

L2L EXPO 2007



Transforming Pedagogy

No Magic Carpet Ride

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Transforming Pedagogy

Transforming....

From what to what?

Why?

Pedagogy

What do we mean by 'pedagogy'?

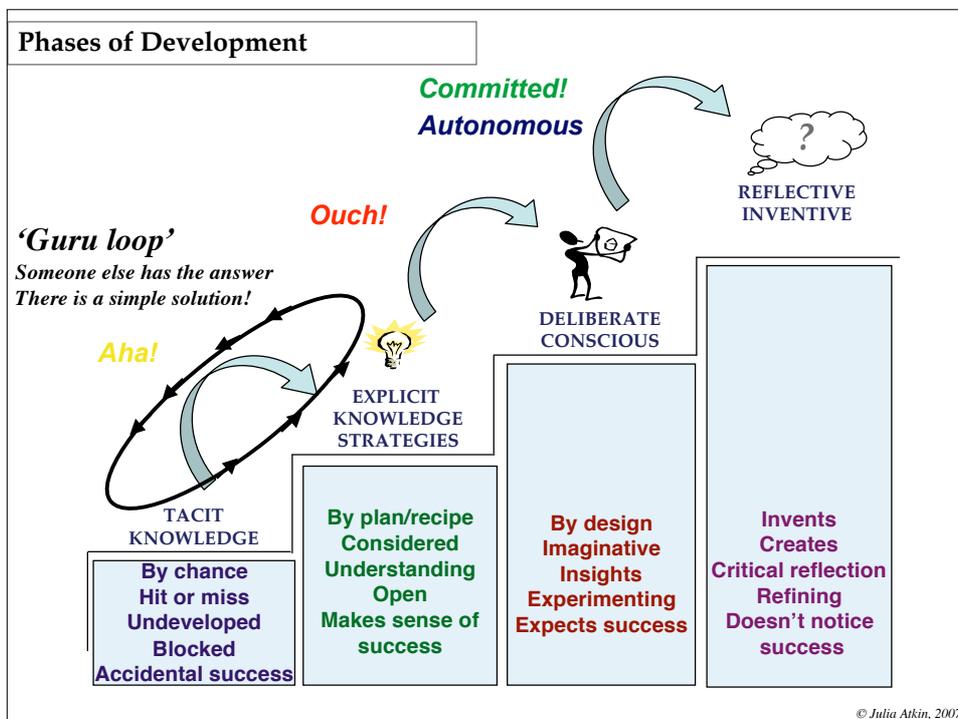
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Transforming Pedagogy

A few conceptual models that might help to make sense of the process of professional learning.

The first model frames phases of development that I've observed in professional learning - old and new.

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What do you need to put in place to get beyond the 'guru loop'?

- ***what support?***
- ***what sources of stimulation & inspiration?***
- ***how do you promote critical reflection?***

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What are the key capacities to build?

Reflecting on your own school

What is your school doing to:

1. *actively and explicitly build **disposition to learn**, capacity to learn and to build capacity to contribute to others' learning.*
2. *build capacity to **reflect** - critically, deeply, imaginatively & responsively?*
3. *build capacity to **revision, reframe, and re-enact leadership** for learning - in the learning spaces for staff, kids and community?*

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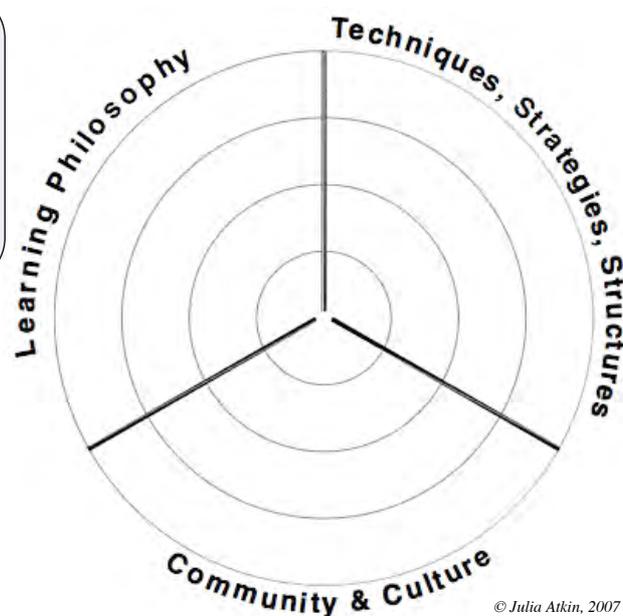
Transforming Pedagogy is complex for both the individual professional as well as the school as a whole - staff, students, parents.

The next model is another framing device to help 'chart' the journey and to acknowledge the crucial interplay between three dimensions.

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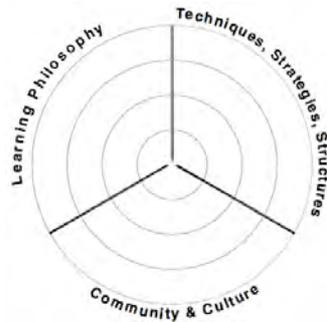
Educational Positioning System

Just as a GPS helps us locate where we are in space, an EPS aids in determining where a school is in its educational development.



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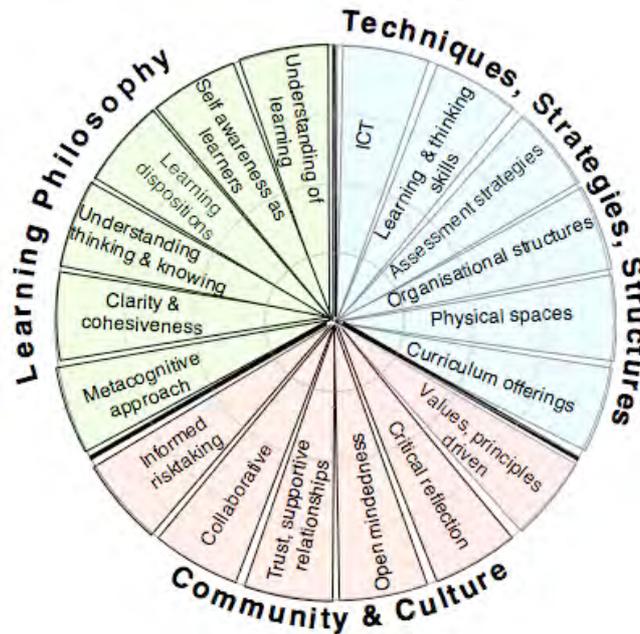
Educational Positioning System



*School development is complex and multifaceted. The EPS attempts to capture three key interacting dimensions – 1. Learning Philosophy, 2. Techniques, Strategies, Structures, and 3. Community and Culture. It also represents the levels and stages of development in various elements that make up each of these dimensions and it serves to point to what is required for further improvement and development. **Effective school development requires complementary development in all three areas.***

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Educational Positioning System



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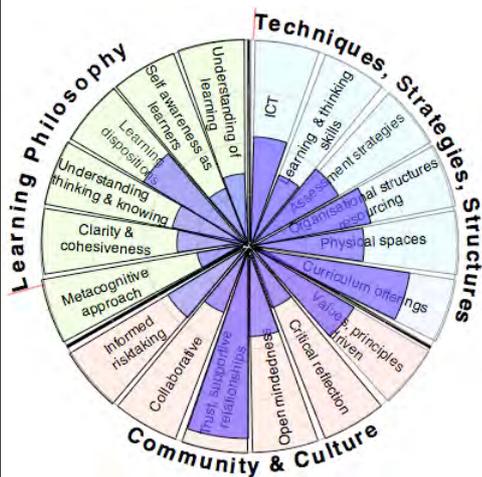
Educational Positioning System

A couple of examples will serve to illustrate the concept of the EPS and its power in aiding conceptualisation of the educational positioning of a school and in identifying the areas that could lead to further school improvement. When I observe schools that have been active in introducing ICT, I see some schools focussing on the 'Tools, Techniques, Strategies' dimension without careful consideration of 'Learning Philosophy.' This leads to a very utilitarian approach. They may have all the 'bells and whistles' but the use of the technology has done nothing to enhance learning. Similarly I have observed schools who are implementing a thinking skills program because it is 'the thing to do', it's 'flavour of the month'. In such cases there has been no development of a genuine understanding of the role of thinking in learning nor why develop thinking skills. The practice is institutionalised rather than the practice being derived from a coherent philosophy and the practice being adapted and used appropriately for the particular context.

In other schools there has been deep philosophising but little development of 'Tools Techniques, Strategies and Structures' to match the philosophy. While in other situations effective development occurs in pockets rather than uniformly because the 'Community & Culture' does not support whole school development, or there is lack of alignment around key principles because a collaborative culture does not exist.

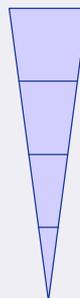
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Sample School Positioning



KEY:

Specific criteria, with exemplars and indicators, are developed for each element. The general criteria are shown below



Highly developed across the school community; congruence, robustness and complementarity

Highly developed across sectors of community; aspects of congruence, complementarity or robustness lacking

Developing in sectors of community; aspects of congruence and complementarity lacking; lacks robustness

Developing in sectors of community, individual vs collective action

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***How do we sustain development?
How do we ensure ongoing learning?
How do we build durability?***

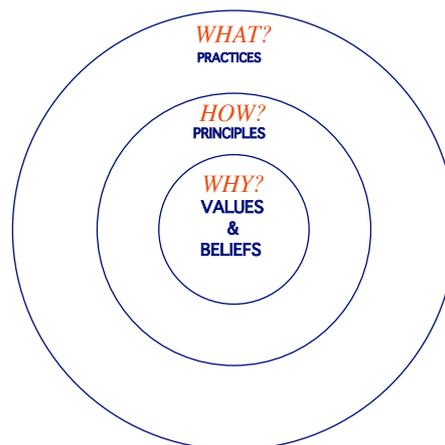
***What processes help us move beyond the
'guru loop'.***

The answer lies in "reflective practice"

- ***WHY*** am I doing this?
- ***HOW*** does this practice help me achieve what I value & believe?
- How can I ***refine*** what I'm doing?
- Are my practices really ***congruent*** with my beliefs and values?

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VALUES & VISION DRIVEN DEVELOPMENT



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Key Questions

The **key questions** to guide your analysis are:

1. Are the values and beliefs:
 - mutually agreed upon
 - owned by the school community
 - shared
 - made explicit
 - tested against contemporary research
2. Are the principles implied by the values and beliefs serving as a **'touchstone'** for the development and refinement of practices? Are they explicit? Are the connections between principles and practice explicit?
3. Being mindful of the context, **how well are the specific practices enabling the living out of the values and beliefs?** Are they congruent; robust; informed?

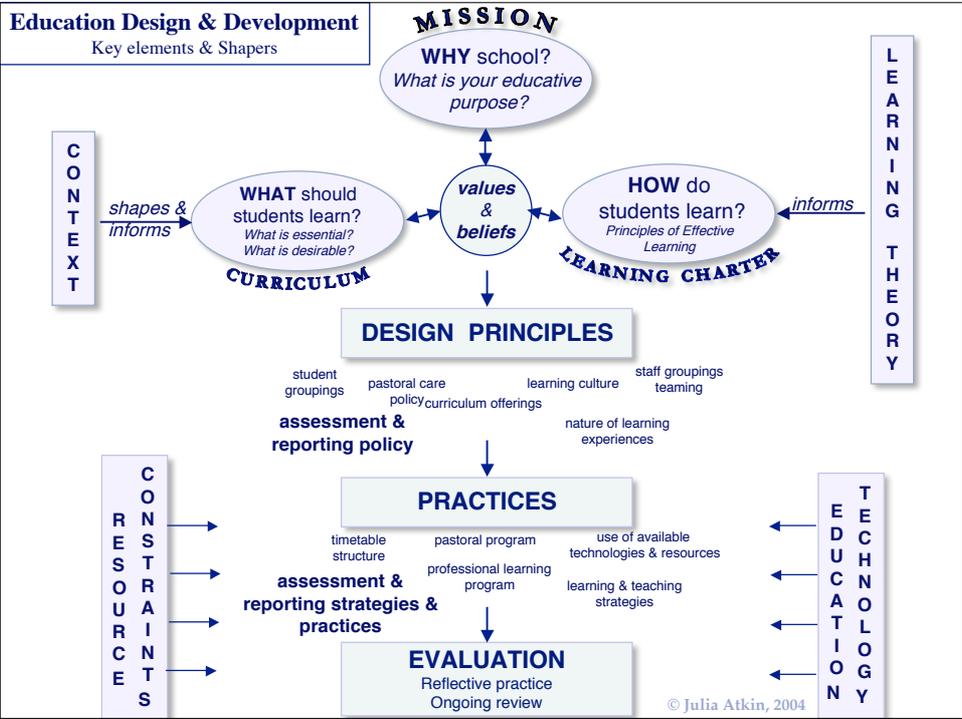
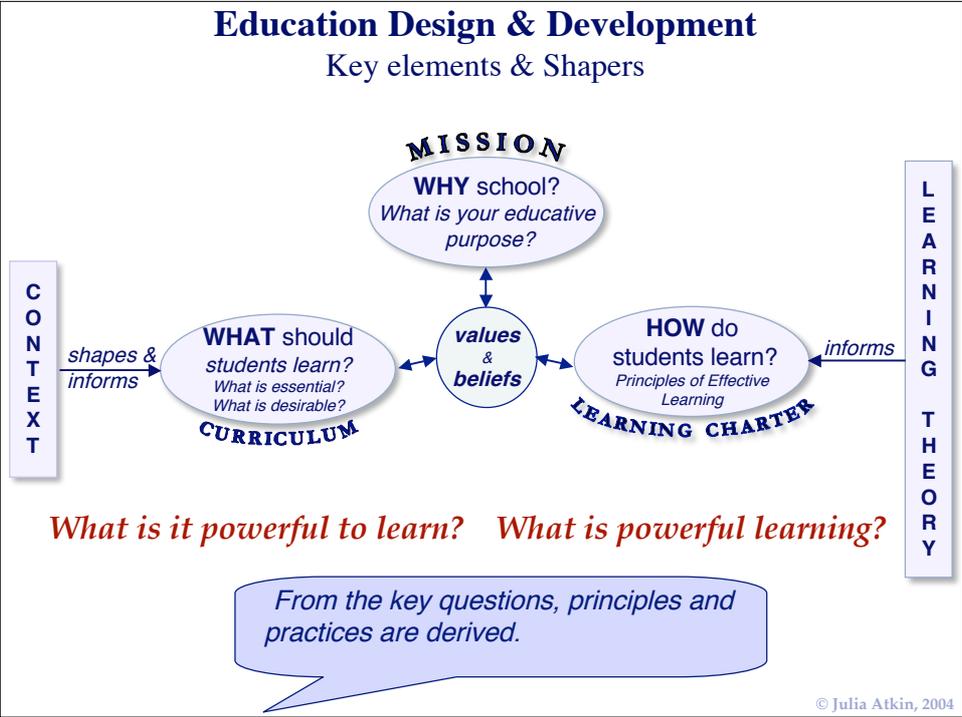
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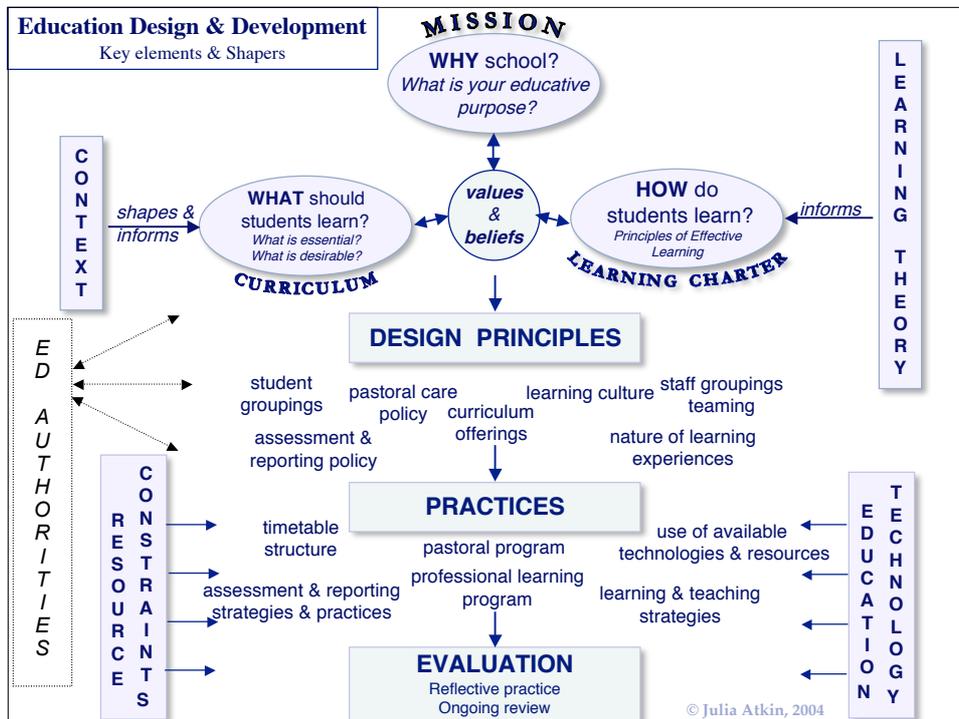
Education Design & Development

Key elements & Shapers



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Beyond 'either-or' thinking to 'both-and'

INSTRUCTIVIST vs CONSTRUCTIVIST PEDAGOGY

**Learner initiates,
chooses, directs
Teacher facilitates**

OR

**Direct, explicit
Instruction**

*Our western worldview
leads us, continually, to
think 'either - or'.*

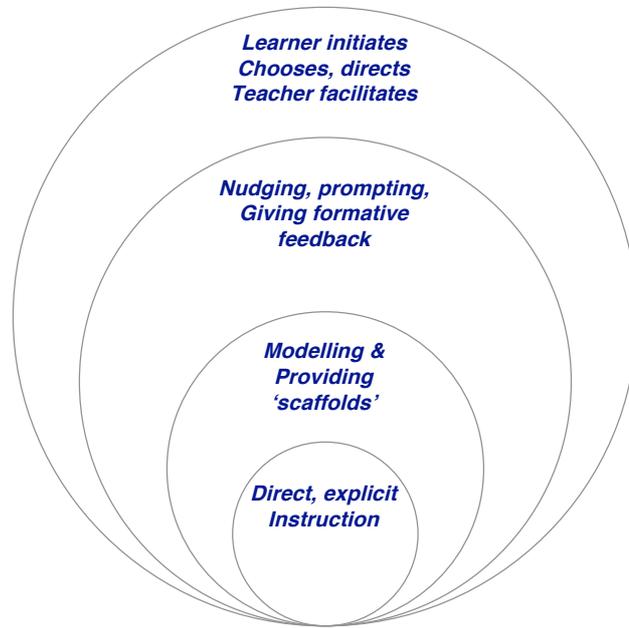
*Progress lies in 'both -
and' - growth emerges
between the dynamic
interplay of opposites!*

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Reframing...

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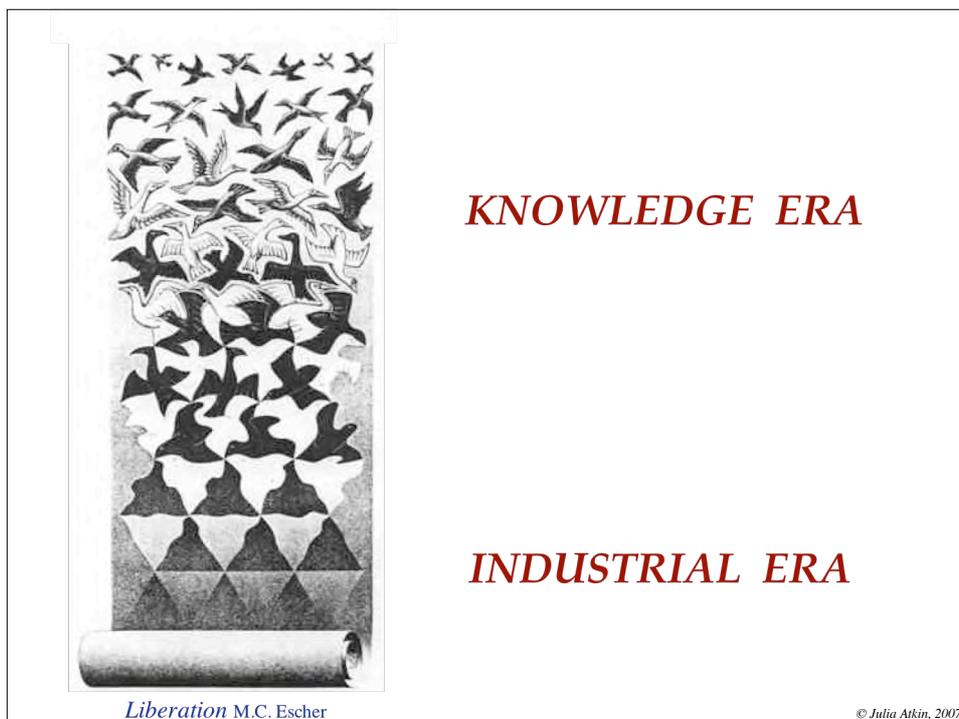
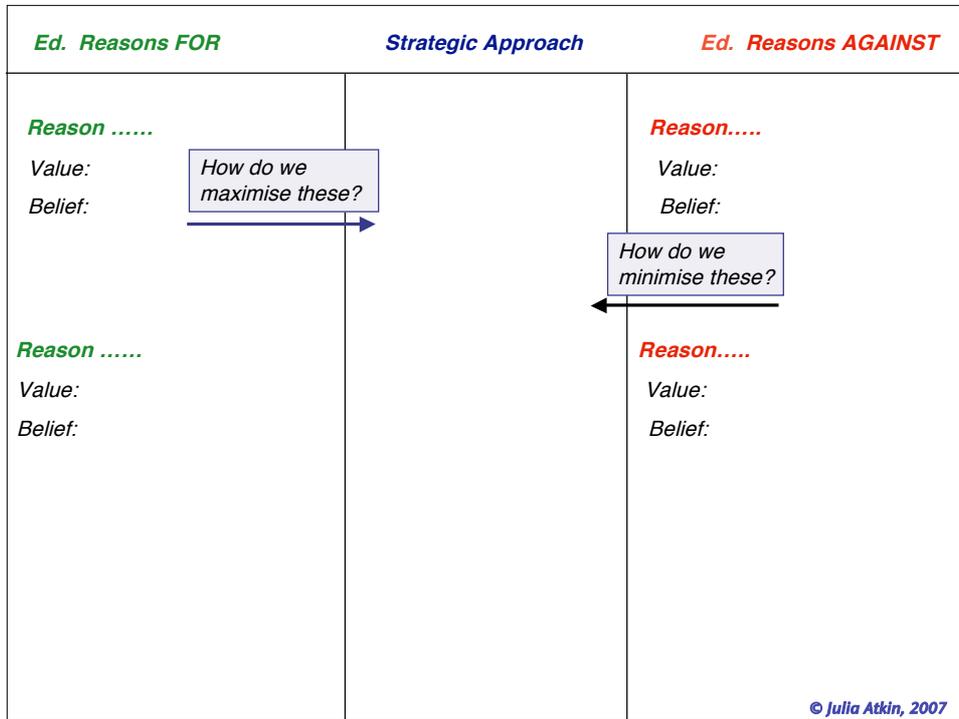
Reframing to 'BOTH-AND'
CONSTRUCTIVIST PEDAGOGY



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***Juggling competing tensions - 'both-
and' - 'win-win'***

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What are our navigation aids?

- our values
- beliefs about leadership & learning
- clarity of purpose
- open mindedness
imagination
- critical reflection
- dialogue



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*How do we ensure we develop an **appropriate underpinning metaphor** for the Knowledge Era?*

*If **learning is the key asset** in the Knowledge Era, what do we know about the nature of learning?*

What do we mean by the term learning?

Can you put your response into words?

Learning is. . . .

Perhaps you can think of a visual image or analogy for learning.

Learning is like. . . .

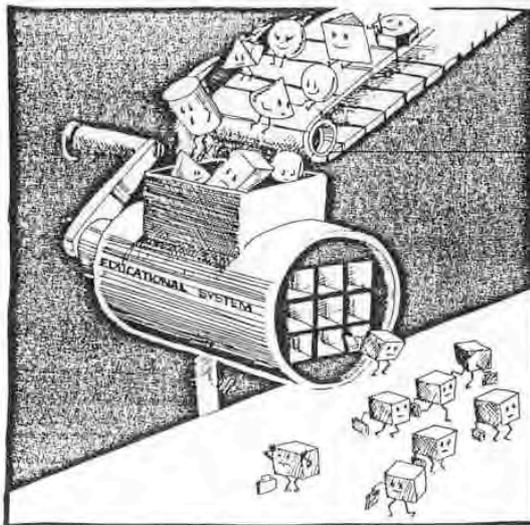
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The dominant analogies/metaphors that have emerged from asking >200,000 people: "What is learning like?"

- **journey**
- **growth**
- **construction- reconstruction**
creation - recreation
- **transformation**
- **enlightenment**
- **empowerment**
- **enrichment**

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Underpinning metaphor of the Industrial Era



Quality Control:

- Efficiency
- Uniformity
- Meets standard specification
- No waste

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Appropriate underpinning metaphors for the Knowledge Era: - organic, dynamic, holistic

What constitutes quality control:

- **journey** - for a journey?
- **growth** - in a garden?
- **construction- reconstruction** - in a creation?
creation - recreation
- **transformation**
- **enlightenment**
- **empowerment**
- **enrichment**

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**Between the idea
And the reality
Between the motion
And the act
Falls the shadow**

T.S. Eliot *The Hollow Men*

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*How do we ensure authentic,
meaningful development instead of
empty words, instead of pretty
documents that gather dust on
shelves?*

*The secret is to 'capture hearts and
minds'.*

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*If you want to build a ship,
don't drum up the people
to gather wood, divide the work
and give orders.*

*Instead, teach them to yearn
for the vast and endless sea.*

Antoine de Saint Exupery

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