



Government of South Australia
Department of Education and
Children's Services

SA TfEL

South Australian Teaching for Effective Learning Resource

SACPPA Annual Conference

Learning Space Teaching Space

25 - 27 August

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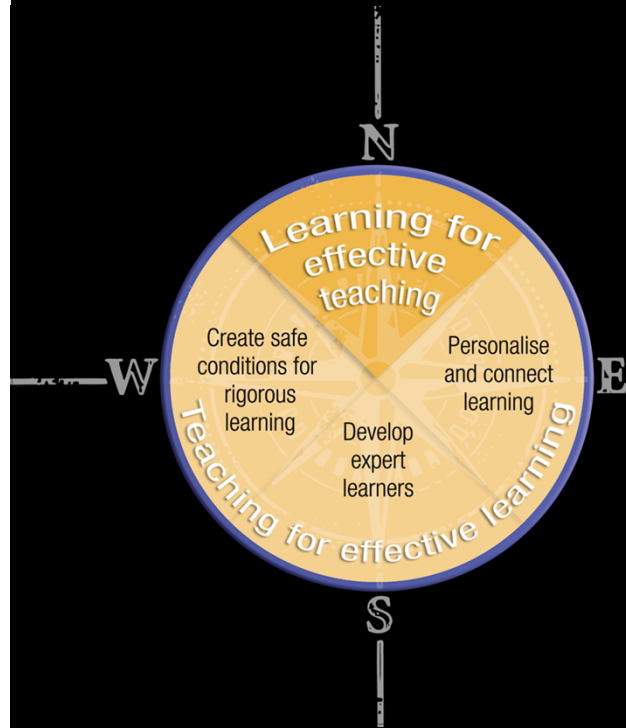


SACPPA Annual Conference

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Session overview

1. Liminal space
2. The current state
3. The emerging state
4. What is possible for you



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Multiple Lenses

As we work together, be aware of the multiple lenses that you bring for...

- Your own learning
- How you might use this to engage with your leadership team
- How you might use this to design for site staff both as individuals and as groups



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Liminal Space

Liminality is a psychological, neurological, or metaphysical subjective state, conscious or unconscious, of being on the “threshold” of or between two existential planes, as defined in neurological psychology and anthropological theories of ritual.

From Wikipedia



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The Current State

What research is telling us nationally

Queensland 1000 classrooms study (2001) findings

- Curriculum is activities and calendar based
- Pre-digested learning – teaching as telling
- Low intellectual engagement
- Disconnected, reductionist learning experiences



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Redesigning Pedagogies in the North

UniSA - school based practitioner inquiry into pedagogy in the middle years in northern suburbs schools

Major Finding – the curriculum has no meaning, no connection for students.

The managerialist model leads to damage and non-productive outcomes.



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The overwhelming majority of teachers are unable to name or describe a theory of learning that underlies what they do in the classroom, but what they do, what any of us does is no less informed by theoretical assumptions....

... behind the practice of presenting a colourful dinosaur sticker to a 1st grader who stays silent on command, is a theory that embodies distinct assumptions about the nature of knowledge, the possibility of choice, and what it means to be human.

Alfie Kohn, *Punished by Rewards* (1993)



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The Emerging State

What does “the delivery of teaching” mean in a context of 21st Century learners in environments designed for learning and teaching?

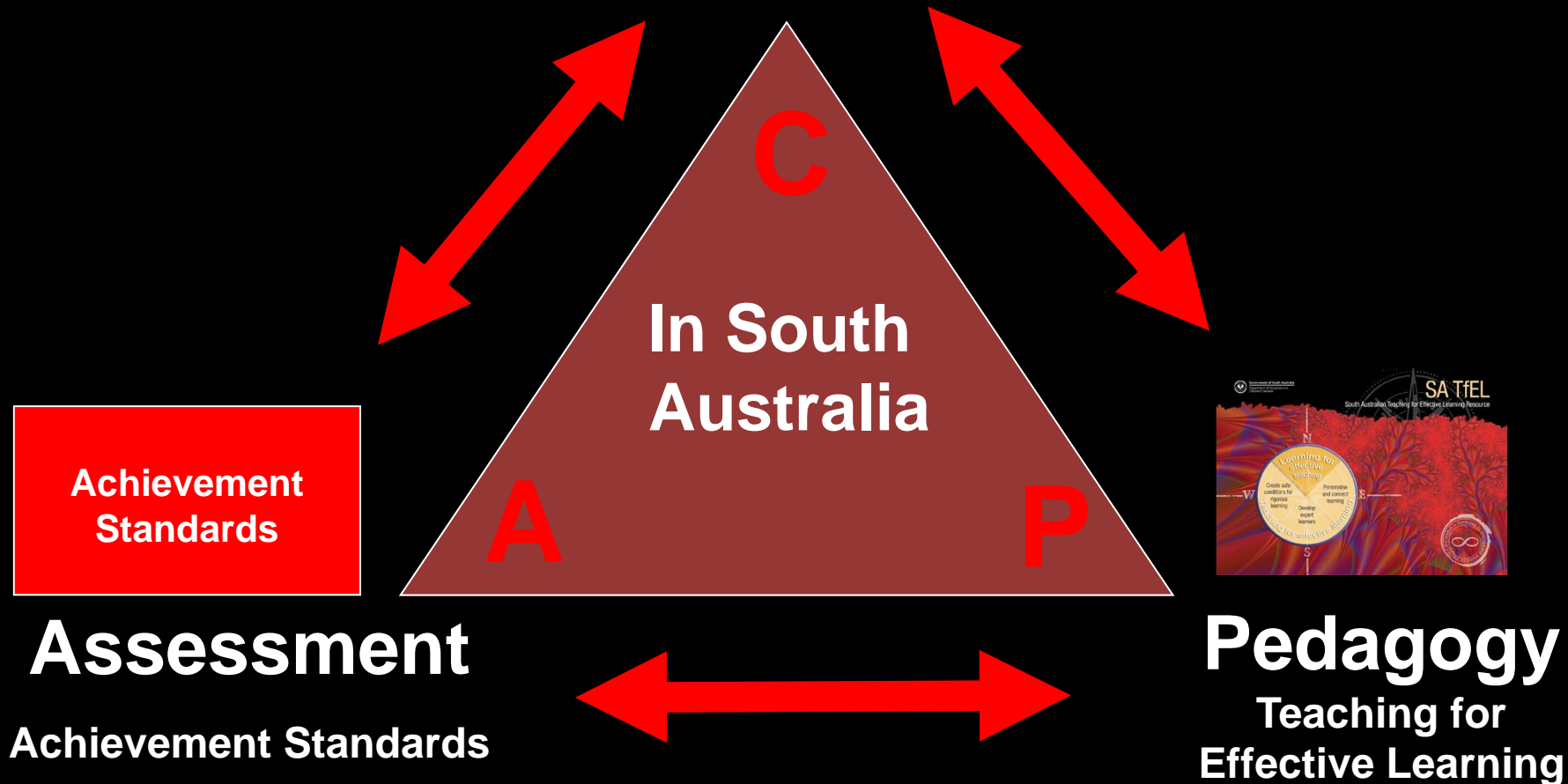


Australian Curriculum

Click here to view the draft Australian Curriculum and to have your say 

Australian Curriculum

Content descriptors and Elaborations



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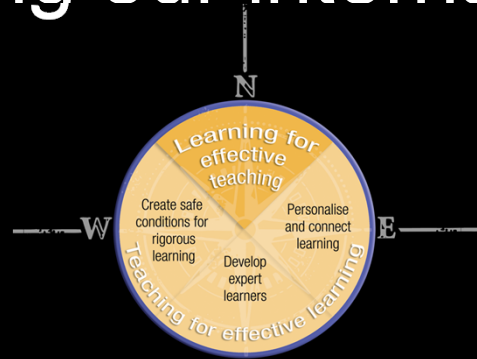
Pedagogy involves much more than its most obvious component, the tasks teachers set. It includes the ways in which teachers interact with students; that is how they question and respond to questions, use students' ideas and respond to students' diverse backgrounds and interests. It includes the social and intellectual climate that teachers seek to create and the types of learning that they set out to promote. It also includes the decisions they make about framing the content around a series of tasks to be completed or as key ideas and skills that are revisited and built upon. Teachers also need to think about how they link and sequence activities and how and what they assess.

Principles of Learning and Teaching (POLTs), Victoria



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Developing our internal compass



Quality pedagogy is not about “paint by numbers”. It is a deliberate and responsive act, informed by rich understanding of learning, the kids and the “stuff” to be learnt.

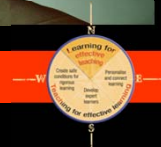


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Think of someone – past or present – who you would describe as a teacher demonstrating excellent pedagogy.

What made you think of them? What did they do to help you or others learn?

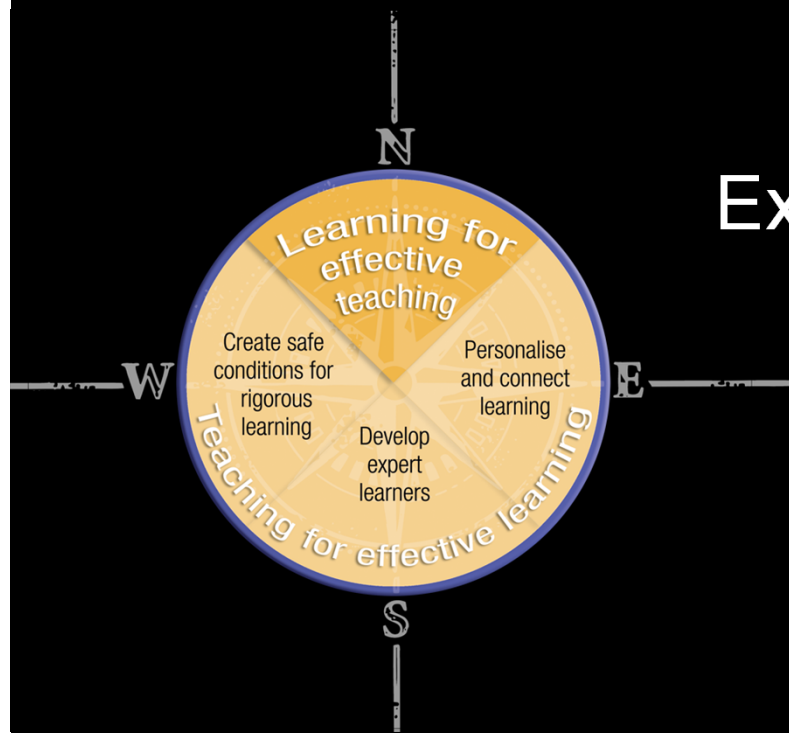
Describe what they did to someone sitting near to you.



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Teaching for Effective Learning Framework (TfEL)

Teachers' wisdom of practice
Expert and research referenced



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TfEL Key Messages

Learning is a way of being

Co-construction is key

Achievement of learning outcomes AND learning how to learn are our twin goals

Find every person's strengths

High expectations, with appropriate support, make the difference

Use the language of learning and teaching

Teaching is a highly intentional act



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4 Domains

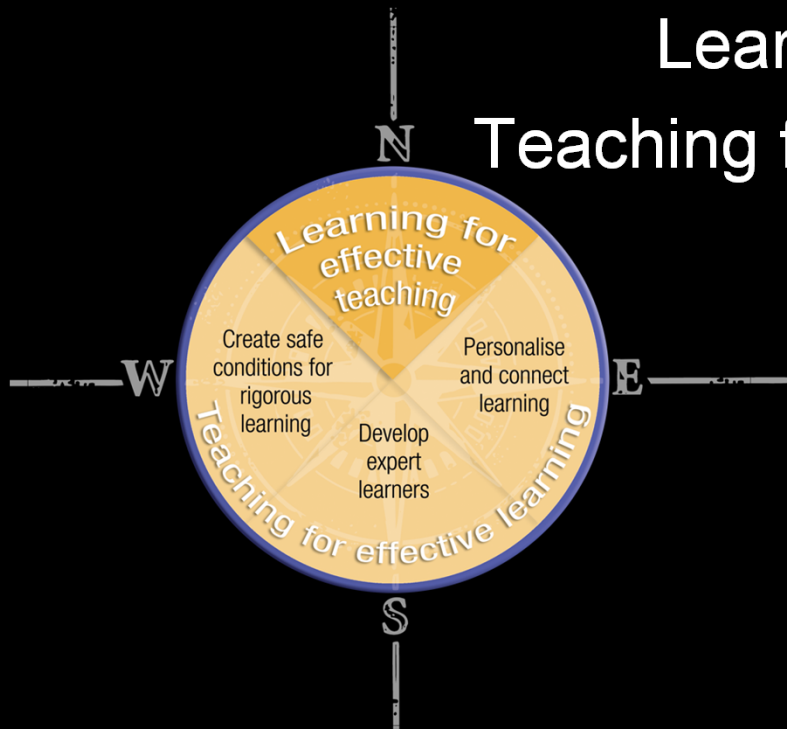
Learning for effective teaching D 1

Teaching for effective learning D 2,3 & 4

Each domain has elements

Every element has descriptors

Every descriptor has signs



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Domain 1 – Learning for effective teaching

Elements

- Understand how self and others learn
- Develop deep pedagogical and content knowledge
- Participate in professional learning communities and networks
- Engage with the community
- Discuss educational purpose and policy
- Design, plan and organise for learning and teaching



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Domain 2 – Create safe conditions for rigorous learning

Elements

- Develop democratic relationships
- Build a community of learners
- Negotiate learning
- Challenge students to achieve high standards with appropriate support



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Domain 3 – Develop expert learners

Elements

- Teach students how to learn
- Foster deep understanding and skilful action
- Explore the construction of knowledge
- Promote dialogue as a means of learning



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Domain 4 – Personalise and connect learning

Elements

- Build on learners' understandings
- Connect learning to students' lives and aspirations
- Apply and assess learning in authentic contexts
- Communicate in multiple modes



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The possible misconceptions



It's a tick-list

I already do it all


It's not relevant to the secondary setting



Domain 2

Element 2.4

South Australian Teaching for Effective Learning Framework
unleashing learning potential



Leaders create learning opportunities with staff
Domain 1 **Learning for effective teaching**

1.1 understand how self and others learn	1.2 develop deep pedagogical and content knowledge	1.3 participate in professional learning communities and networks	1.4 engage with the community	1.5 discuss educational purpose and policy	1.6 design, plan and organise for teaching and learning
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Teachers create learning opportunities with students

Domain 2 Create safe conditions for rigorous learning	Domain 3 Develop expert learners	Domain 4 Personalise and connect learning
2.1 develop democratic relationships	3.1 teach students how to learn	4.1 build on learners' understandings
2.2 build a community of learners	3.2 foster deep understanding and skilful action	4.2 connect learning to student lives and aspirations
2.3 negotiate learning	3.3 explore the construction of knowledge	4.3 apply and assess learning in authentic contexts
2.4 support and challenge students to achieve high standards	3.4 promote dialogue as a means of learning	4.4 communicate learning in multiple modes

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Teaching for Effective Learning Team | Curriculum Services | Department of Education and Children's Services | Tel: 08 8226 4351



2.4 Create safe conditions for rigorous learning

2.4 Create safe conditions for rigorous learning: Support and challenge students to achieve high standards

Essence >
The teacher sets high expectations and guides each student to achieve his/her personal best.

Justice alert
Is every student challenged to reach his/his personal best or just those who 'fit school' well?

Key actions: Teachers

- Share my attainment and my own learning examples with my students
- Create a learning environment where every student feels driven by challenge rather than fear
- Identify each student and identify and value his/her learning strengths and passions in developing personal learning goals
- Encourage students' resilience in using their strengths to tackle new learning, solve problems and 'take the hit' with their expectations
- Set tasks with multiple entry and exit points to maximize each student's learning time and progress
- Establish and monitor classroom procedures to maximize learning time
- Continually judge students—ask them 'What else could you do?'
- Ensure my teaching and learning program is relevant and against criteria for high standards
- Engage learning conversations that extend students' thinking
- Scaffold each student's progress with guidance, modelling, demonstrations and targeted feedback
- Challenge students with tasks that demand perseverance of deep understanding
- Structure milestones for students to share their learning and get guidance along the way to monitor their performance or demonstration of understanding
- Teach students how to seek feedback and offer timely feedback to move their learning forward
- Celebrate students' successes throughout the learning process as they challenge themselves to achieve their personal best

Ways to support and challenge students to achieve high standards

Supporting students to reach their potential:

- Work frequently, all year! This student can learn and I can help them do it!
- Keep looking for new approaches.
- Looked for holes in the situation. Identify the challenges that the student, and you, must embrace to achieve success.
- Provide time for students to see a learning task through to completion. If at all they don't achieve the required standard, provide specific feedback and give them the opportunity to try again. If they are finding it hard to complete a task, help them tackle their difficulties, set new time-limits and support them to meet deadlines.
- Remember that your expectations matter.

Learning well: Always will care when a student can share their learning process, their individual strategies for risk taking, and celebrate their persistence. They can photographs, notes, sketches, letters, diagrams and questions.

Makes the most of mistakes: As a learner, make the most of all right to make mistakes. Share the problems that you had, and demonstrate how you learn through these experiences. Students could create cards or clips to show their own experience where 'mistakes' were the key to eventual success.

'Stuck' posture: Work with students to display useful questions to ask themselves when they are 'stuck'. Encourage them to talk about how they get through being 'stuck'. Help them to draw on successful feelings of earlier successes to cope with new challenges. (This activity is based on work by Joani, Chambers & Clavin 2008, p 17)

Personal care: Give time for students to share tips for working on problems and moving forward with challenging learning. Encourage them to explore and give them one other tip when being difficult.

Continued page 42

Key actions: Students

- Believe in myself, use my learning strengths and have a go—I can do it
- Aim high and challenge myself with goals that will take a lot of persistence
- Reflect on my learning, and explain how I got past being 'stuck'
- Show initiative—talk with people, read lots of books, and explore new ways of using technology
- Challenge myself: 'Is this my best? What else will take me to grow to myself that I can do even better?'
- Look forward to getting feedback from others to help me take the next step

Interrupting the failure cycle—Never give up

Rebecca was a Year 5 student who just wasn't making progress. She'd had one-on-one support for several hours a day since she started school, but her learning was still slow. For Rebecca, writing her own name was an ongoing challenge. I kept thinking of the famous quote by Albert Einstein: 'Insanity is continuing to do the same thing over and over and expecting different results'. I had to do something different.

At the time, I was involved in further study on digital literacies, and decided to try a new way of working with Rebecca. I negotiated with her and her family to send daily e-mails between school and home. Initially, Rebecca's mother would type the outgoing e-mails and read incoming e-mails to Rebecca.

Gradually, with encouragement, Rebecca took the reins. Her growing confidence was tangible. In time, she was writing and reading all her own e-mails. She was developing a leader for in-classroom discussions and then even teaching other students how to do things on the computer.

Rebecca was learning a lesson. Things started to change at school. She was transferring her learning to other situations. For the first time, she was experiencing success.

Primary school teacher

Using transfer to challenge learners

Many students claim, 'I can't do maths!', but I see was the classic. When he entered my maths lessons, his written language dropped into Italian. One week, I caught sight of him in the quad playing his soccer skills. He was a different person! The confidence, persistence and passion shone through.

I had an idea. The next time I saw him, I praised the skills and dedication he showed in learning his soccer techniques, and then I posed the challenge. 'If you bring one tenth of that doggedness to the written maths lessons, I'll work with you to get a passing grade.' He looked at me for a full five seconds and then replied, 'OK, just watch me!'

He was up for the challenge.

Adapted from Rebecca Day Clavin's presentation at the Building Learning Power conference, Park Place, 19 March 2009

When we expect that we have an impact on a student and we are right, when we expect that we won't have an impact and we are wrong.

Angela Haines

Do not worry about your difficulties in Mathematics. I can assure you that most will go away if you only persist long enough.

Albert Einstein

challenge students to achieve high standards

Reflect on my learning and explain how I got past being 'stuck'



2.4 Create safe conditions for rigorous learning:
Support and challenge students to achieve high standards

Justice alert
Is every student challenged to reach his or her personal best or

2.4

Monitor links: Students can offer to share their strengths by acting as mentors for other learners. They can give specific, useful, supportive feedback or targeted advice on work skills and self-motivation.

Comfort zones: Explore the idea that people experience different degrees of comfort at different times when they are learning. In the classroom, identify these areas, each representing a degree or zone of comfort: "Comfort," "Stretch" and "Panic." Suggest different activities and ask students to move into the zone that best represents how the activity makes them feel. For example, writing a story might move most students to the comfort zone while solving a puzzle might move some of them to panic. Always and for activities with everyone in the comfort zone. Discuss what students like and what they were able to learn in each of these zones. Good learning happens best in the stretch zone, not in a panic or when too comfortable. When students are stuck, ask for ideas of what could move them into the stretch zone. Code the zones with various like traffic lights: red for panic, amber for stretch, green for learning through with no effort and not giving up much learning. (This activity is based on work by Gerald, Chambers & Gustin 2008, p. 17.)

Expert interviews: Set up interviews with child people. Students develop a series of questions to answer exactly what the expert does best. What preparation is there? How do you keep your eye on the ball? What sort of thinking or behavior is required? Students create a checklist of key aspects to include. (This activity is based on work by Gerald, Chambers & Gustin 2008, p. 44.)

Scheduled learning conversations: These conversations can be a reliable opportunity for students to share their learning journey with you and other different adults. Support students with a framework for their presentation. They extend an invitation and negotiate a 15-minute meeting time. During the meeting, the student shares growth points, concerns and affirmations, shows evidence of their academic learning, and leads a three-way conversation where the adults ask questions and acknowledge the student's efforts.



Language that teachers can use to support and challenge students to achieve high standards:

What's really important to you as a learner? What do you want to get better at? What do you expect to achieve this time? How will you do it? I'm going to make it work... but the class, they may move off on your own as soon as you've got the idea. You have a real talent for... How does it feel to...? Remember to have that same confidence when you... Let's say nothing's 'wrong' but, rather, there are just 'degrees of rightness'. How might this change your thinking? If a goal is more subtle your confidence—that's when the real learning happens. Do you understand it well enough to teach it to someone else? What did you use to work it out before? Find out three ways others have done it. If it's what you 'got stuck' that you really want to learn, what's your next step? You can do it!

This element is not demonstrated if:

- Teachers' feedback events and actions reflect an attitude of 'how enough is good enough'
- The learning is limited to outdoor
- Learning lacks a clear outcome and evidence of meaning is difficult to find
- Engagement in the learning process occurs before reaching the outcome
- Teachers reference students' achievement in only general external terms (degrees, percentages) and acknowledging individual progress
- All tasks are geared towards fixed summative tests, without flexible assessment to guide student progress

Practice check

- How do I encourage students to persist when learning gets tough?
- Do I provide opportunities for all students to learn and achieve a high level?
- How do I make the learning intentions of each lesson clear to students?
- How do I challenge individuals and acknowledge initiative and progress?
- What procedures are in place to help students move forward when they encounter problems?



Try to think why, do things better, do things differently, do things better.

believe all students can learn

Notes:

Setting learning goals:
Talk to Sandra about how she monitors each child's learning goals

I began to challenge myself and I started learning because the teacher made me realize I can't go through school waiting for someone to push me. I don't know that I am learning at a higher level than good things that the process has me because I realize I work pretty hard and I follow everything thought through.

2.4



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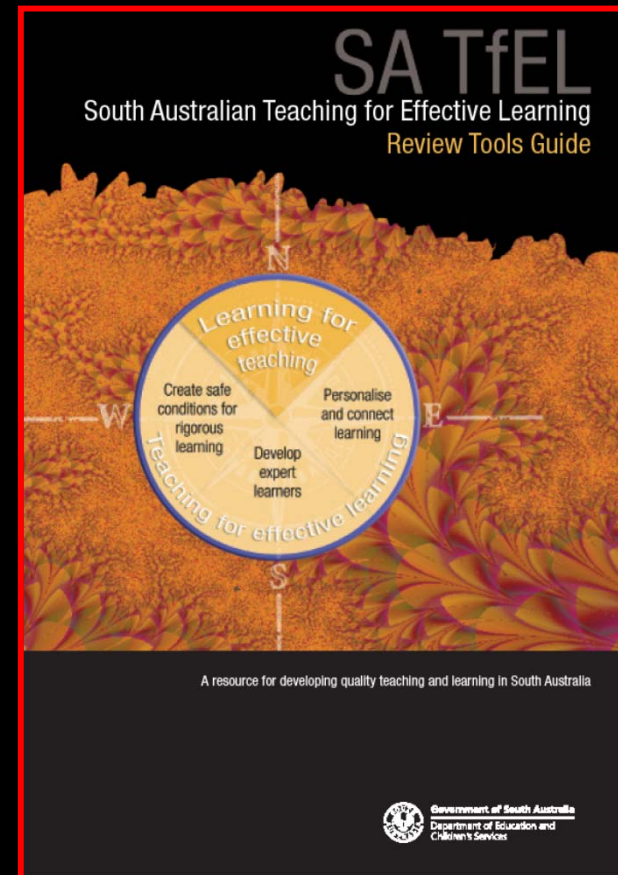
The TfEL quality tests

Intentionality

Effectiveness

Consistency

Responsiveness



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Smarter Schools National Partnership

- Research project 2010 – 2013
- Specialist teachers working in classrooms
- 10 schools in 2010
- Collecting data on pedagogy and student learning outcomes



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What does this mean for you?

think – pair - share



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Many things can wait. Children cannot. Today their bones are being formed, their blood is being made, their senses are being developed. To them we cannot say “tomorrow”. Their name is today.

Gabriela Mistral

