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
- teaching techniques/approaches
- intended outcomes
- results
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

**Teaching Inquiry**
What strategies (evidence-based) are most likely to help my students learn this?

**Focusing Inquiry**
What is important (and therefore worth spending time on), given where my students are at?

**Learning Inquiry**
What happened as a result of the teaching, and what are the implications for future teaching?

Is there something else I need to change?

What are the next steps for learners?
duplication
confusion
busy work
waiting
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.
Focusing Inquiry: What is most important (and therefore worth spending time on), given where my students are at?

Teaching Inquiry: What strategies (evidence-based) are most likely to help my students learn this?

Teaching and Learning: What happened as a result of the teaching, and what are the implications for future teaching?

Learning Inquiry: What strategies (evidence-based) are most likely to help my students learn this?

10 minutes per day....

Graph showing hours spent over 12 years:
- Year 1: 32 hours
- Year 2: 64 hours
- Year 3: 96 hours
- Year 4: 128 hours
- Year 5: 160 hours
- Year 6: 192 hours
- Year 7: 224 hours
- Year 8: 256 hours
- Year 9: 288 hours
- Year 10: 320 hours
- Year 11: 352 hours
- Year 12: 384 hours

Teaching as Inquiry: FOCUSING
Focusing Inquiry

What is most important (and therefore worth spending time on), given where my students are at?

Teaching Inquiry

What strategies (evidence-based) are most likely to help my students learn this?

TEACHING AND LEARNING

What happened as a result of the teaching, and what are the implications for future teaching?

Learning Inquiry

Waiting while admin tasks are done...?

Late teacher.....?

Colouring in.....?

Every 10 minutes matters

Teaching as Inquiry: FOCUSING
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

What is Teaching as Inquiry?
Every 10 minutes matters

Focusing Inquiry

What is most important (and therefore worth spending time on), given where my students are at?

Teaching Inquiry

What strategies (evidence-based) are most likely to help my students learn this?

Teaching and Learning

What happened as a result of the teaching, and what are the implications for future teaching?

Learning Inquiry

Responding to peer feedback...

Thinking critically...

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

Identify **Desired Results**
“When they walk out the door at the end of the unit/lesson what should they know and/or be able to do?”

Determine **Acceptable Evidence**
“What will count as evidence that they know?”

Plan **Learning Experiences**

the "school" effect
What sort of “school” activities “cost” teaching time?

How do you make decisions about this cost?
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
ACADEMIC LEARNING TIME

LACK OF ENGAGEMENT

MISALIGNMENT

LACK OF SUCCESS
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.
**Focusing Inquiry**
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**Learning Inquiry**
What happened as a result of the teaching, and what are the implications for future teaching?

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**Formal published research. Colleagues Past experience**

**Systematic self critical inquiry**

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**Is there something else I need to change?**

**What are the next steps for learners?**
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
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 the men how to fight the right way.

**Tchr:** Who taught?

**S:** The allies.

**Tchr:** Where? When?

**S:** In the battlefield.

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 still 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 Thomas Jefferson and those guys who signed the Constitution would like Nazis around here. Especially after what they did. They come over here for three months and they earn and ADC [welfare] check! My parents have been working for 25 some odd years, and they’re not getting half the money that …

**George:** They’re not getting half the money that …

**Tchr:** So he’s totally disagreeing with what you had to say, Marty.
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…
Student understanding … is enhanced when the teacher:

- accesses and uses relevant prior knowledge
- aligns activities and resources to important outcomes, and makes that alignment transparent to learners.
- provides opportunities to revisit and make memorable important content and processes.
Student understanding is enhanced when teachers:

- establish **productive relationships** with students;
- explicitly develop their students' interaction skills; …
- delegate to students authority to make decisions about their learning....

**Build and Sustain a Learning Community**

- not assume engagement and success
- not relinquish
Design Experiences that Interest Learners

Student understanding…is enhanced when the teacher:

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

Learning not automatic

Need to find out

Student not teacher
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

- Contexts
- Assumptions
- Values

- Take Action

- Draw conclusions
- Interpret data
- Select data

Available data
What do you notice in each of the following?
OK I want you to aah …

have you all got the books?

OK now all turn to turn to I think its page 33…no 36 yes 36 or at least it starts on 36

I want you all to read the section under the diagram

No, the top diagram

When you, when you have read that I want you to do some thinking about it

About the main things it is saying

The key ideas or at least a few of the ideas anyway

OK? OK?

Right I will give you a few minutes for that

You can do it in pairs if you like

The thinking I mean, not the reading

The thinking can be like a sort of a brainstorm

Or it can be on your own

Whatever you like
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
2. My teacher explains clearly
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Yes, but...learning
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…does the teacher help you feel interested in learning
Yes, but…

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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?

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

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**Is there something else I need to change?**

**What are the next steps for learners?**

**Alignment**

**Engagement**

**Success**
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.