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Thinking & Learning Conference

2014

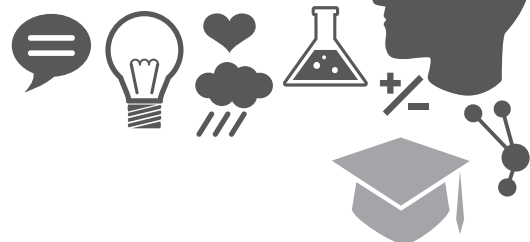
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MELBOURNE

Innovate!

Educate!

Inspire!

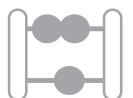


Gavin Grift

Monday 26 May

Teachers as Architects of Learning

Session 1



GAVIN GRIFT



Gavin Grift is currently Director of Professional Learning for Hawker Brownlow Professional Learning Solutions. With experience as a teacher, assistant principal and educational coach, Gavin connects with audiences on topics ranging from Cognitive Coaching and quality teacher practice to professional learning communities, collaboration and learning-centred leadership.

Gavin is an author of numerous articles and books including *Assessing the Whole Child* (2007) and *Teachers as Architects of Learning* (2013). As a PLC at Work™ training associate he led the establishment of the Professional Learning Communities Network to Australian Schools, based on the foundational work of Dr. Richard DuFour, Rebecca DuFour and Bob Eaker. He also serves as a Global Outreach Consultant and training associate to Thinking Collaborative, which is the home of both Cognitive Coaching (Costa, Garmston) and Adaptive Schools (Garmston, Wellman).

Gavin's combined passion, commitment and style has led him to conduct keynote presentations, workshops, seminars and in-school support days at the systems, school and classroom level both nationally and internationally. All of Gavin's work is devoted to building an educator's capacity to build success in others.

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TEACHERS As ARCHITECTS OF LEARNING

For learning centered teachers...

Gavin Grift and Clare Major



Intended Outcomes

- Delve deeper into learning centered decision making
- Developed a greater consciousness around your own teaching 'practice'
- Recognise two key elements to growing your practice
- Practice the skills of coaching someone through the process of committing to growth

Agenda

- Welcome
- 12 Considerations for Learning
- Exploring teaching practice
- Supporting Neuroscience
- Coaching Practice
- Saturday Night

Teachers as Architects of Learning Mission

1. We ensure our students learn successfully
2. We increase our mindfulness on the impact our teaching practice has on learning
3. Our professional growth as teachers increases through a commitment to thinking, planning, acting and reflecting

Teachers as Architects Mission

1. *We will ensure our students will learn successfully*
2. We will increase our mindfulness on the impact our teaching practice has on learning
3. Our professional growth as teachers will increase through a commitment to thinking, planning, acting and reflecting



Thought!

There is little point
considering teaching
without understanding
learning!

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Understanding Learning – a personal perspective...

Think of something you know really well – you have learnt it?

What did you have to do to come to learn it?

How do you know you've learnt it? What evidence have you got?

Teaching for Understanding – Project Zero (Harvard University)













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Considerations for Learning



Find a processing partner and share your responses...

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 Consider Modelling and Exemplars	 Consider Desire	 Consider Expectations
 Consider Questioning	 Consider Resources	 Consider Existing Knowledge
 Consider Support and Safety	 Consider Self Assessment – Reflection and Feedback	 Consider Explicit Instruction
 Consider Time	 Consider Lifeworlds	 Consider Observing, Listening and Feeling

Considerations	Teachers Aid Learning By:	Learners Learn By:
	Asking questions of the learner	Generating and asking questions
	Explicitly involving the students in the learning experience	Understanding their own work at a deeper level and accurately self assessing
	Observing their students' input and output	Observing the thoughts and actions of both themselves and others
	Providing instruction to learners	Having access to instructional support when needed
	Modelling behaviours, thinking and exemplars for the learner	Having models and exemplars that support the learning
	Providing a safe and supportive environment for the learner	Enabling and seeking support and feeling comfortable in doing so
	Structuring time for the learner to DO	Utilising time effectively and having time to 'have a go'
	Establishing and articulating expectations for the learner	Understanding expectations and the goals for the learning
	Connecting to the lifeworld of the learner	Connecting the learning to their own lifeworld
	Generating a desire for learning	Seeing a relevance, having an interest or a need in the learning and therefore a desire to learn it
	Providing human and nonhuman resources for the learner	Using resources to support the learning
	Capitalising on the existing knowledge of the learner	Drawing from existing knowledge

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Impacting Practice – P3

PONDER, PRIORITISE AND PARTICIPIATE



Impacting Practice – P3

P - Consider what learning experiences you have planned to teach next week.

P – List 3 of the critical elements you will need to pay attention to that will contribute to learning success.

P – Participate in group dialogue

Impacting Practice

WHAT	HOW
"I am going to have the students complete a classroom detective task. They will have to find 3 other students in the room who have the same or similar strengths to them in learning. We will then share this information as a group a way of developing classroom consultants to build a peer teaching culture in my classroom".	"I am going to conduct a classroom consultant detective task. My focus is on ensuring I model what identifying learning strengths looks like through the 'think aloud' strategy. I'm then going to pay particular attention to the questions I ask to encourage them to identify their strengths accurately and with evidence for their thinking. I want deeper levels of conversation."

Teaching Practice Defined

The exercise of a profession. How the teacher actually goes about their core business



Impacting Practice

For you, what was the balance between the what and the how in your reflection?

Impacting Practice

*On a scale from 1 to 10 (1 being highly uncomfortable) how comfortable were discussing this?
What might be some reasons for your response?*

Focus on Teaching Practice

If we want to change what teachers do in classrooms, then we need to focus on those actions directly. As Millard Fuller, founder of Habitat for Humanity, has said, "It is generally easier to get people to act their way into a new way of thinking than it is to get them to think their way into a new way of acting."

Dylan William 2008



Focus on Teaching Practice

But we need to know what that 'act' is...

Supporting Neuroscience

*Two key findings over the past twenty years
in the study of thinking on our ability to
change practice from the field of brain
research found:*

- 1. Expectation Shapes Reality**
- 2. Focus is Power**

Neuroscience of Leadership 2006

Supporting Neuroscience

Expectation Shapes Reality

In a study in 2005 by Robert C. Coghill and
others found:

“expectations for decreased pain produce a
reduction in perceived pain (29%) that rivals
the effects of a clearly analgesic dose of
morphine.”



Supporting Neuroscience

Expectation Shapes Reality

“The mental expectation of pain relief causes the person to repeatedly focus his or her attention on the experience of pain relief, so that the brain’s pain-relief circuits are activated, causing a decrease in the sensation of pain. People experience what they expect to experience.”

Supporting Neuroscience

Focus is Power

Cognitive scientists have known for 20 years:

- The brain changes internally in response to environment changes
- The brain changes internally is a direct result of where an individual puts his or her attention.

The power is FOCUS

Supporting Neuroscience

Focus is Power

“Insight is when we new connections are being created. These connections have the potential to enhance our mental resources and overcome the brain’s resistance to change.”

Neuroscience of Leadership 2006



Supporting Neuroscience

Focus is Power

So to achieve change in practice we need to make a deliberate effort to hardwire an insight by paying it REPEATED ATTENTION...

In Summary

Our teaching practice will improve when we focus on the:

- How
- And make a commitment to FOCUS on getting better at it
- Then practice

Turn and Talk

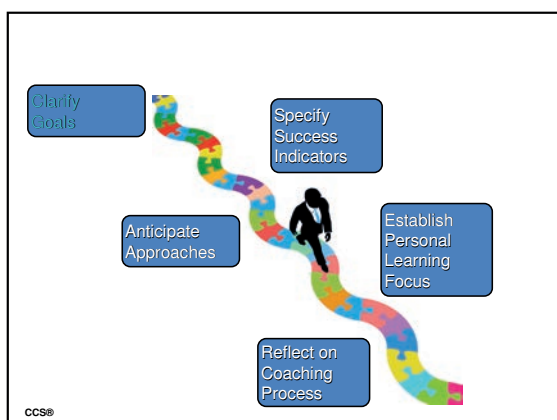
Knowing this, how might I/we become more deliberate in my/our commitment to enhancing teaching practice?

Teachers as Architects Mission

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3. Our professional growth as teachers will increase through a commitment to thinking, planning, acting and reflecting

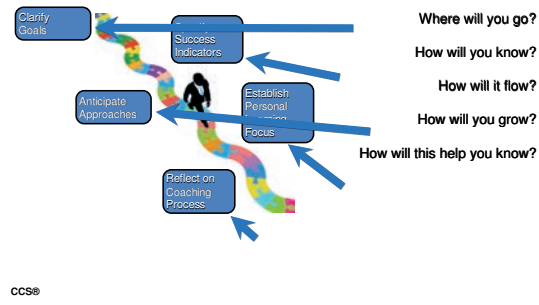
Kegan and Lahey

*The Way We Talk Can Change
The Way We Work*





Remembering the Map



M.I.P.

Make a note of your

Most
Important
Point

From today.

Share with your table group.



CHAPTER 3: CONSIDER QUESTIONING

Chapter 3 ?

Consider Questioning

Any knowledge that doesn't lead to new questions quickly dies out: it fails to maintain the temperature required for sustaining life.

Wisława Szymborska

A Working Definition

Questions are invitational statements aimed at gaining information, exploring ideas and opinions, crystallising thoughts and extending thinking. The art of questioning provides learners and teachers with opportunities for deep exploration and clarification through thoughtful provocations.

Rationale

Questioning is central to our job as both learner and teacher. On any given day we can spend the majority of our day asking questions to the learner in a way that assumes support for the learner. As outlined in this chapter, questioning is viewed by leaders in the field as essential to the building of a successful learning experience. So it becomes important to understand what our intention is when we ask a question. What thinking are we seeking? What is the purpose for the questions that we have asked? In what ways might our questions support learning something new? In what ways can they contribute to a greater depth of understanding? Some possible reasons for asking questions could be:

- to interest and engage learners
- to challenge existing attitudes, perceptions and beliefs
- to stimulate recall for existing knowledge in a way that leads learners to reconcile new ideas and concepts
- to narrow the learners' thinking to the key concepts, knowledge and skills being taught



TEACHERS AS ARCHITECTS OF LEARNING

- to revise key understandings and support the sequential construction of knowledge
- to promote thinking to the point where hypotheses can be made
- to support the building of metacognition for the learner
- to help the learner move through to deeper levels of thinking (many models of questioning are built around Benjamin Bloom's taxonomy of knowledge, comprehension, application, analysis, synthesis and evaluation (1956) For example,
 - ➔ When was gold first discovered in Australia?
 - ➔ What do you think happened as a result of the discovery?
 - ➔ From these events, can you create a time line showing when they occurred?
 - ➔ How would our society look today if gold hadn't been discovered?
 - ➔ How do these events compare to what we know about?
 - ➔ What might be the pros and cons of the discovery of gold?

For teachers to become architects our goal is to develop generative knowledge over fragile knowledge and therefore these levels of questioning become of great value. We want to ask the lower cognitive questions (recall, fact, closed, direct, knowledge based) and higher cognitive questions (open-ended, inquiry, inferential, interpretive) in ways that foster deeper understandings. Once we are clear what thinking we need and what the expectations for each learning experience is, we are able to be more deliberate in the types of questions that we ask.

Strategies to Consider

In practice asking questions that aid the learner can be complex work. Three strategies to consider that will assist us in our questioning are the following.

1. **Having a clear purpose:** Understand the reason we are asking the question and what the intended outcome is. If we aren't clear and deliberate in the questions that we ask of the learner we may be making the learning more complex and unattainable than it has to be.
2. **Promoting a safe and supportive questioning environment:** Ensure that our learners feel confident in asking and answering questions. If learners are inhibited from asking questions that connect to what they may be processing, reconciling or reflecting, then we lose a tremendous opportunity for them to be successful in their learning. One important thing to note is the role questions play in the development of relationships with learners. Many elements can impact on our ability to ask questions which foster trustful and supportive relationships with our learners. Questioning is one of the most powerful ways we can find out about the lifeworld of the student that we may be teaching. One way of building respectful relationships is

CHAPTER 3: CONSIDER QUESTIONING

to question students on their attitudes, beliefs, experiences and ways of thinking in a manner that enables us to get to know them personally.

3. **Developing productive questioning practice:** Be mindful about HOW we are going to ask questions. It is definitely a case of not only what we say but how we say it that will impact greatly on the individual learning experience. A focus on questioning without a focus on the way the question is expressed is counterproductive. Focusing on both the content and the delivery of questioning may bring us closer to bridging the gap between successful teaching and learning. The way we ask our questions can go a long way to building this trust between teacher and learner. Think about aspects in tone and intonation such as:
- approachable versus interrogation
 - interested versus dismissive
 - unpretentious versus patronising
 - down-to-earth versus aloof
 - positive connotation versus negative connotation
 - affectionate versus detached
 - calm versus ruffled
 - empathetic versus insensitive

Below (Table 2) is a list of possible 'dos' and 'don'ts' that have been recommended from the research of Black & William (2004) on the impact of formative assessment on student learning. We have linked these to our key strategies by indicating in brackets which strategy the do's most closely correlate with.

Questioning Do's	Questioning Don'ts
Plan carefully crafted questions that support your intention (purpose)	Be unclear about why you are asking the questions
When you have a sense that you want students to know something, just tell them (practice)	Use too many closed questions that could just be stated as an instruction
Partner up students to process higher cognitive questions together (environment)	Jump too quickly into higher cognitive questions
Plan for your questions as you sift through the key learning (purpose)	Ask too many questions at once with too many concepts and ideas addressed
Plan your questions (purpose and practice)	Ask questions that are superficial in nature



TEACHERS AS ARCHITECTS OF LEARNING

Give the students at least three seconds waiting time (we all need processing time when we have been given a question) (practice)	Answer the questions that you have posed yourself
Acknowledge all answers respectfully. If you want a particular answer consider just telling your students (environment)	Ask open-ended questions when you have the actual answer in mind (playing the “guess what’s in my head” game?)
“No hands up” sessions to enable students to be accountable to think. Get students to record or talk to each other about the question before reporting back (environment)	Ask the same few students the majority of the questions
Encourage students to respond to one another’s answers respectfully. Show empathy in your response to students: “I understand why you would think that ...” (environment and practice)	Address misconceptions/mistakes ineffectively
Ask students to explain more about their thinking. Recognise when students are thinking even when they are wrong! (purpose, practice and environment)	Treat the responses inequitably and inappropriately

Table 2: Question Do’s and Don’ts

Putting the Learning in Context

Consider the following scenario where we outline the same learning experience in two different ways: one inclusive of the consideration of questioning and one without.

Peter Mooney is providing a lecture on building a supportive learning environment for fourth-year teaching undergraduates.

CHAPTER 3: CONSIDER QUESTIONING

SCENARIO ONE

The students assemble in the lecture theatre and take their seats. Students flip over the mini desks to rest their notebooks, laptops or iPads on. Peter begins his presentation outlining the key concepts he is going to cover throughout the 60 minutes. Peter then proceeds to talk through his slides for 30 minutes asking some rhetorical questions along the way but not pausing to reflect either for him or for the students. At the halfway point he stops and asks the students to note down any connections they might be making with the content and experiences they have had in schools. He gives the students two minutes to do so. For the remainder of the lecture he continues to finish discussing the content of his slides. In the last minute he suggests the students think about a quote he has on the screen and suggests they will be discussing it at the beginning of their next tutorial.

SCENARIO TWO

The students assemble in the lecture theatre and take their seats. Students flip over the mini desks to rest their notebooks, laptops or iPads on. Peter looks out to them and asks the students to respond to the following question he has put up on the screen in the following way.

“Students don’t need a supportive learning environment. What they need are clear boundaries and expectations with consistent consequences. Why might you agree or disagree with this statement? Turn and talk to your neighbour.”

After five minutes Peter draws them back in and shares some research on the benefits of a supportive environment and defines what he means by the term “supportive”. He then spends 10 minutes sharing some key concepts and supporting research. He again stops and asks the students to respond to a question that relates to their personal experience as students at the primary, secondary and university level. He continues to chunk his lecture like this stopping approximately every 10 minutes and asks the students to respond to a question he has deliberately framed around that specific content. In the last 10 minutes of the lecture he pauses and asks students to individually or collectively write down questions they now have. He explains that they will be expected to ask these within the first part of the follow-up tutorial. He finishes with the same quote as in the first scenario.

Which scenario do you believe lent itself to deeper levels of learning and was more representative and considerate of the learner? Why might this be so? How might this relate to this consideration?



TEACHERS AS ARCHITECTS OF LEARNING

When it is Missing

When effective questioning is missing the learning environment may show some of the following symptoms:

- Students show a lack of interest and engagement in the content of the lesson. This can be demonstrated by students who may spend an entire learning experience showing no evidence that they have processed anything by:
 - taking and scrawling unrelated notes
 - inappropriately talking with their peers at inappropriate times
 - spending the entire lesson saying nothing
 - have difficulty coping with the task and giving up
 - finding it difficult to relate the content to previous learning
 - displaying a behaviour of indifference when asked to contribute
 - displaying elements of passivity
 - ➡ lack of eye contact
 - ➡ looking around (daydreaming)
 - ➡ looking down at books
 - ➡ no writing, recording or responding
 - ➡ mental and physical withdrawal from the environment
- Teachers may seem to spend the majority of the lesson talking at students or having them work on an activity with minimal interaction. Typically a learning experience without high-level questioning will illuminate whether the teacher or the activity becomes the key focus of the learning experience rather than the learning itself.

When it is Evident

A learning culture where questioning is mindfully considered will show evidence of:

- students connecting prior knowledge to current content in discussions
- pre-prepared questions being shared throughout a lesson by the teacher but also during the learning. This may be evident through what you hear a teacher ask and when and through having it recorded on a white board, screen or piece of student work.

CHAPTER 3: CONSIDER QUESTIONING

- pausing
 - ➡ time given after a teacher or student asks a question
 - ➡ time given after a teacher or student has responded to a question
 - ➡ time given before the teacher or student asks the question
- sound assessment practices as there may be a clear correlation between what a teacher finds out about their students' understanding and the crafting of their question to support them moving forward
- teacher and student tones that elicit invitation to think and respond
- dialogue that at least focuses as much on growth in learning and discovery as it does the "right" answer
- purposeful questions designed to elicit specific responses
 - ➡ knowledge retrieval
 - ➡ individual reflections
 - ➡ creative thinking and solutions
 - ➡ links to other learning experiences
 - ➡ engagement to the content
 - ➡ connections between the learning and the lifeworld of the child

Think and Reflect

Consider the questions you are asking of your students in your classroom.

4. What things may impact on the way questions are expressed and answered?
5. What happens to your questions when you're tired?
6. What might be your default way of questioning?
7. Would all your students perceive your questions as supportive?
8. Is there a particular strategy you can identify that you need to develop further?
9. How might this section on questioning support you in the development of your teaching practice?
10. In what ways does questioning support the learning of your students?
11. When you think about colleagues you know who seem to ask effective questions, what might they be doing that correlates to this information?



Supporting Ideas and Research

Bransford, J. D., Brown, A. L. & Cocking, R. R. (2000) *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: National Academy Press, 2000.

The art of questioning is mentioned throughout this book. As with many other texts the focus is on skilling up the student to become the questioner, not just the teacher.

Costa, A. L. & Kallick, B. in H. H. Jacobs (ed.), *Curriculum 21: Essential Education for a Changing World*, Vol. 1, p. 251. Alexandria, VA: ASCD.

In the final chapter the authors discuss how questioning can be used to support students climbing the “metacognitive ladder” and provides some practical advice.

Hattie, J. A. (2009) *Visible Learning*. London: Routledge.

Challenges the way teachers use questions and reports that not all questioning techniques are effective in improving student learning. He emphasises the importance of teaching students the skills of questioning.

International Baccalaureate Primary Years Programme – <http://www.ibo.org/pyp/>


Focuses on the eight concepts and the use of questioning to promote inquiry.

Jacobs, H. H. (ed.) (2010) *Curriculum 21: Essential Education for a Changing World*. Alexandria, VA: ASCD.

Chapter 3: “Using Questions to Challenge Students Thinking” provides an in-depth guide to questioning strategies and also provides some questioning don’ts.

James Nottingham – <http://www.jamesnottingham.co.uk/>

James explores some interesting questioning techniques to challenge students thinking.



TEACHERS As ARCHITECTS OF LEARNING

Authors: Gavin Griff & Clare Major • **ISBN:** 9781743308806

The core business for every school, teacher and student is learning, and any discussion outside of this is simply a distraction from that work. The authors of *Teachers as Architects of Learning* provide the reader with the chance to become an architect for successful learning by introducing platforms to support the construction of a successful learning experience.

Readers will also be asked to reflect on their current work so that they can learn from their own experiences. This book encourages educators to raise their consciousness of how they can best support learning within the context in which they work, regardless of the level or subject that they teach.

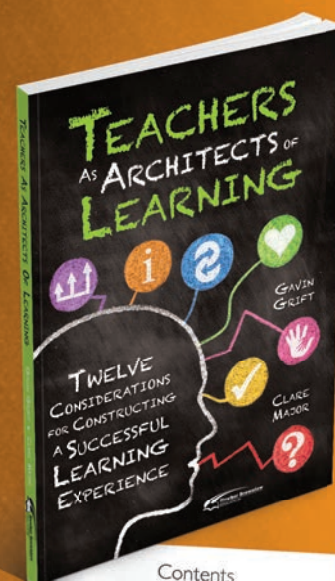
Teachers as Architects of Learning takes key educational learning theory and synthesises it for the formulation of research-based teaching considerations and explicit strategies. Teachers looking to improve their planning and practice will find this book a great way to move from understanding to action.

Code: HB8806 • **Price:** \$35.95

If you are looking to:

- Improve your teaching practice
- Ensure you planning leads to learning success
- Support teachers in growing their practice
- Incorporate 'high leverage' teaching strategies into your instruction
- Strengthen the impact of your Professional Learning Teams
- Place learning at the core of your decision making processes

Then this book will assist you!



13-089-08

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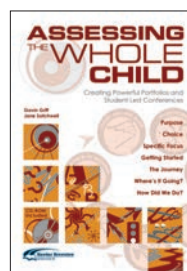
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