The Contested Nature of “It”


- Model **it** yourself
- Create conditions for **it** in others
- Provide feedback about **it** for others
- Recognise **it** in selection



What a dangerous activity ... teaching is.
All this plastering on of foreign stuff.
Why plaster on at all when there is so
much inside already? ... If only I could
get it out and use it as working
material. And not draw it out either. If I
have a light enough touch it would just
come out under its own volcanic power
...I picture the infant room as one
widening crater, loud with sound of
erupting creativity...What wonderful
design of movement and mood! What
lovely behaviour of silksack clouds! ...
The normal and healthy design.
Unsentimental and merciless and
shockingly beautiful



[These] ideas are pretty commonsensical... More knowledge makes you smarter. More general knowledge makes you more generally competent in the tasks of life. Giving everybody more general knowledge makes everybody more competent, and therefore creates a more just society.



Who is the more effective teacher – Len or Louise, and why?

You are likely to have considered

- personal trait STYLE
- teaching techniques/approaches
- intended outcomes
- results OUTCOMES

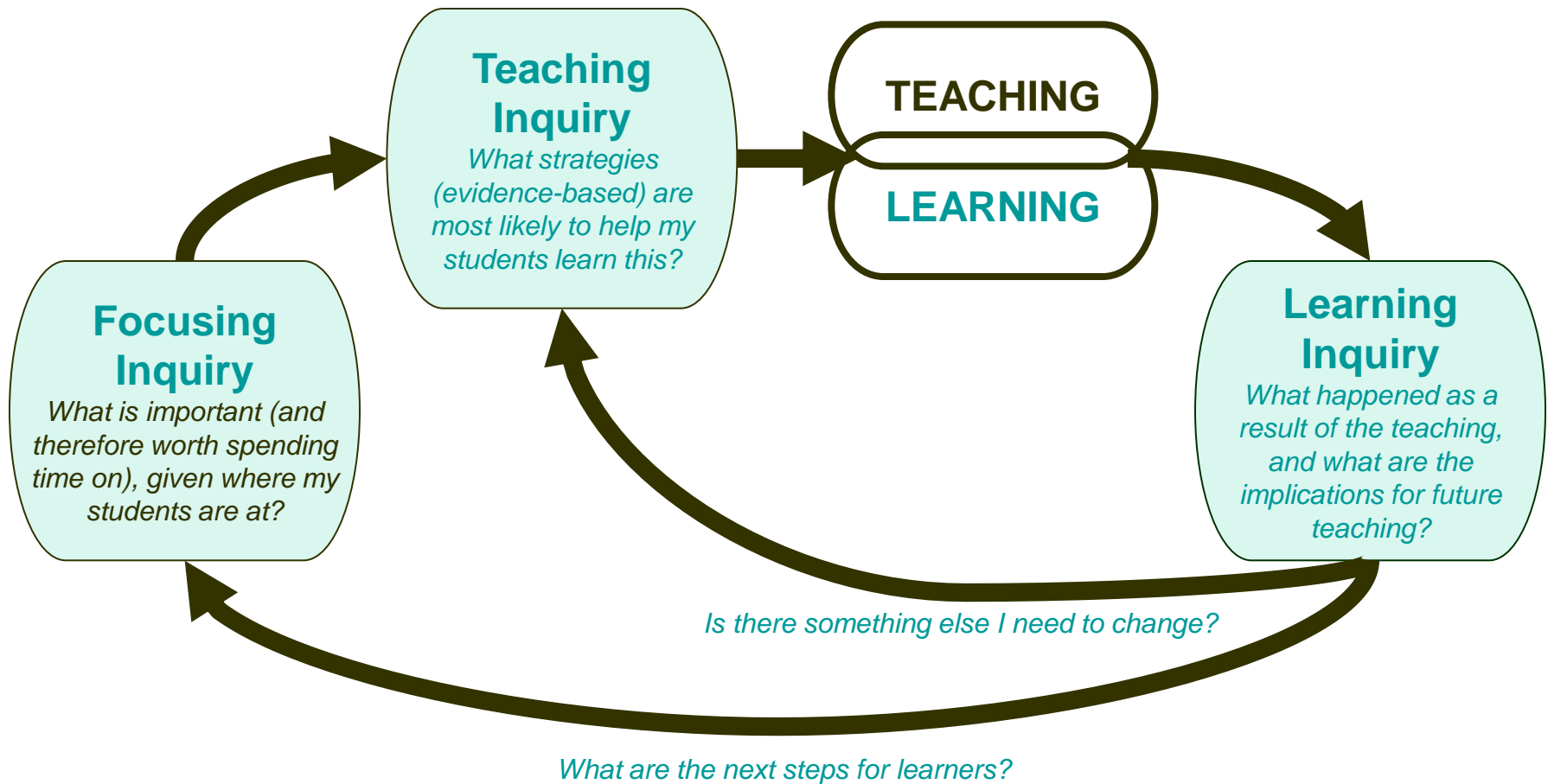


You are likely to have considered

- personal trait
- teaching techniques/approaches
- intended outcomes
- results

The interactions between intended outcomes, teaching actions and results.

Teaching as Inquiry





duplication

confusion

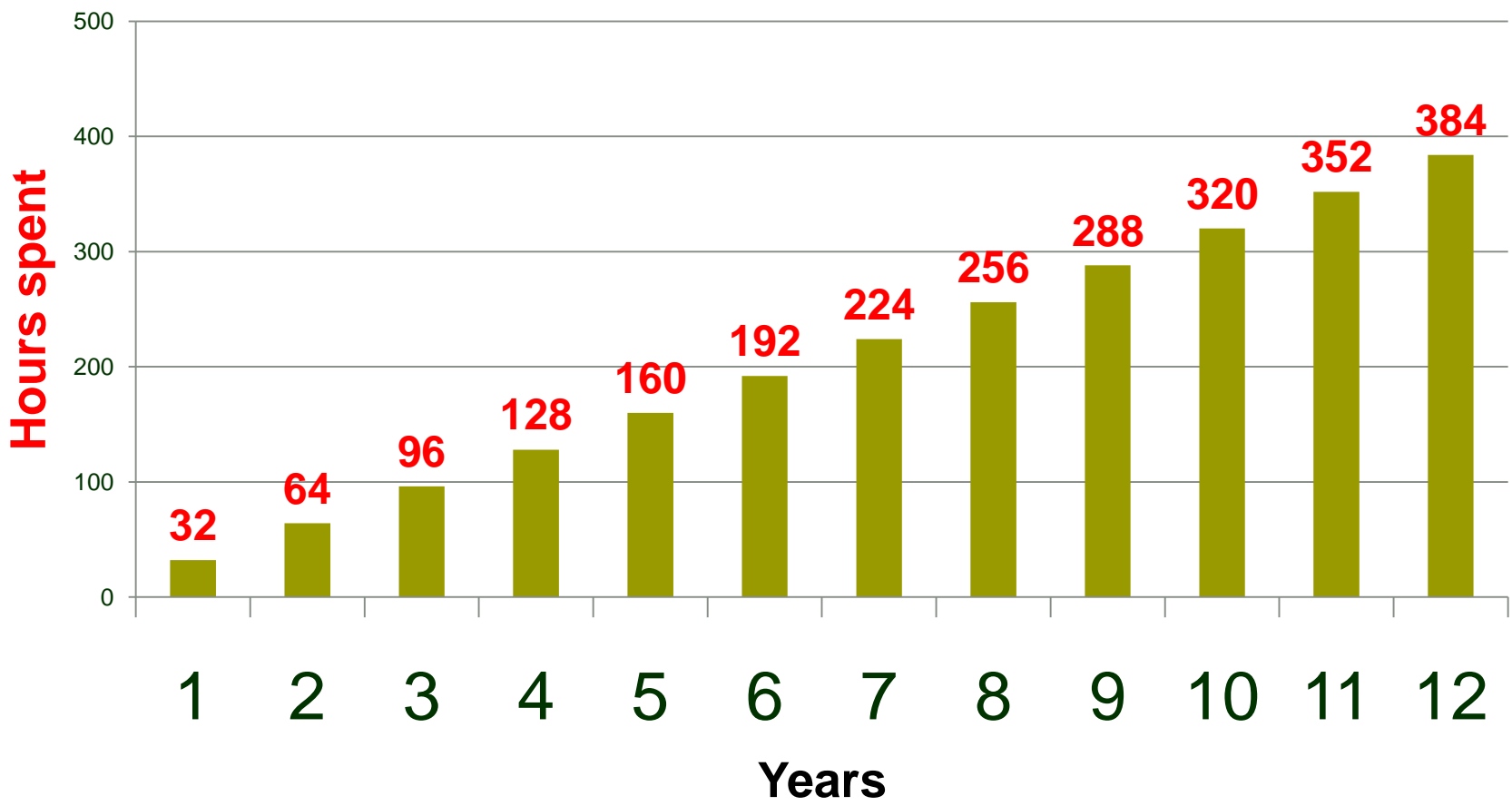
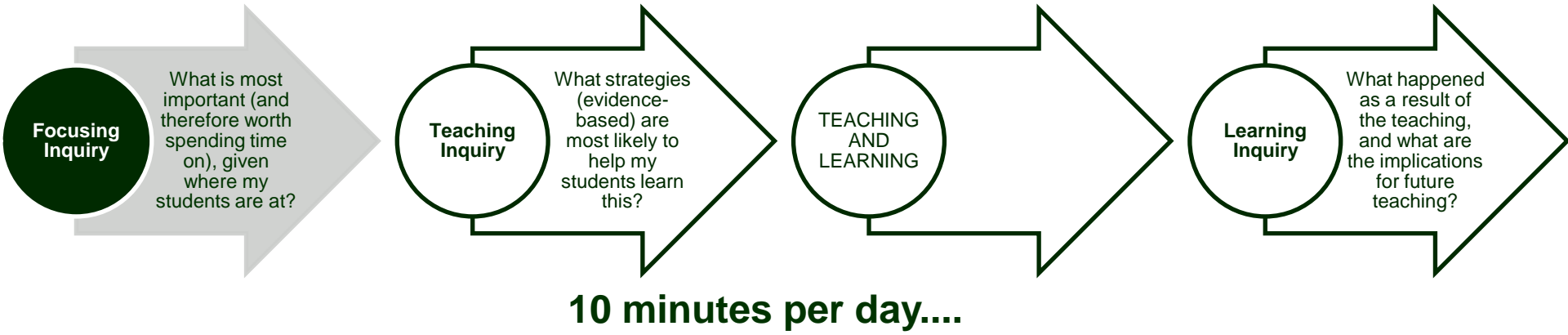
busy work

waiting

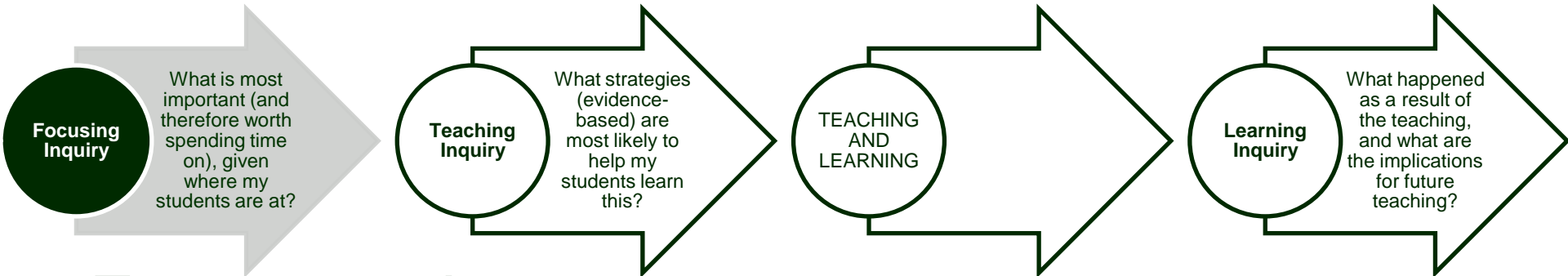
MISALIGNMENT



There is no matter what children should learn first, any more than what leg you should put into your breeches first ... you may stand disputing which is best to put in first, but in the meantime your backside is bare...while you stand considering which of two things you should teach your child first, another boy has learn't 'em both.

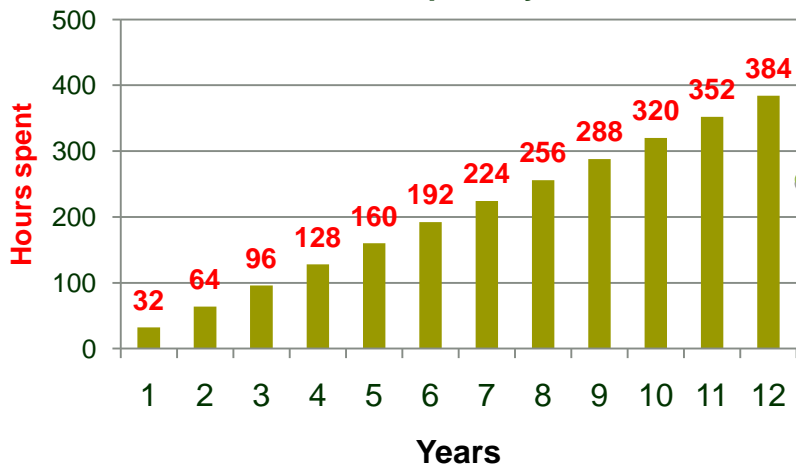


Teaching as Inquiry: FOCUSING



Every 10 minutes matters

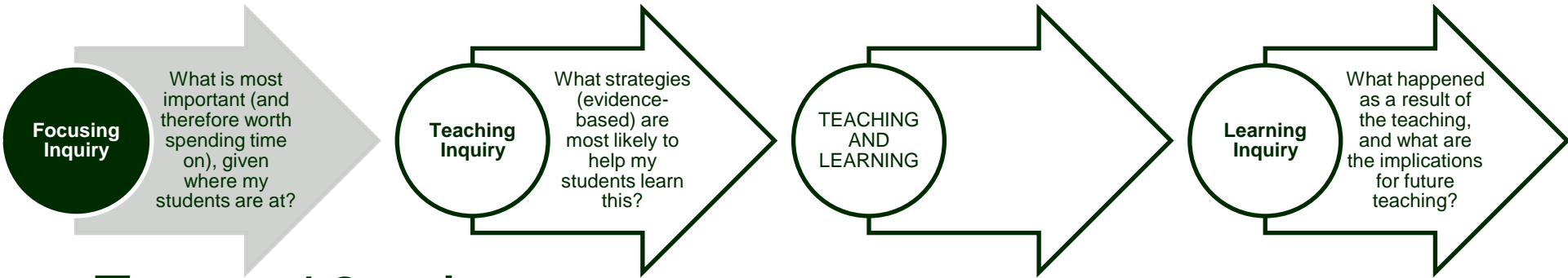
10 minutes per day....



Late teacher....?

Waiting while admin tasks are done...?

Colouring in....?

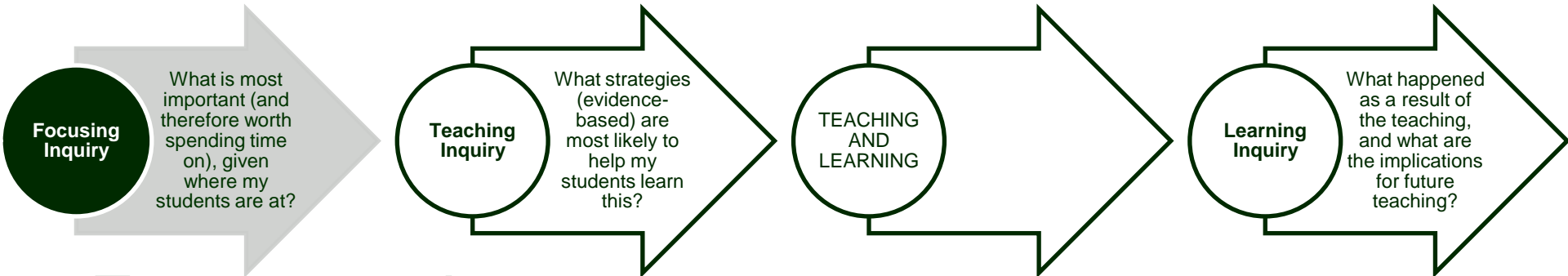


Every 10 minutes matters

What about?

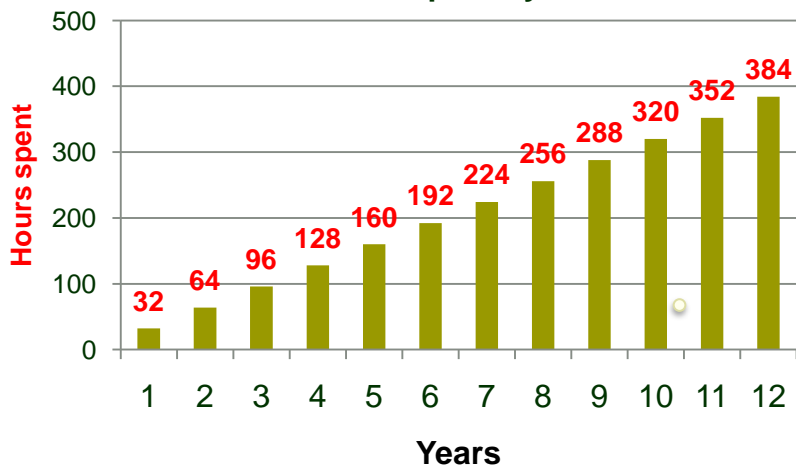
- Comparing with 3 friends what is the same/different about our work
- Drawing another version from a birds eye view
- Recording 3 questions about a friends work
- 3 people we could ring/email/visit to find out more about _____
- Describing what I found easy/hard about the task
- Thinking about what would be 'opposite' to my response
- Considering how I might have responded 5 years ago/in 5 years time

Colouring
in....?



Every 10 minutes matters

10 minutes per day...



Thinking critically...

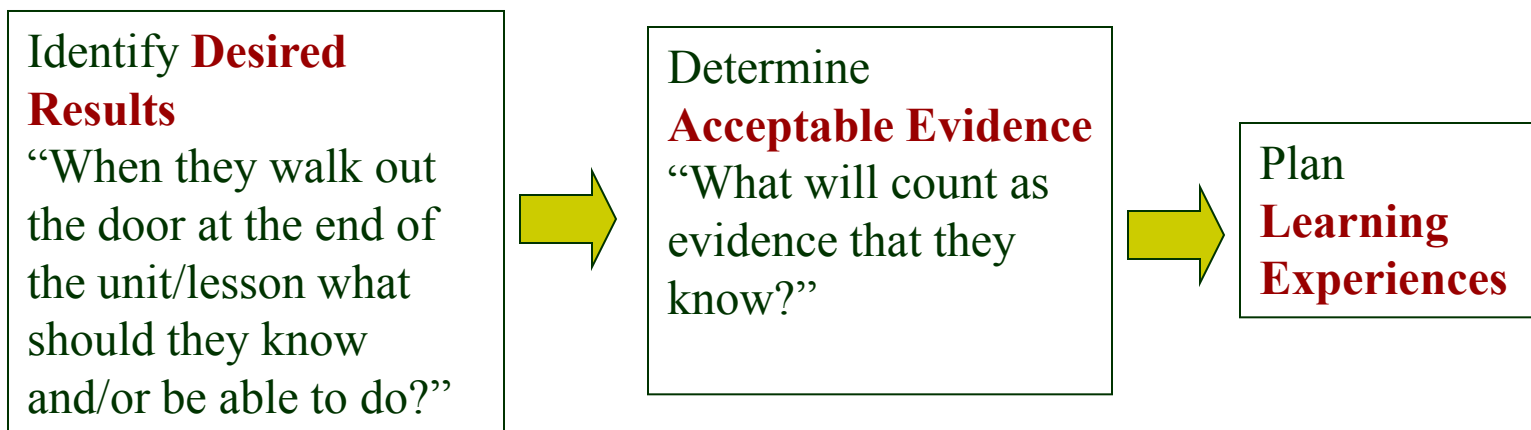
Responding to peer feedback...

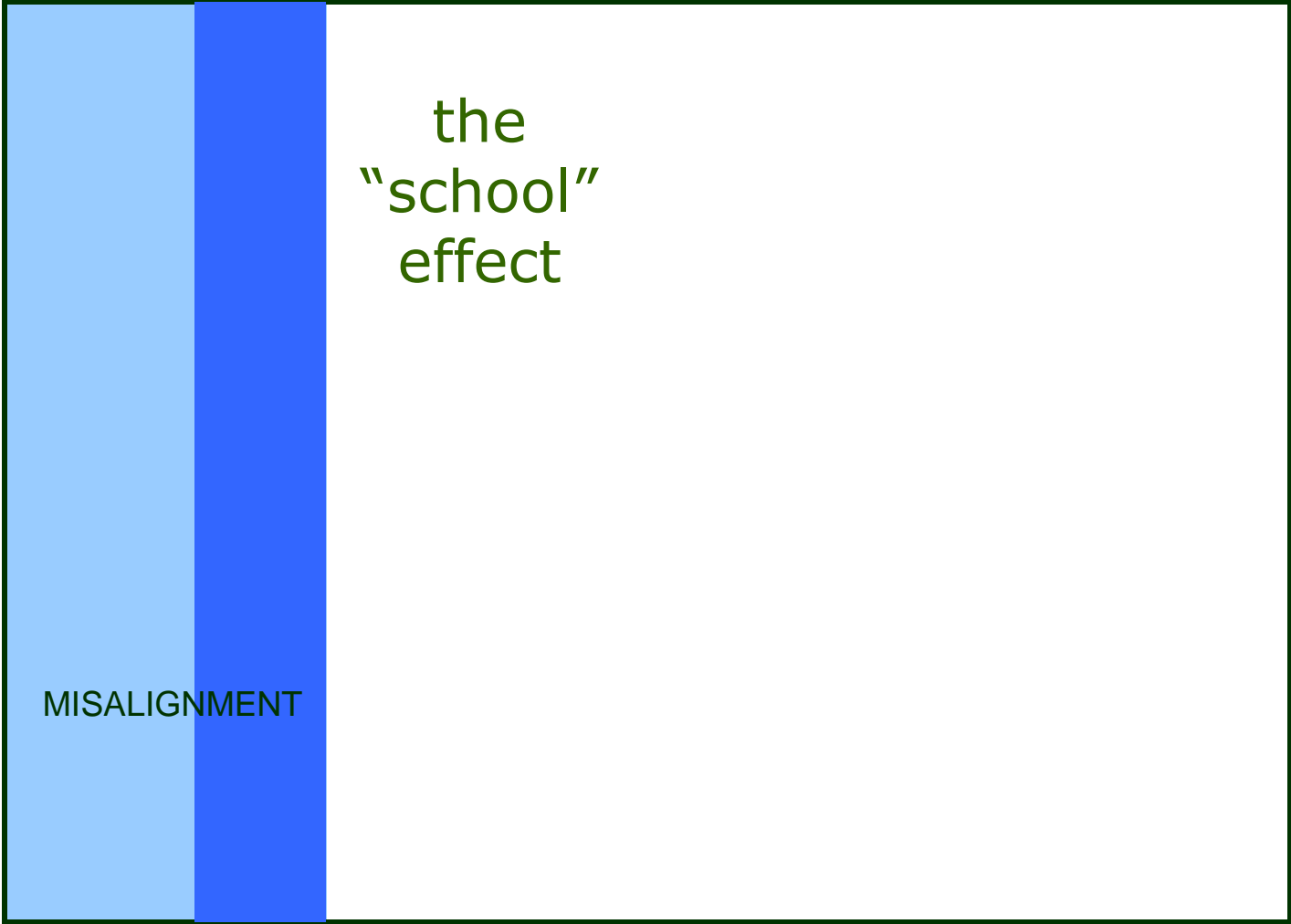
Self-assessing against criteria...

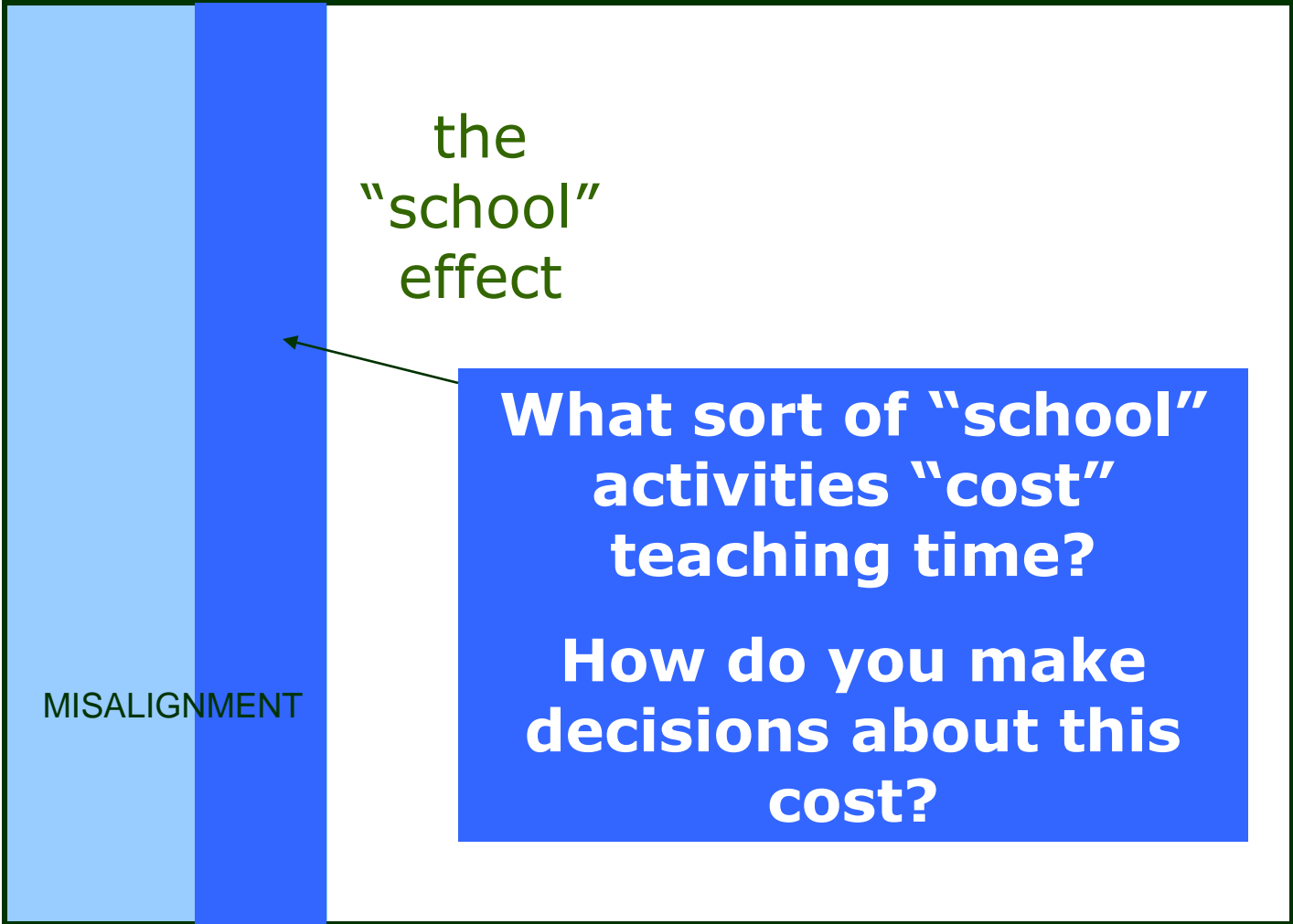
Preparing a presentation to a community group....

Twin sins of design

- activity-focused teaching
- coverage-focused teaching
- **Backwards** (or learning) design



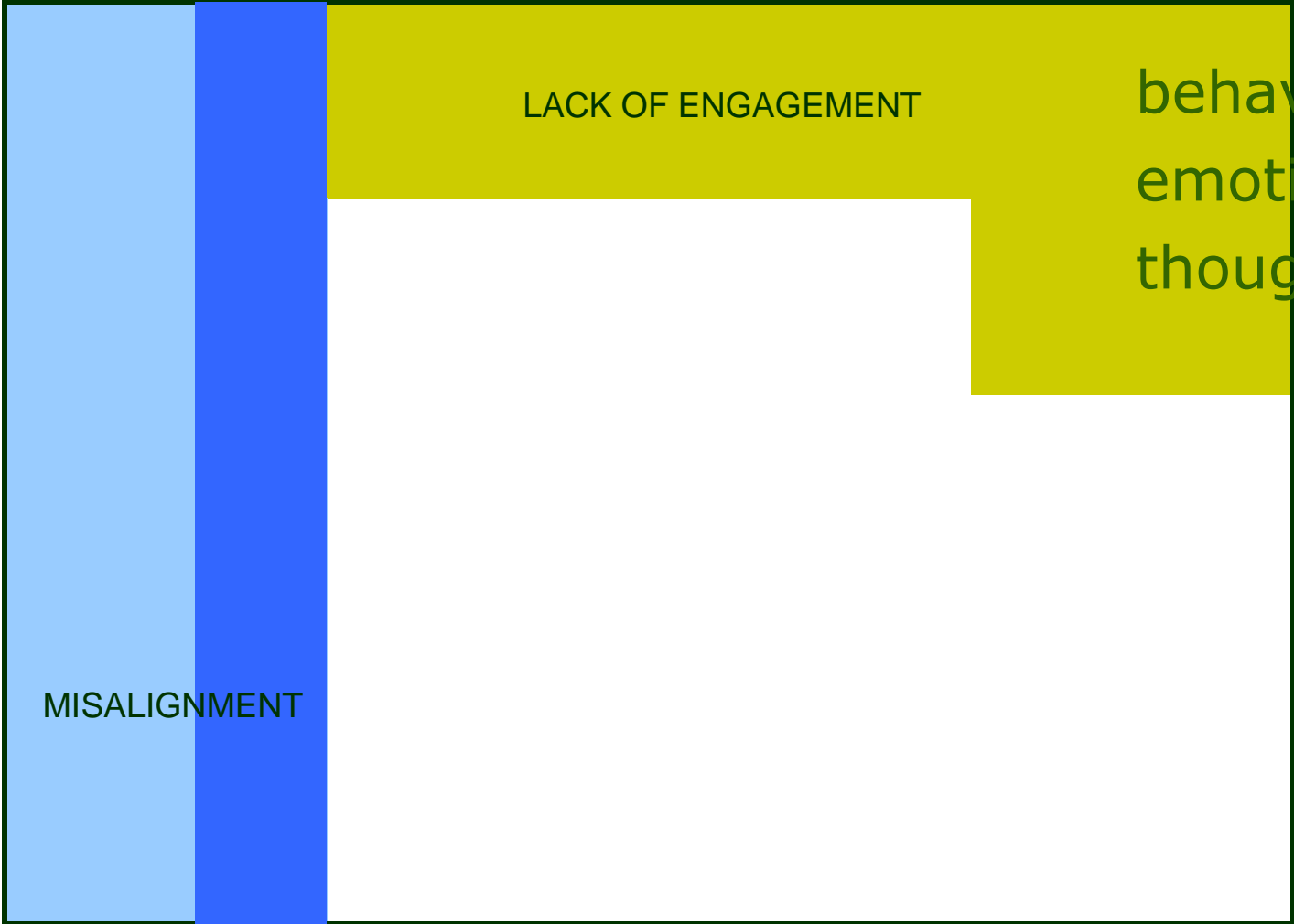






You are likely to have considered

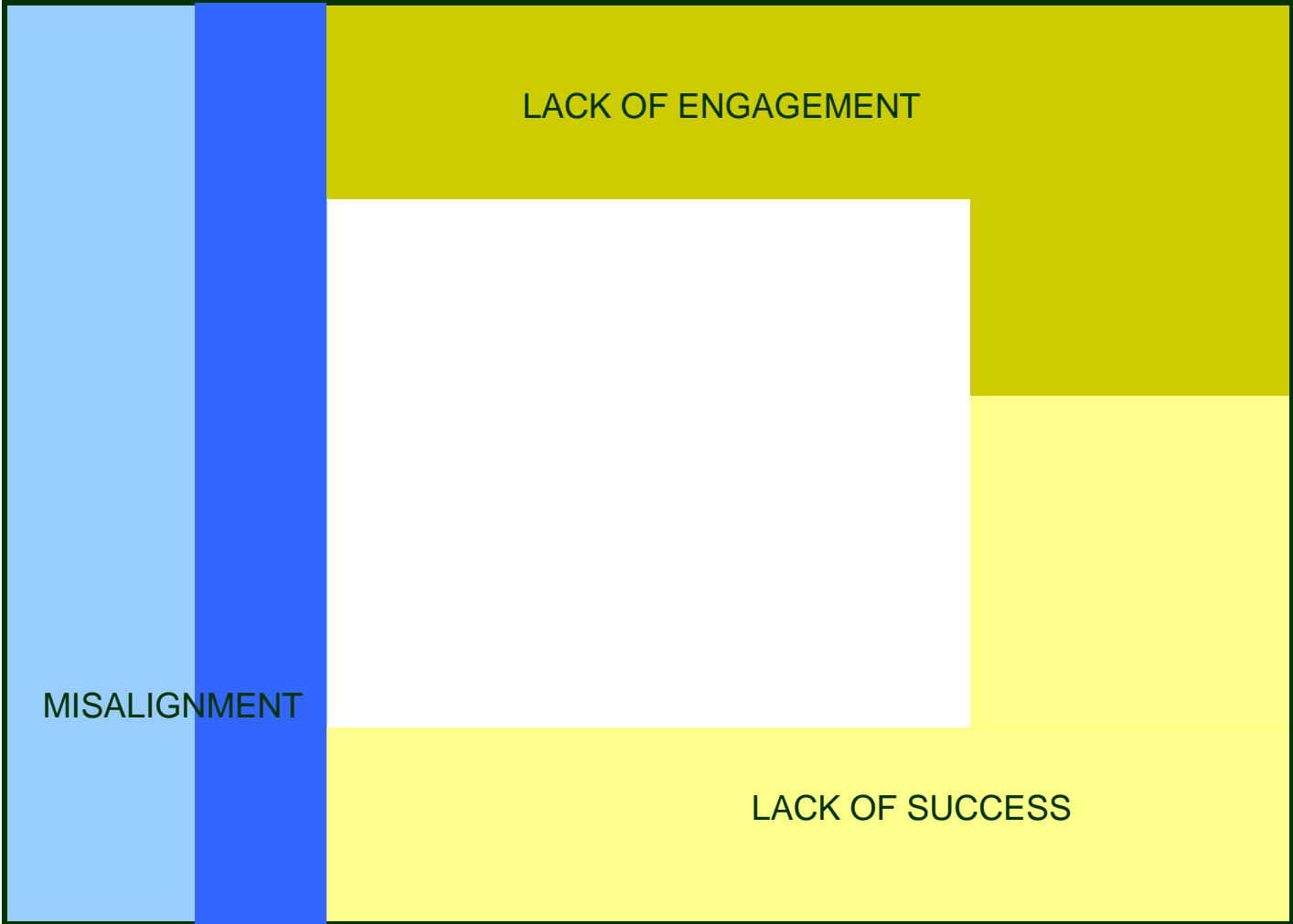
- Working out how much time
- Prioritising
 - events
 - distribution across the year
 - distribution within the day
- Combining curriculum and whole school activities



MISALIGNMENT

LACK OF ENGAGEMENT

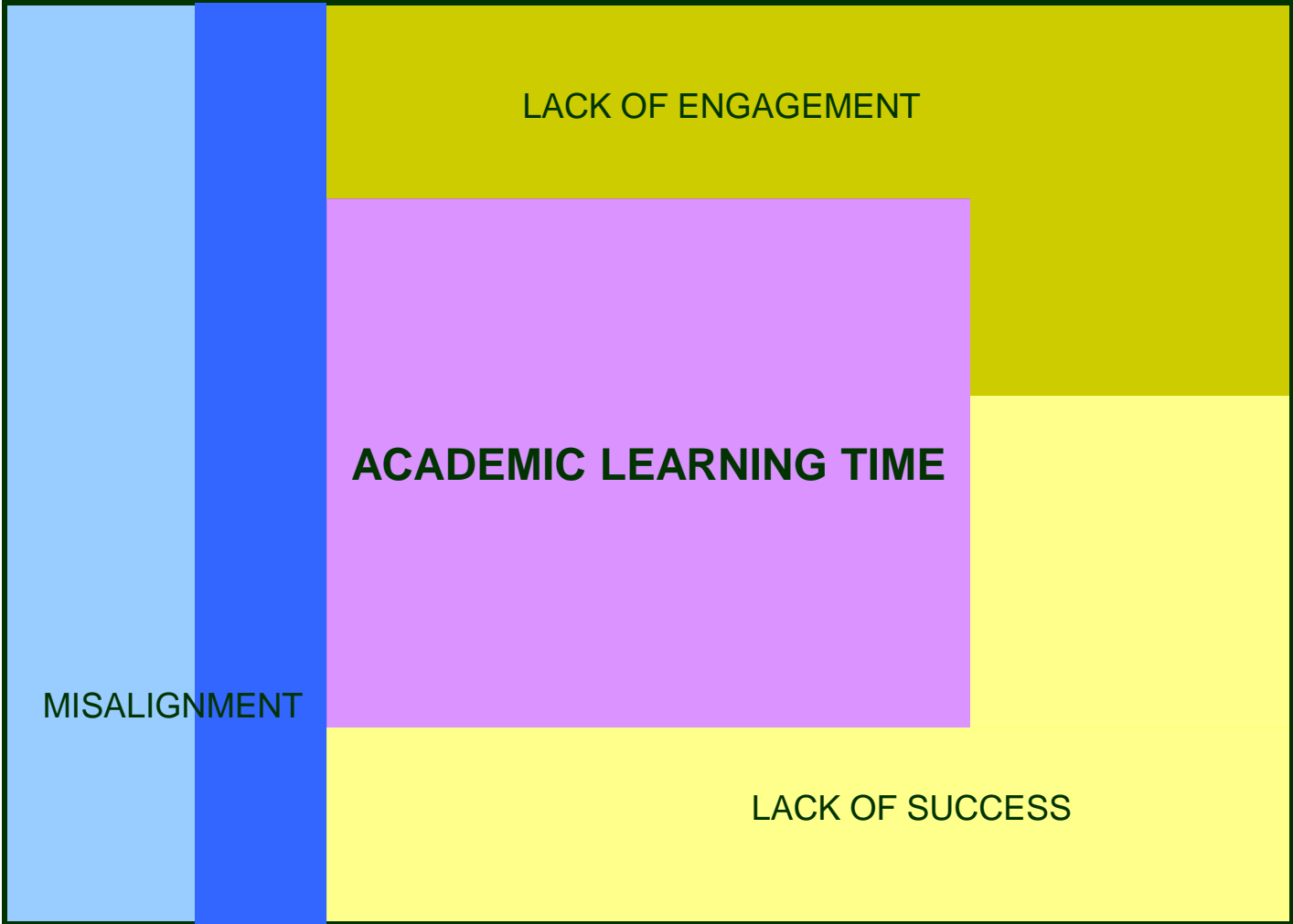
behaviour
emotion
thought



LACK OF ENGAGEMENT

MISALIGNMENT

LACK OF SUCCESS



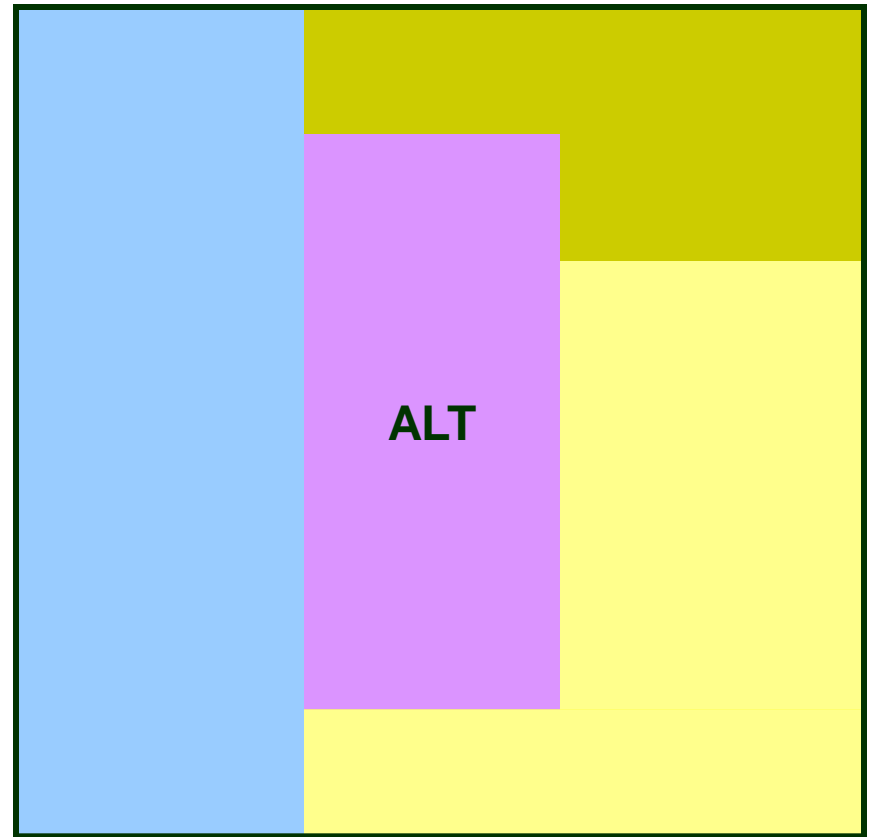
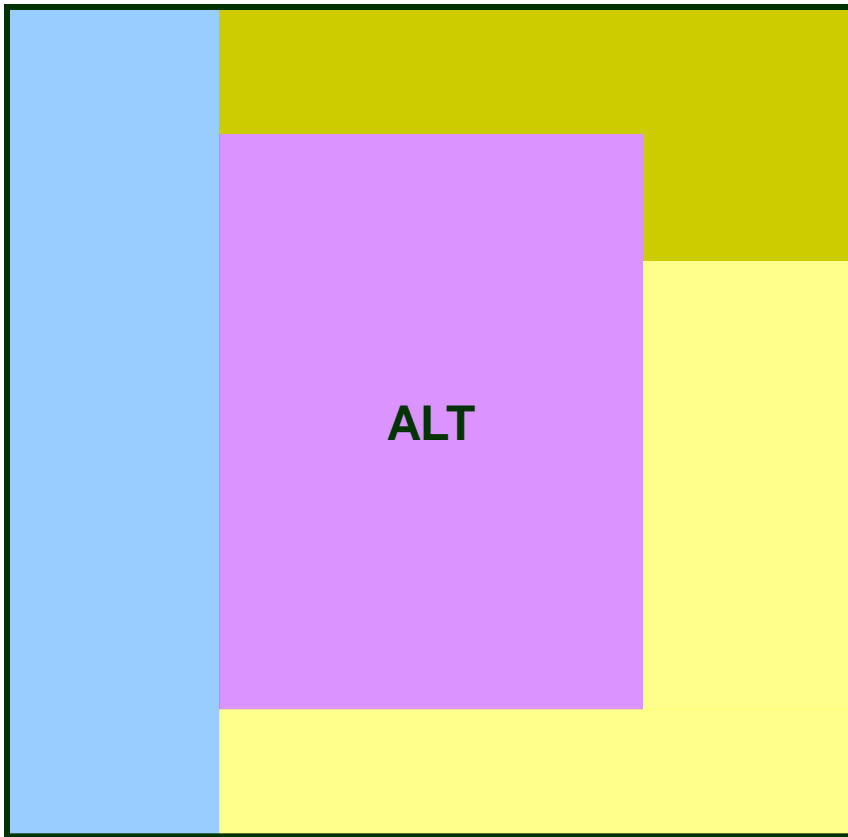
LACK OF ENGAGEMENT

ACADEMIC LEARNING TIME

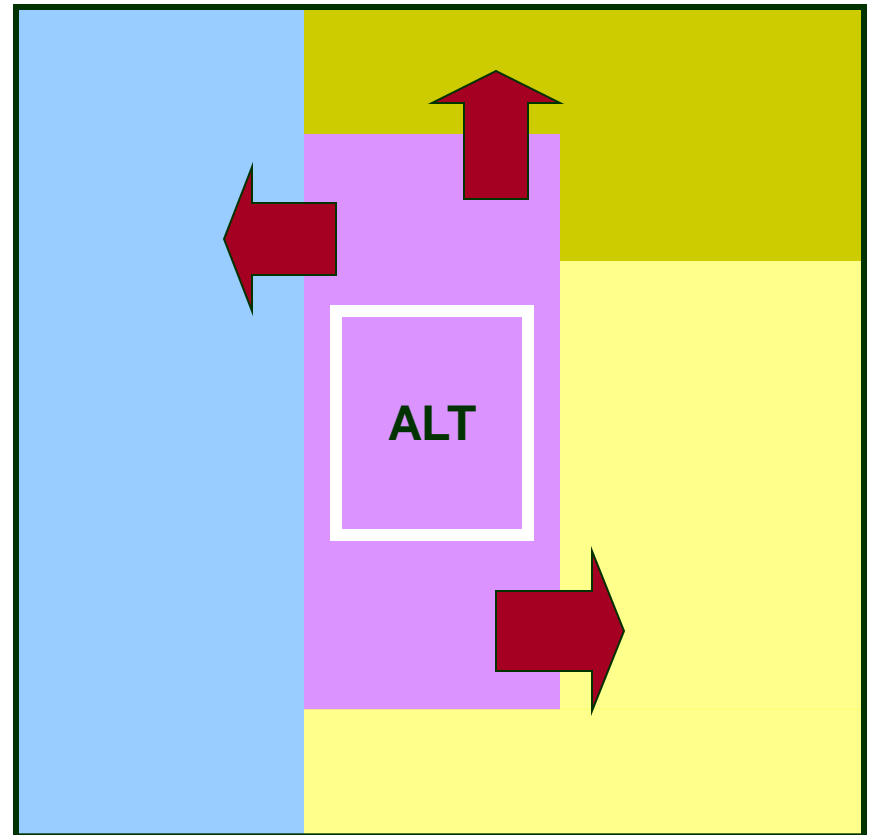
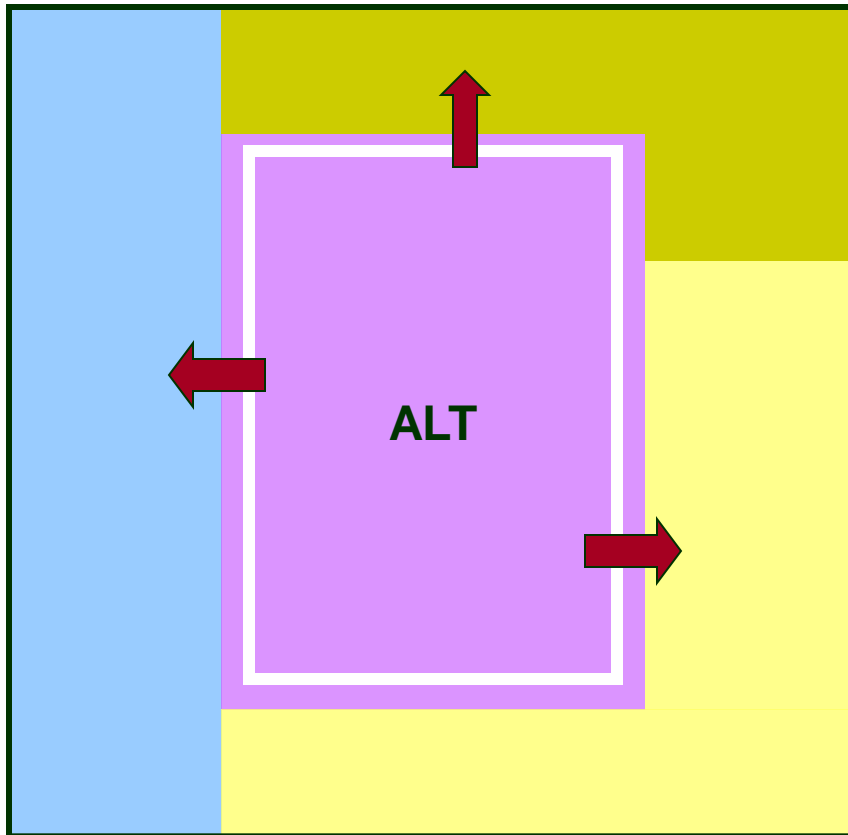
LACK OF SUCCESS

MISALIGNMENT

Who is the more effective?



Adding the “Effort Arrows”





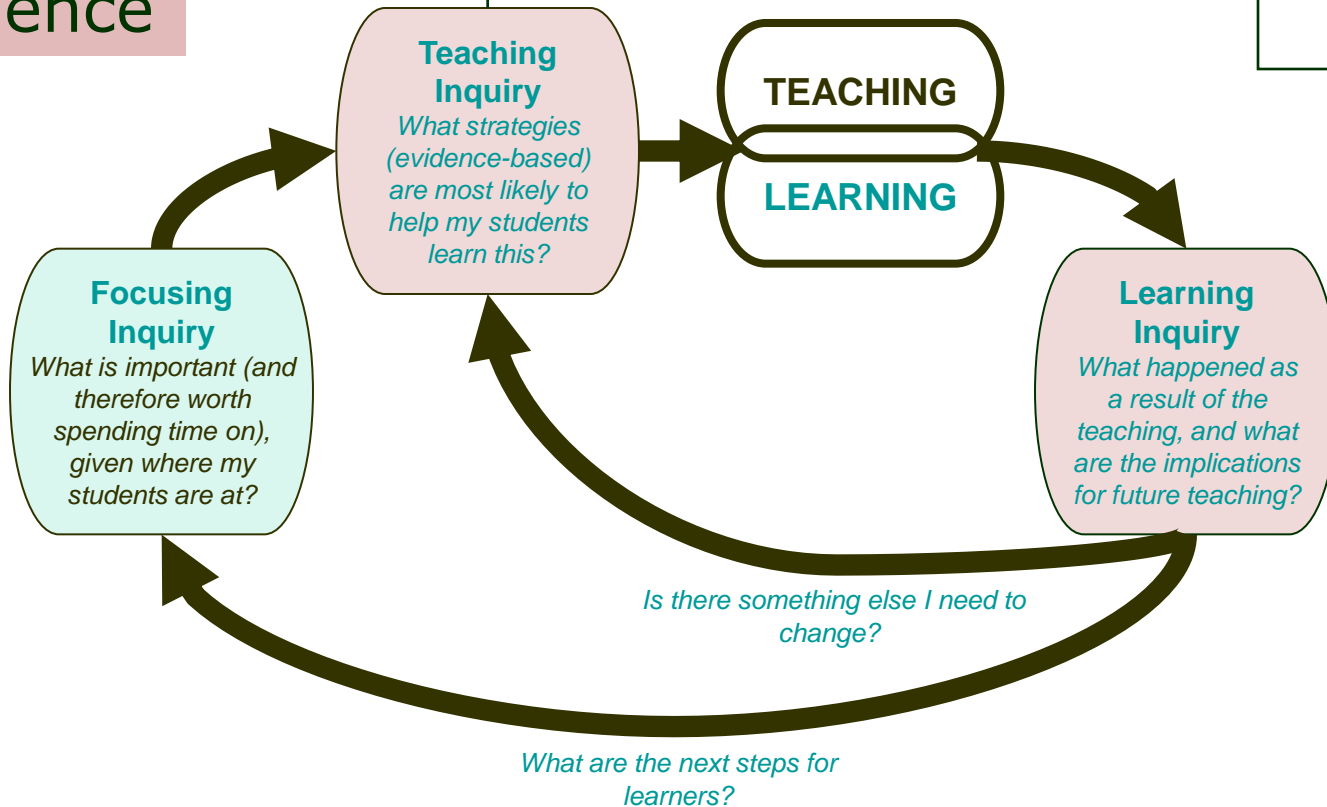
The nature of effective teaching

Effective teachers

seek to maximise the time that students are engaged and successful with learning related to valued outcomes.

Formal published research.
Colleagues
Past experience

Systematic self critical inquiry





Common Sense

You are concerned that your students are not engaging in class discussion – would you:

- a) pose a series of provocative open-ended questions
- b) avoid asking any student or the whole class a question
- c) begin by asking some simple, closed questions
- d) ask students to develop questions in writing and then use these to provoke discussion

Source: Dillon, J. T. (1985). Using questions to foil discussion. *Teaching and Teacher Education*, 1(2), pp. 109–121.

Extract from Teacher H's History Recitation (Review)

Tchr: OK, so we've kind of covered leadership and some of the things that Washington brought with it. Why else did they win? Leadership is important, that's one.

S: France gave 'em help

Tchr: OK, so France giving aid is an example of what? France is an example of it obviously.

S: Aid from allies.

Tchr: Aid from allies, very good. Were there any other allies who gave aid to us?

S: Spain.

Tchr: Spain. Now when you said aid, can you define that?

S: Help.

Tchr: Define 'help'. Spell it out for me.

S: Assistance.

Tchr: Spell it out for me.

S: They taught them how to fight the right way.

Tchr: Who taught?

S: The allies.

Tchr: Where? Where?

S: In the battles.

OK, so France gave aid is an example of what?

So you feel he as justified in what he was doing.

So he's totally disagreeing with what you had to say Marty.

Tchr: So you feel that he was justified in what he was doing, as far as he was concerned – he could justify it to himself.

Diane: Yeah, he could justify it to himself. But then, before then they really didn't have a separation. So all he could see was an allegory. And he wanted to pull back on that.

Tchr: All right, Marty raised an interesting point just a few seconds ago. He said that ... [continues about Communists and Nazis in Chicago] ... It's getting away from France, but again it's speaking about the same idea – acceptance of groups that are going against the norms of your society. What's your opinion on groups of this type? Should they be allowed, should they be censored, should it be washed over, should there be guidelines, stipulations – should there be control like Louis XIV tried to control them, to be done away with? – Julie.

Julie: I think that they should be allowed to speak their opinion, because ... [continues] ... But they should be allowed to speak their opinion, you don't have to listen. [Tchr: OK. Sean]

Sean: I think Marty was wrong, because ... [continues] ... Look what they did like, back I think in the 50s with the Communists, and McCarthy, and then during World War II with the Japanese. So, it's going on today.

Tchr: Right, and the concentration camps which we have had inside the United States during World War II, to house Japanese-Americans ... All right, so he's totally disagreeing with what you had to say, Marty.

Marty: Yeah, well ... No, he brought up a good point ... [continues] ... But I mean, I don't think that Thomas Jefferson and the guys who signed the Constitution would like Nazis around here, especially after what they did. They come over here ...

earn and ...
come ...
epi...

Make Connections to Students' Lives

Students' understanding is enhanced when the teacher:

encourages them to use their own experiences as a point of comparison;

uses language that is inclusive of all learners and their experiences...

**always
start from
students?**

Align Experience to Important Outcomes

Student understanding ... is enhanced when the teacher:

accesses and uses relevant prior knowledge

use

aligns activities and resources to important outcomes, and makes that alignment transparent to learners.

transparency

provides opportunities to revisit and make memorable important content and processes.

aligned, varied, anchors

Build and Sustain a Learning Community

Student understanding is enhanced when teachers:

establish productive relationships with students;
explicitly develop their students interaction skills; ...

engagement and success

not assume

delegate to students authority to make decisions about their learning....

not relinquish

Design Experiences that Interest Learners

*Student understanding...is enhanced when
the teacher:*

**need to find
out**



deliberately designs learning
experiences that are sensitive
to students' differing interests,
motivations and responses; ...
helps students draw the learning
from these experiences.

**student not
teacher**



**learning not
automatic**





Research attitudes


Intelligent rather than correct

Fallibility - doubt about:

- own hypotheses
- received and comfortable answers

Openmindedness

Warranted assertibility (John Dewey)



How might you encourage an environment in which teachers share experience and read research, and which fosters these attitudes?



You are likely to have considered

- modelling
- meeting agendas
- staffroom reading
- communications to staff
- ...



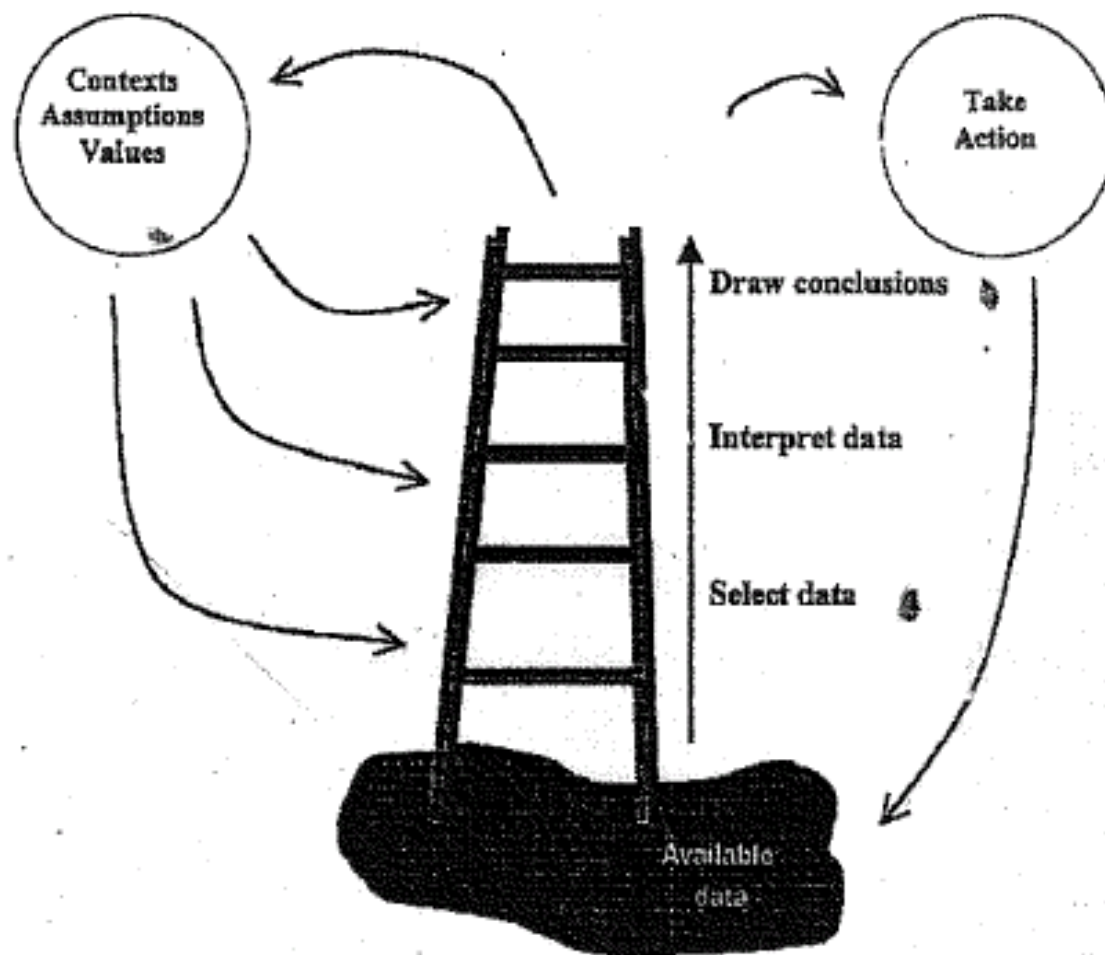
Systematic Self Critical Inquiry

Classroom Observation

- small sample
- atypical sample through presence and foreshadowing
- socially protected
- style prejudices - judgments against own successes
- lack “cognitive qualifications”

Scriven, 1993

The Ladder of Inference





What do you notice in each of the following?

Selective Verbatim

Teacher Instruction Giving

- 1 OK I want you to aah ...
- 2 have you all got the books?
- 3 OK now all turn to turn to I think its page 33...no 36 yes 36 or at least it starts on 36
- 4 I want you all to read the section under the diagram
- 5 No, the top diagram
- 6 When you, when you have read that I want you to do some thinking about it
- 7 About the main things it is saying
- 8 The key ideas or at least a few of the ideas anyway
- 9 OK? OK?
- 10 Right I will give you a few minutes for that
- 11 You can do it in pairs if you like
- 12 The thinking I mean, not the reading
- 13 The thinking can be like a sort of a brainstorm
- 14 Or it can be on your own
- 15 Whatever you like

Front

✓✓✓✓ /	✓✓✓✓ /
✓✓✓✓ ✓	✓✓✓✓ ✓

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x✓✓✓ x	x✓✓✓ x

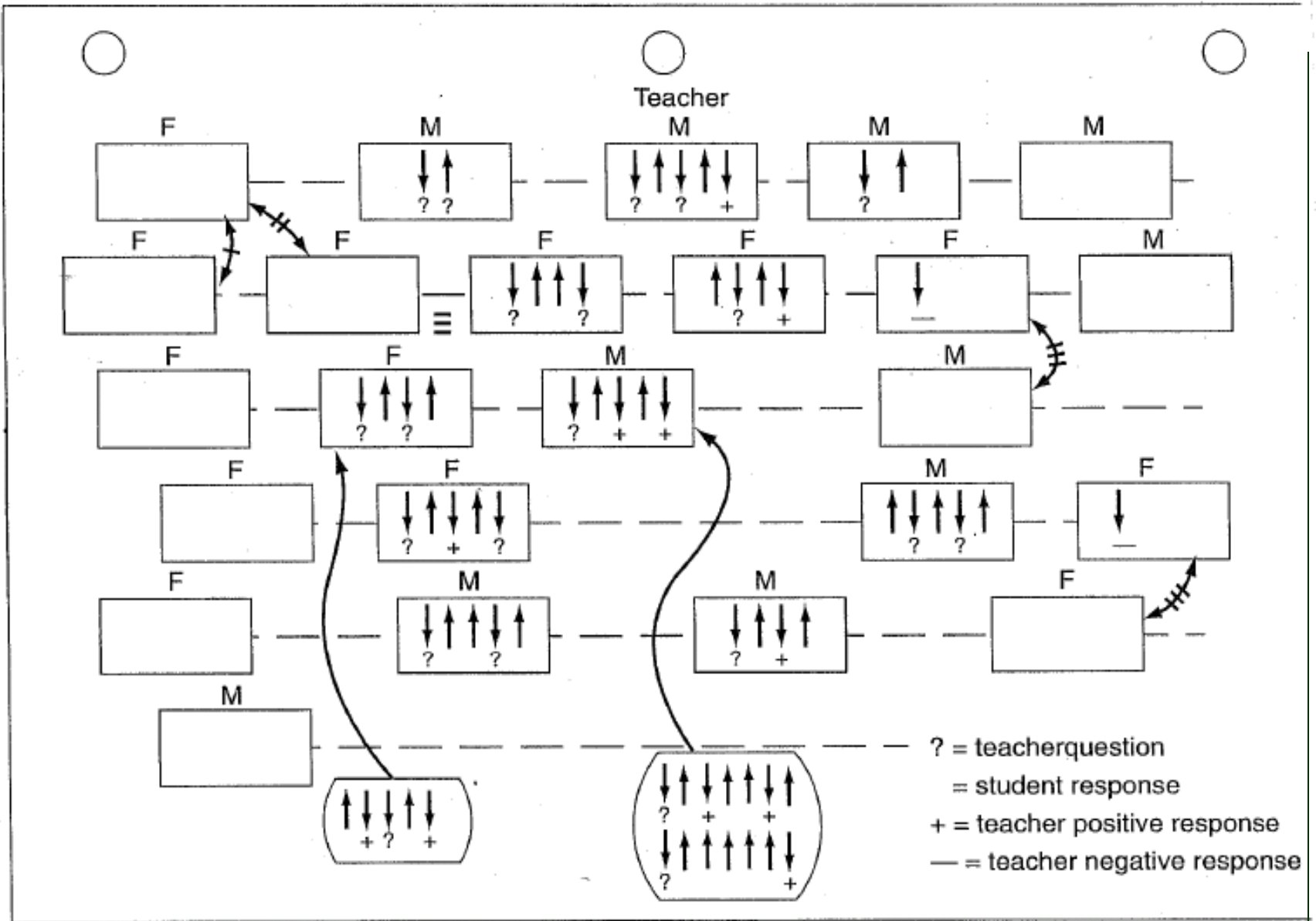
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x✓✓✓ x	x✓✓✓ x
x✓✓✓ x	x✓✓✓ x

/✓✓✓ x	✓✓✓✓ x
/✓✓✓ x	✓✓✓✓ x



Source: Acheson, K. and Gall. M. (2003). *Clinical Supervision and Teacher Development*. New York: John Wiley & Sons




Systematic Self Critical Inquiry

Asking students

Students as “**witnesses**” (Scriven, 1989)

Definition

Students providing feedback on **their experience** of **teaching** and of the classroom.



What is wrong with each of these as feedback prompts?

1. I like my teacher
2. My teacher explains clearly
3. My teacher encourages all of us to learn
4. My teacher has a great sense of humour
5. We do lots of different types of things in class
6. My teacher knows what he/she is talking about

Yes, but...

1. I like my teacher ← **Yes, but...learning**
2. My teacher explains clearly
3. My teacher encourages all of us to learn
4. My teacher has a great sense of humour
5. We do lots of different types of things in class
6. My teacher knows what he/she is talking about

Yes, but...

Yes, but...do you understand? Can you ask questions? Are they answered in a way that you can understand?

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Yes, but...you



Yes, but...

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6. My teacher knows what he/she is talking about

**Yes,
but...does the
teacher help
you feel
interested in
learning**



Yes, but...


1. I like my teacher
2. My teacher explains clearly
3. My teacher encourages all of us to learn
4. My teacher has a great sense of humour
5. We do lots of different types of things in class
6. My teacher knows what he/she is talking about

**Yes,
but...does it
help you
remember
what you are
learning?**

Yes, but...

1. I like my teacher
2. My teacher explains clearly
3. My teacher encourages all of us to learn
4. My teacher has a great sense of humour
5. We do lots of different types of things in class
6. My teacher knows what he/she is talking about

Yes, but...is it accurate?



So the prompts might look more like this

- *I* know what *I* am supposed to do/learn in this class.
- My teacher gives instructions/explanations that are clear and easy for ***me*** to follow
- *I* feel that *I* can ask my teacher questions.
- My teacher answers ***my*** questions in ways that *I* can understand.
- My teacher helps ***me*** feel interested in learning.
- In this class *I* learn lots of new things.



Or this...during learning

- To what extent does this activity:
 - make you want to get involved
 - make you think hard
 - seem important to you
 - give you a sense of success
 - give you a sense of control



Or this ...during learning


- what are you doing?
- why are you being asked to do it?
- what will it help you to do?
- how does it fit with what you have previously done?
- how will you show/know you have learned it?

Wiggins, G. & McTigue, J. (2005). *Understanding by Design (2nd edition)*. Upper Saddle River, New Jersey: Pearson, p17.

Or this...from the students

Think about the BEST QUALITY work you could possibly do...

- **How would you be working** when you were doing this BEST QUALITY work?
- What would you expect to have to do **to make this work the BEST QUALITY** you possibly could?
- What would you expect BEST QUALITY work **to be like** when you had finished?
- Who would be the **best person to judge** whether you had done BEST QUALITY work? **How** would this person judge?
- **What would you do with** your BEST QUALITY work once you had finished it?

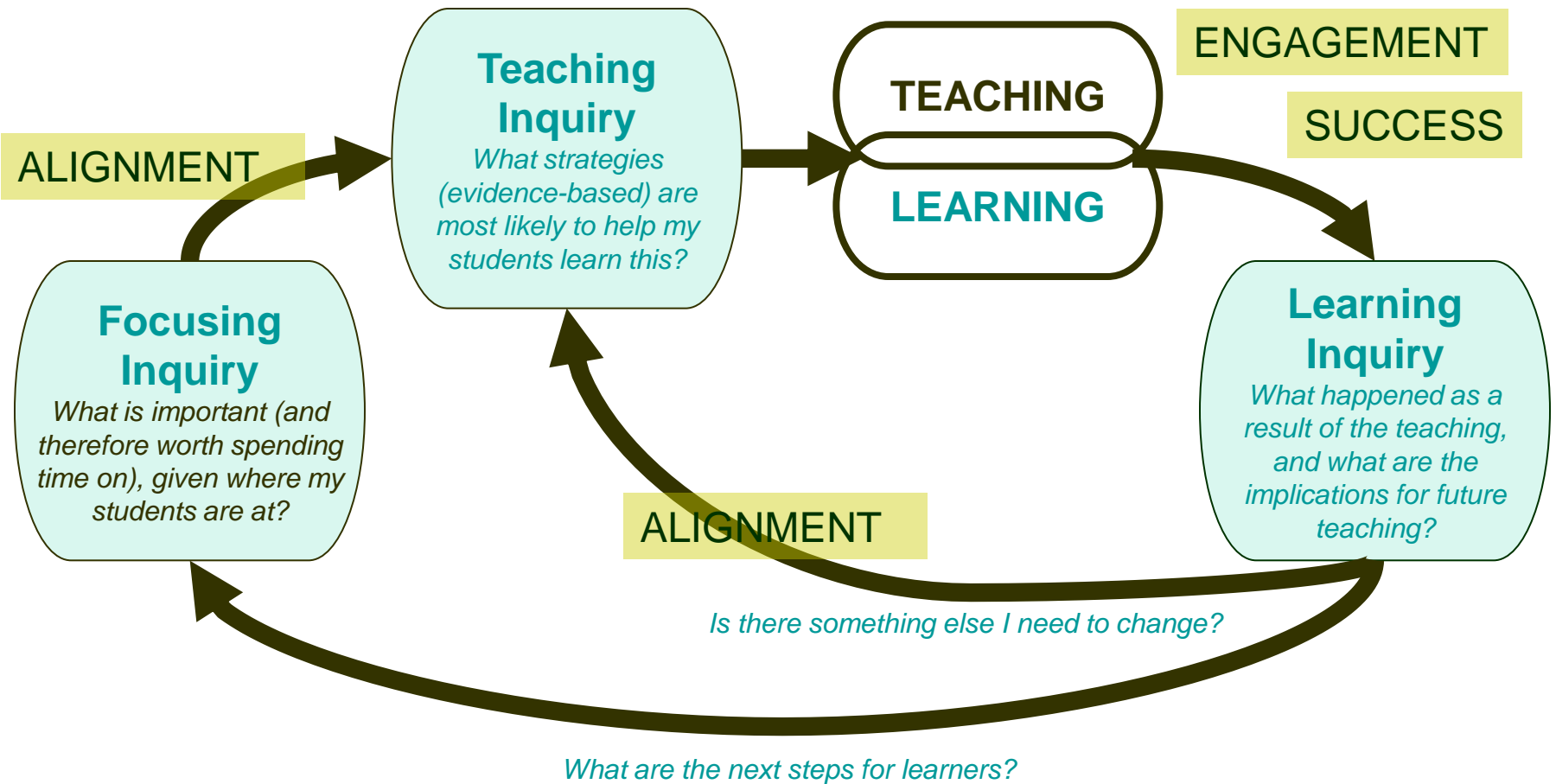
- 
- Am I **doing the best work** I possibly can?
 - Am I **proud** of the work I am doing?
 - Am I **using my time well**?
 - Am I **learning new things**?
 - Am I **thinking about** the work I am doing?
 - Am I **concentrating** on the work I am doing?
 - Is my work **attractive, neat and tidy**?
 - Am I **working hard** each lesson?
 - Am I **enjoying** what I am doing?



Or this

- what have you learned about **leadership and teaching effectiveness** in this session?
- what do you know now about **leadership and teaching effectiveness** that you did not know at the start?
- what do you think I wanted you to learn about **leadership and teaching effectiveness** in this session?
- what could I do to help you better understand **leadership and teaching effectiveness** ?

Curriculum Signposts: NZC





Framed as single questions

Focusing Inquiry: *why does this learning matter for these students at this time?*

Learning Inquiry: *what are the students' experiencing and learning from my teaching?*

Teaching Inquiry: *to what extent am I seeking out, discussing, evaluating, and implementing alternatives?*

Optimism is a Duty



“The future is open. It is not fixed in advance. So no one can predict it except by chance. The possibilities lying within the future, both good and bad, are boundless. When I say, **‘Optimism is a duty’**, this means that not only is the future open but that we all help to decide it through what we do. We are jointly responsible for what is to come.