



LEADING LEARNING IN THE TESOL CONTEXT

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LEADERSHIP, ENGAGEMENT, DIVERSITY IN AN ACADEMIC CONTEXT
UEAC PD FEST

Professor Lauren Stephenson

Faculty of Education and Arts
Australian Catholic University



*I respectfully acknowledge ancestors, elders,
traditional owners and contemporary custodians on
whose land we work, live and learn.*



Session Outline

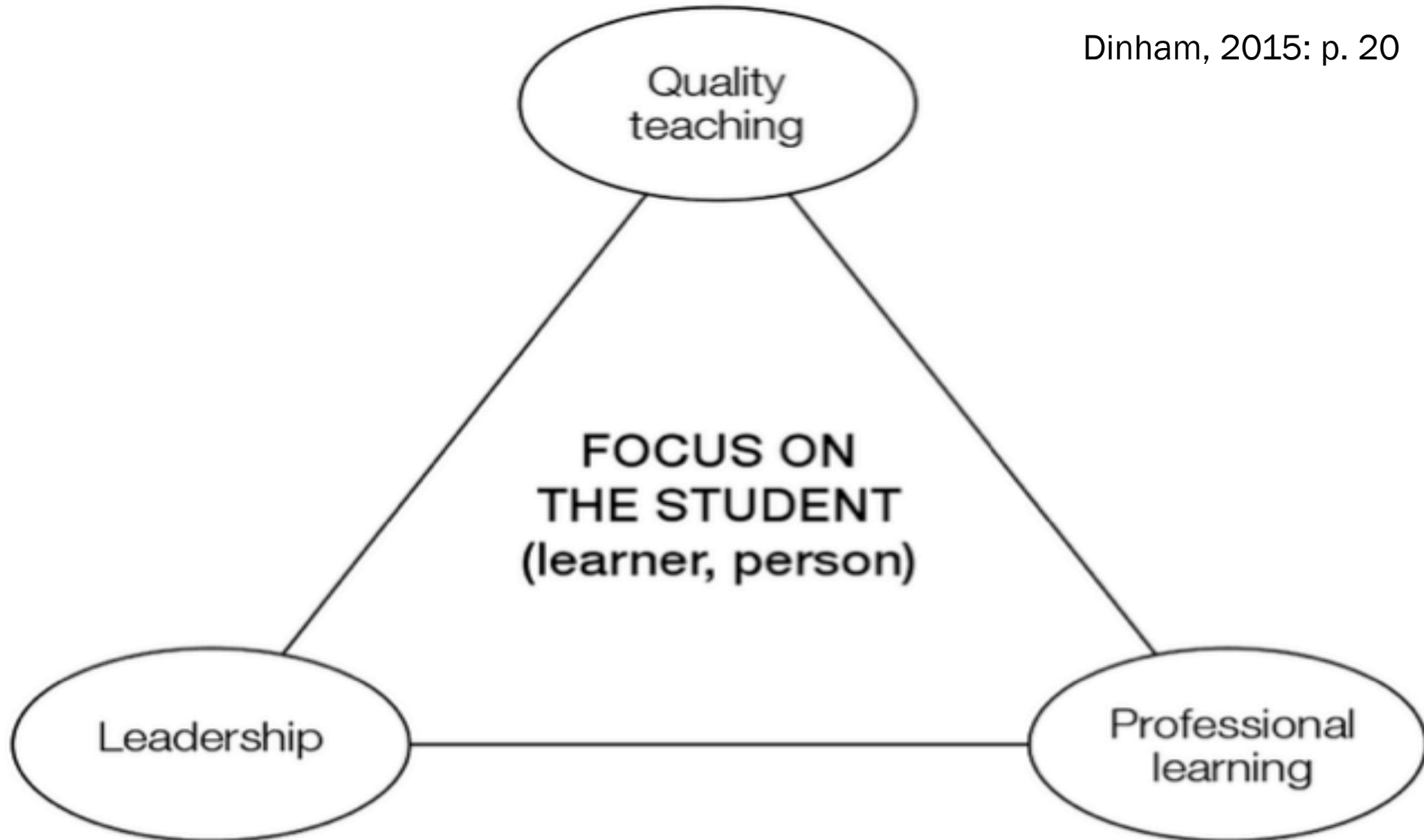
1. Leading learning and teaching in the TESOL context
2. Teacher leadership and characteristics of teacher leaders
3. Quality learning and teaching
4. Teacher professional learning

Views of teacher's work in schools

- Extended professional (UK, Hoyle, 1972)
- Autonomous decision-maker (1970s, UK, Australasia)
 - *Teacher has choices in curriculum planning and delivery*
- Technician (1990s) (international, neo-liberal reform)
 - *Teacher implements pre-determined curriculum,*
 - *focus on standardized assessments*
- Researcher (1970s - present)
 - *Teacher inquiry into professional practice, (McNiff;1988, Whitehead, 1989, Sagor; 1997)*
- Leader (current focus)
 - *Professional learning communities*
 - *Shared leadership in educational context (curriculum and administration)*

Four fundamentals of student achievement

Dinham, 2015: p. 20



Leading learning and teaching

- Leadership contributes to learning and organisational improvement
- Dimensions of leading for learning:
 1. values and beliefs
 2. leadership focus
 3. contexts for leadership
 4. sharing leadership

Leading learning and teaching

- fostering creativity, critical reflection, collaboration and communication (4Cs) (Anderson, 2017)
- focusing on learning and building capacity for improvement
- achieving success through the collaboration with and cooperation of others
- taking time to understand the context first, then develop suitable learning and teaching strategies
- sharing leadership and empowering others

(Hallinger, 2010; pp. 137-138)

The concept of teacher leadership



- Teacher leadership is anchored in the belief that all individuals in the educational context have knowledge that can contribute to and enhance the work of the organisation (O'Hair and Reitzug, 1997).
- Such distributed approaches to educational leadership allow for increased opportunities for teachers to take on leadership roles (Spillane, Halverson and Diamond, 2004).

Definitions of Teacher-Leaders

- Are critical consumers of research (Dinham, 2016)
- Individually or collectively influence others in the educational community to improve the learning of children (York-Barr and Duke, 2004).
- Generate instructionally specific conversations, develop trusting relationships and advocate shared leadership development resulting in team oriented cultures (Portin, 2009)

Characteristics of a teacher leader

- Danielson's (2008) characteristics of effective teacher leaders include:
 - *expertise in their field*
 - *respect for their own instructional skills*
 - *respect for others*
 - *self confidence*
 - *the confidence of other educators*
 - *enthusiasm*
 - *willingness to try new ideas*

Who are teacher leaders?

- *Demonstrate high levels of instructional expertise*
- *Are respected by their peers*
- *Collaborate with others*
- *Reflect on their experience*
- *Have a sense of empowerment*
- *Have excellent interpersonal skills*
- *Understand the micro- politics of the school system*
- *Have ability to influence others*
- *Are allowed to lead by others*
- *Are achievement and learning oriented*
- *Demonstrate significant teaching experience,*
- *Are willing to take risks and assume responsibility*

Three Forms of Teacher Leadership

- *Instructional* (e.g. in the classroom).
- *Professional* (e.g. mentoring/coaching/professional development).
- *Organizational-level* (e.g. leadership practices, decision making and organisational culture).

York-Barr & Duke (2004)

SLA Principles

- The ‘comprehensible output hypothesis’ (Swain, 1985; 2000)
- The distinction between two types of language – ‘basic interpersonal communicative skills’ (BICS) and ‘cognitive academic language proficiency (CALP) (Cummins; 1979, 1981)
- The ‘common underlying proficiency’ (CUP) hypothesis (Cummins, 1981)
- The ‘identity affirmation hypothesis’ (Ladson-Billings; 1994, 1995)

Comprehensible output hypothesis

(Swain, 1985; 2000).

- A learner's production in a target language constitutes an integral part of the process of learning that language.
- There are three functions of the hypothesis:
 - *noticing/triggering*
 - *hypothesis testing*
 - *metalinguistic, or internalising, function*
- By producing language in meaningful contexts, that is, hypothesis testing, a learner can receive feedback on her performance from peers and teachers. This **feedback** assists her to 'notice' form in meaningful contexts, internalise improved form, and thus improve language proficiency.

BICS and CALP

(Cummins, 1979, 1981)

- ‘basic interpersonal communicative skills’ (BICS) is the ability to carry on a conversation in familiar face-to-face situations
- ‘cognitive academic language proficiency (CALP) is ‘the degree to which an individual has access to and expertise in understanding and using the specific kind of language that is employed in educational contexts’ (Cummins, 2000; p 66).

Common underlying proficiency (CUP) hypothesis

(Cummins, 1981)

- Literacy and cognitive skills developed in an L1 are transferred to an L2

Identity affirmation hypothesis

(Ladson-Billings, 1994; 1995)

- for minority students (including EAL/D learners), acknowledgement and validation of their cultural identities and knowledge systems is a necessary precondition for them to be able to achieve academic success (Nieto, 1996)

Learning and teaching research evidence



Dimensions of Learning

(Marzano,1992)

- Dimension 1: Attitudes and Perceptions
- Dimension 2: Acquire and Integrate Knowledge
- Dimension 3: Extend and Refine Knowledge
- Dimension 4: Use Knowledge Meaningfully
- Dimension 5: Habits of Mind

Dimension 1: Attitudes and Perceptions

(Marzano,1992)

- If students view the classroom as unsafe and disorderly, they will likely learn little there.
- If students have negative attitudes about classroom tasks, they will probably put little effort into those tasks.
- A key element of effective instruction, then, is helping students to establish positive attitudes and perceptions about the classroom and about learning.

Dimension 2: Acquire and Integrate Knowledge

(Marzano,1992)

- Students must be guided in relating new knowledge to what they already know, organizing that information, and then making it part of their long-term memory
- When students are acquiring new skills and processes, they must learn a set of steps, then shape the skill or process to make it efficient and effective for them, and, finally, internalize or practice the skill or process so they can perform it easily

Dimension 3: Extend and Refine Knowledge

(Marzano,1992)

- Students analyze what they have learned by applying reasoning processes that will help them extend and refine the information
 - *Comparing*
 - *Classifying*
 - *Abstracting*
 - *Inductive reasoning*
 - *Deductive reasoning*
 - *Constructing support*
 - *Analyzing errors*
 - *Analyzing perspectives*

Dimension 4: Use Knowledge Meaningfully

(Marzano,1992)

- Most effective learning occurs when we use knowledge to perform meaningful tasks

- Making sure that students have the opportunity to use knowledge meaningfully is one of the most important parts of planning a lesson
 1. *Decision making*
 2. *Problem solving*
 3. *Invention*
 4. *Experimental inquiry*
 5. *Investigation*
 6. *Systems analysis*

Dimension 5: Habits of Mind

(Marzano,1992)

- The most effective learners have developed powerful habits of mind that enable them to think critically, think creatively, and regulate their behavior

Quality teaching and learning

(Hattie, 2015)

- *Literacy is the foundation of student achievement*

- *Quality of teacher and the quality of teaching are critical along with individual student and their prior achievement*
 - Active vs facilitatory teaching
 - Deliberate spaced practice (instruction, task, careful and accurate self assessment, immediate feedback, task)
 - Frequent, focused, consistent feedback: what can I do? What can't I do? How does my work compare to that of others? How can I do better?
 - *Theory of fixed vs malleable intelligence (Dweck, 2000)*
 - *Self esteem*

- *Lack of research evidence for learning styles (Dinham, 2016); application of multiple intelligences to education (Bennet, 2013); personality traits*
- *How People Learn (Bransford, Brown and Cocking, Eds.; 2000)*

Quality teaching and learning

- Active teaching then facilitatory teaching
- effective planning and preparation
- establishment of an appropriate learning environment
- development of sound interaction skills
- the use of best practices for assessment/feedback
- varied teaching strategies that facilitate both individual and collective learning
- differentiation of tasks and approaches to meet varied learning needs using a range of interactive content types
- Blended: via a combination of print and online materials, both in class with a teacher and in an online, self-study environment
- Flipped: Presentation (at home)/ Practice (classroom)/Production (classroom)

Facilitatory teaching activity types

- Motivational/icebreakers
- Critical thinking activities
- Creative thinking activities
- Collaborative learning activities

(Bonk and Dennen, 2007)

Teacher leadership and professional learning

- Scholarship of teaching - systematic inquiry of learning
- Action Research – working on real problems that require shared leadership
- Peer observation
- Coaching/mentoring
- Critical friends
- Team teaching
- Voluntary communities of practice
- Networking
- Individual development planning
- Experiential and traditional learning leadership programs
- Conferences
- Workshops

Scholarship of teaching

- Teachers undertaking systematic inquiry of learning in their classes
- Reflective practice with the focus on student learning
- Begins with intellectual curiosity
- Is conducted deliberately and systematically
- Is grounded in an analysis of some evidence
- Results in findings shared with peers to be reviewed and to expand a knowledge base

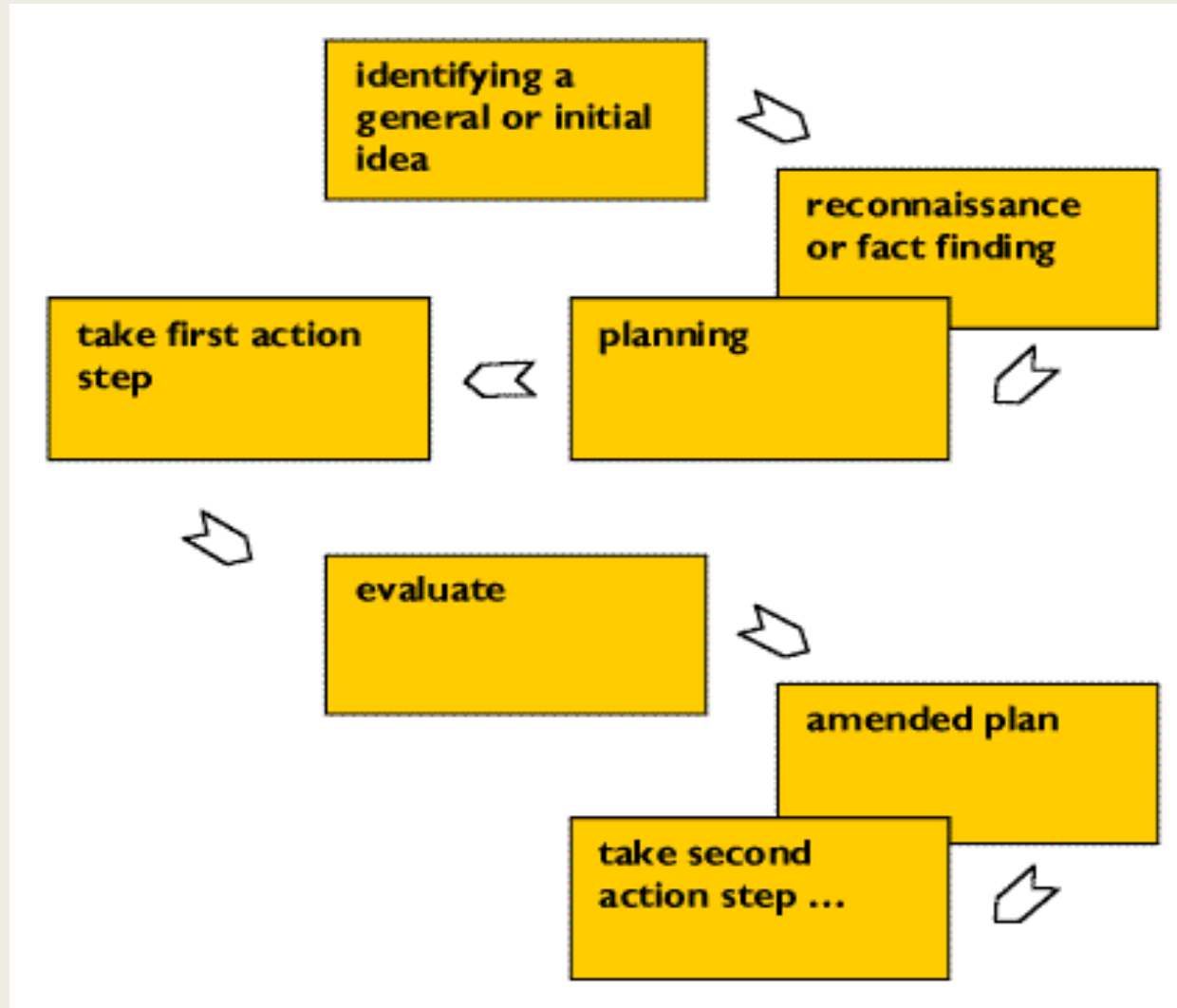
<https://my.vanderbilt.edu/sotl/>

Taxonomy of SoTL questions

- **“What works?”**: These are questions that seek “evidence about the relative effectiveness of different [teaching] approaches.”
- **“What is?”**: These are questions that seek to describe, but not evaluate the effectiveness of, different teaching approaches. These are also questions that seek to describe how students learn.
- **“Visions of the possible”**: These are questions related to goals for teaching and learning that have yet to be met or are new to the faculty member asking the questions.
- **“Theory building”** questions: These are questions designed to build theoretical frameworks for SoTL similar to frameworks used in other disciplines.

Hutchings (2000)

Collaborative action learning research



AR is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Carr and Kemmis 1986, p. 162).

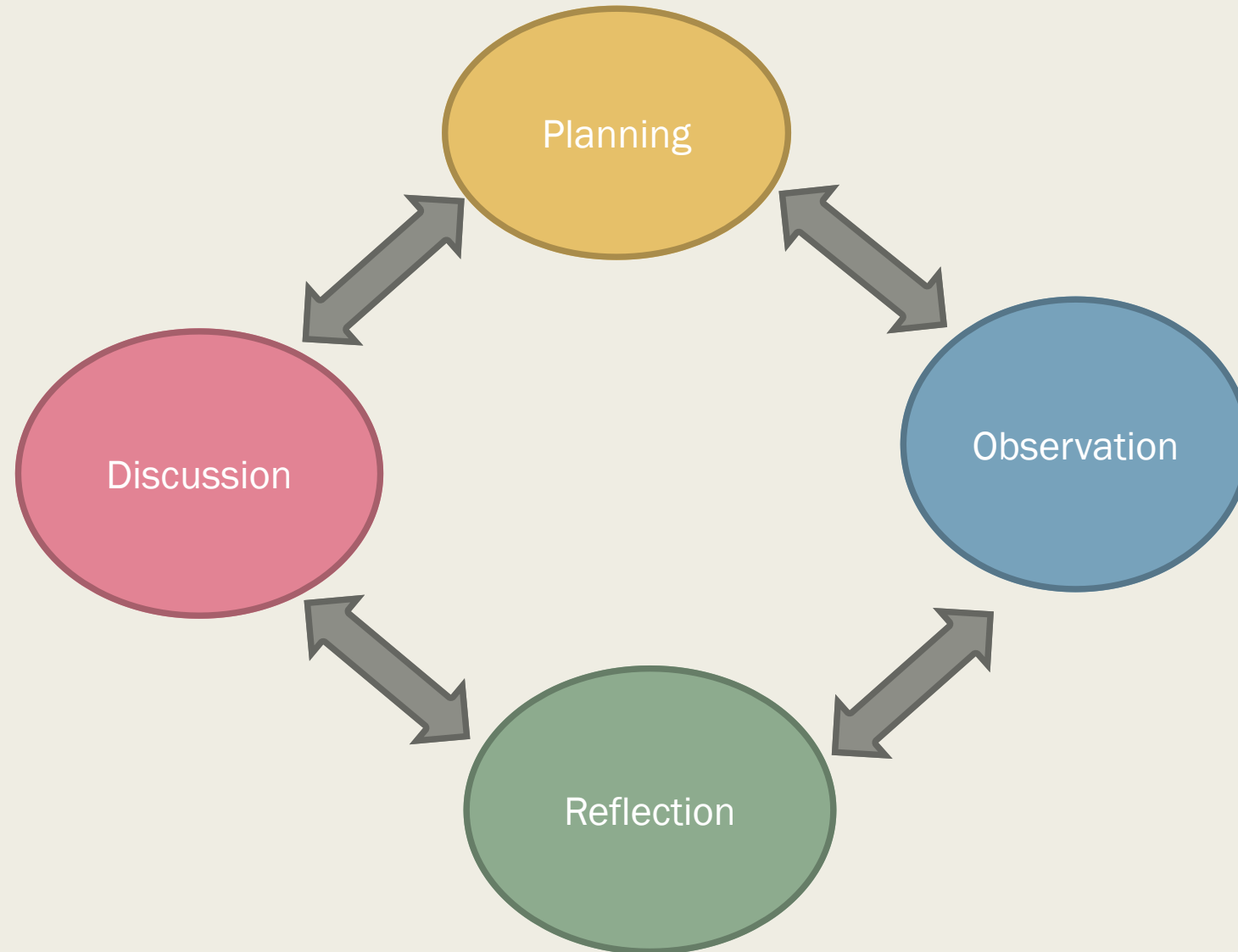
Peer observation

- Peer observation is voluntary, self-initiated activity that enables peers/critical friends to observe and constructively comment on each others' teaching
- Focused on individual needs and the opportunity to learn from others' practice and offer constructive feedback to peers
- Aims to support the sharing of practice and building awareness about the impact of your own teaching in order to affect change
- Provides opportunities for the ongoing improvement of teaching and learning practices through:
 - *peer collaboration,*
 - *discussion, and*
 - *the sharing of ideas and good practice.*

Why peer observation?

- A scholarly process
- Engenders group and individual reflection on teaching
- Provides genuine peer-to-peer dialogue and provides opportunities to discuss challenges and successes with trusted colleagues.
- Encourages openness and sharing of practice with a focus on improvement
- Supports sharing of ideas and expertise amongst teachers
- Emphasizes development and collective responsibility and builds a community of trust

Peer Observation Model



Underlying Principles

See http://www.acu.edu.au/staff/our_university/learning_and_teaching/professional_development/peer_observation_and_review_of_teaching_port

Purposeful	Is undertaken for the purpose of enhancing teaching practice and improving student learning
Professional autonomy	The control of the observation process belongs to the individual staff member being observed
Constructive	Provides feedback that seeks to affirm good practice as well as suggesting areas in which further development may be helpful
Ethical	Participants should abide by principles of ethical conduct when involved in a peer review process
Flexible	Applies to all forms of teaching practice including F2F and online teaching, curriculum development and development of teaching resources
Collaborative	The process requires colleagues to work together on the basis of mutual trust and support, the role of the peer reviewer is that of a critical friend
Reciprocal	Both parties should expect to gain from the process
Inclusive	Applies to all teaching staff including full-time, fractional and sessional appointments

(Adapted from Harris et al. 2008; Gosling & Mason O'Connor 2009; University of British Columbia, 2009; Timberlake, 2009; McMahon, Barrett & O'Neill, 2007; York St John University, 2012; Bell 2002).

Mentoring

- A holistic, two-way or reciprocal process includes three components:
 - 1. relationship*
 - 2. developmental needs and*
 - 3. contextual elements*

Mentoring

- Informal or formal approaches to mentoring occur in many organisations focused on learning:
 - *Mentoring is a way of working collaboratively, embedded informally in daily operations in the support and guidance provided to colleagues*
 - *Mentoring can also be a formal relationship established in educational settings through developmental mentoring programs that target specific knowledge and skills to transform practices*

Benefits

Mentee benefits include reduced feelings of isolation, increased confidence and self-esteem, professional growth, and improved self-reflection and problem-solving capacities.

Mentors learn from their mentees, from participation in mentor professional learning programs, and more generally, from opportunities to talk to others about teaching and learning.

(Adapted from Ambrosetti, 2014)

An effective mentor/coach will:

Be willing to share experiences and information

Commit to helping their mentee think critically and reflectively

Support and guide their mentee

Create situations in which their mentee can explore and learn for themselves

Foster a relationship conducive to learning

Be aware of their mentee's developmental strengths and challenges

Extend knowledge – intellectual engagement

Provide evaluation and feedback

Recognize when the goals have been achieved

See solutions and opportunities

Convey Respect

Believe in potential

Be patient

Promote their mentee's independence

Be honest and genuine in praise and correction

Focus on the formation of teacher identity

Explore core beliefs about teaching and learning driving practice and theorising about practice

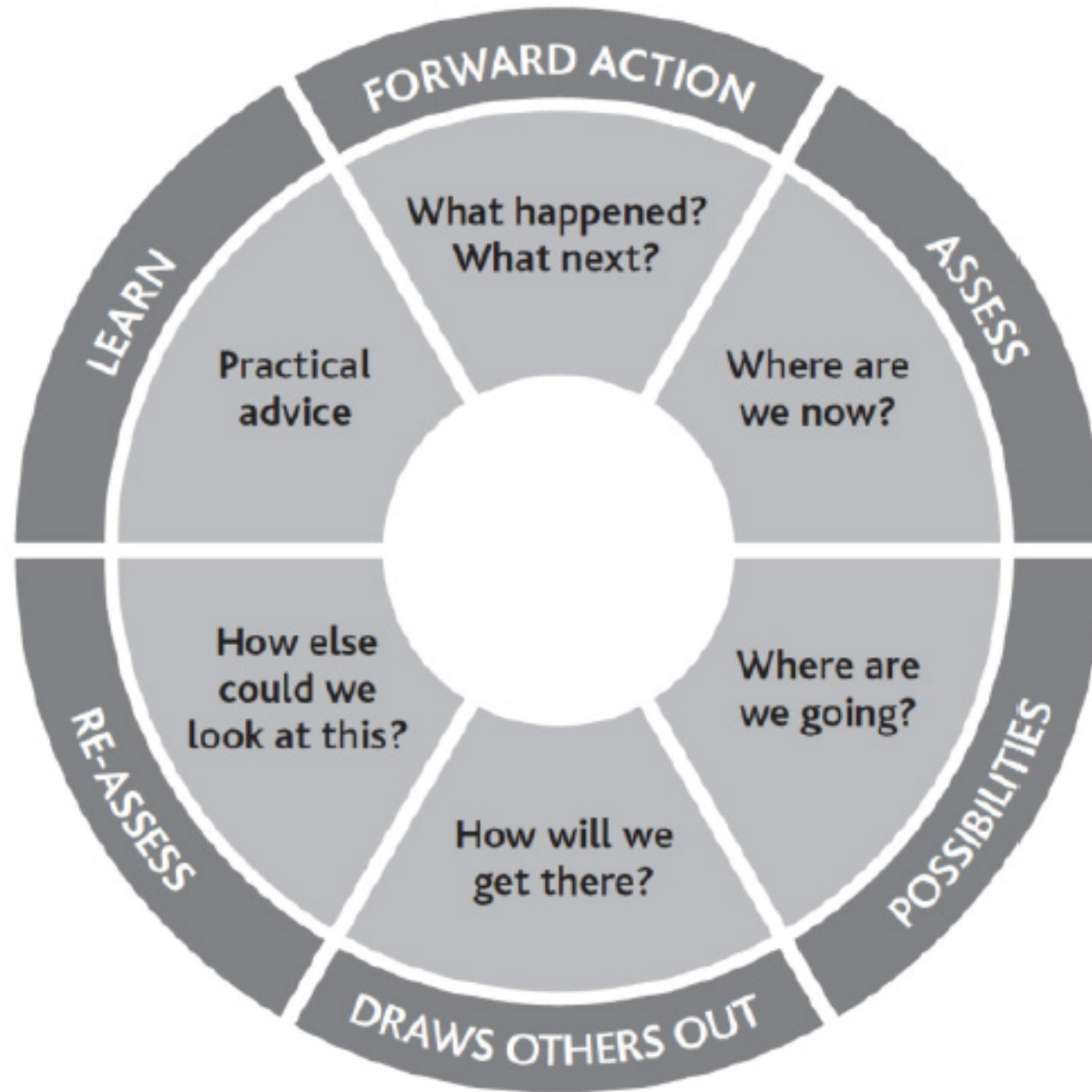
Focus on the concept of professionalism and emphasis on professional standards

Evaluate beliefs and practices of mentor and mentee

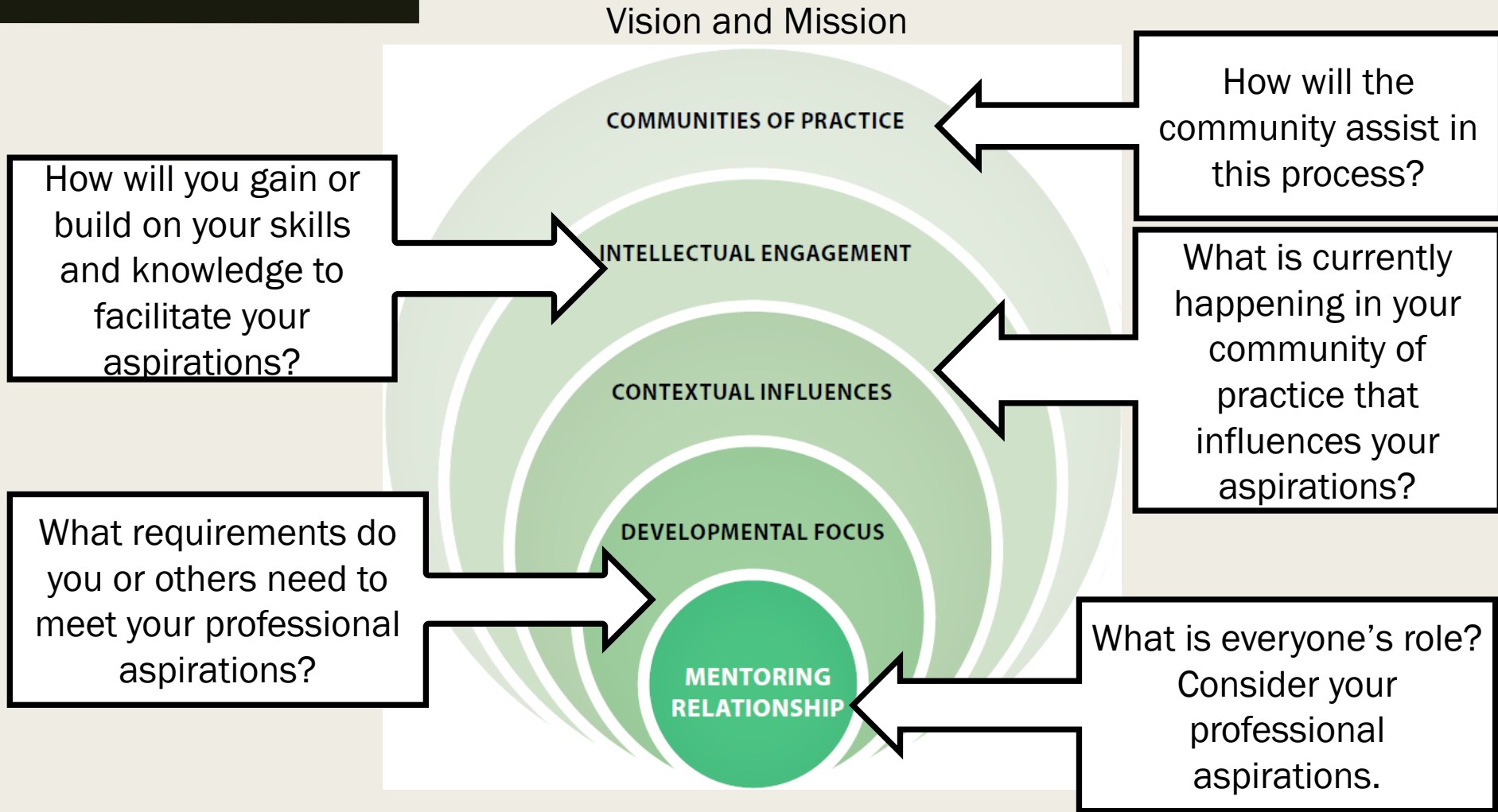
Welcoming, induction and orientation with a focus on collegiality

Co-constructing judgments about teaching practice and student learning

Focus on finding TES' unique approach to learning and teaching



CONSIDERATIONS



Why focus on teacher leadership?

■ Benefits of employee participation

- *Educational organisations are too complex to be run by a single individual*
- *Teacher perspectives can inform management and result in more effective decisions*
- *Sense of 'ownership and commitment to organizational goals*

■ Expertise about learning and teaching

- *Teachers have 'front-line' knowledge of classroom and students*
- *Contributes to effective instructional practices*
- *Encourages sharing of best practices*
- *Mentoring of new teachers*
- *Collaboration with teaching colleagues*

Why focus on teacher leadership?.....

- Acknowledgment, opportunities, and rewards for accomplished teachers
 - *Learning and leading are viewed as intertwined and inseparable*
 - *Expansion in the ways teachers contribute as they advance in their careers*
 - *Finding opportunities for continuous learning and professional 'renewal'*

- Benefits to students
 - *Students observe and experience democratic leadership*
 - *Benefit from higher teacher morale and better decision-making*

Leadership, Engagement, Diversity

1. Leading learning and teaching through teacher leadership
2. Quality learning and scholarly teaching
3. Teacher led professional learning: theorising practice

Professor Lauren Stephenson
Faculty of Education & Arts
Australian Catholic University

Lauren.Stephenson@acu.edu.au