Learning outcomes of teachers as practitioners inquiring IBL in a learning group
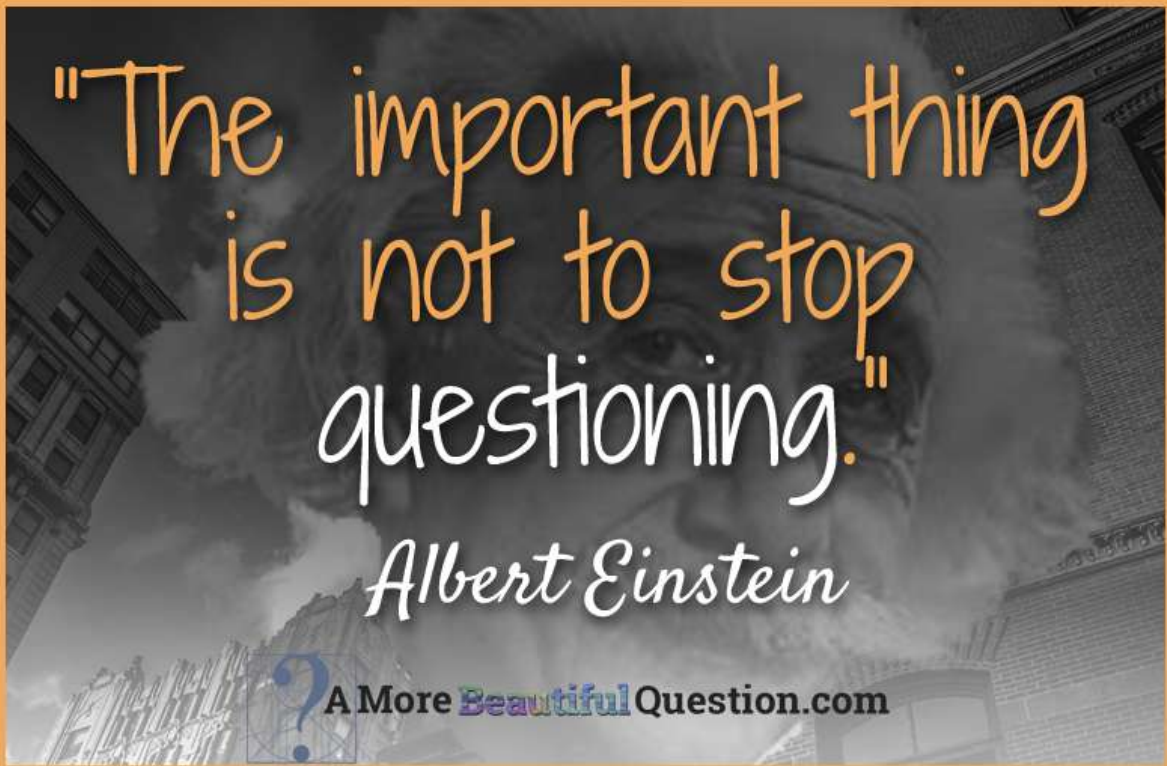
Wim Peeters (Katholiek Onderwijs Vlaanderen - Regio Antwerpen)

POPSUGAR

HE WHO ASKS A QUESTION REMAINS A FOOL FOR FIVE MINUTES.

HE WHO DOES NOT ASK REMAINS A FOOL **FOREVER.**

– Chinese Proverb

"The important thing is not to stop questioning."

Albert Einstein

A More Beautiful Question.com

…yourself about your own practice

Consequences of this point of view:
Teachers…
... as key persons
… are the experts
… make it happen

Educational Research and Innovation

Teachers as Designers
of Learning Environments
THE IMPORTANCE OF INNOVATIVE PEDAGOGIES

Alejandro Paniagua and David Istance

Centre for Educational Research and Innovation

OECD

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Home > Books > Teaching for the Future

20 Mar 2018

Teaching for the Future

Effective Classroom Practices To Transform Education

Teachers are the most important school-related factor influencing student learning. Teachers can help level the playing field and provide opportunities for success to all their students. They can inspire students to innovate; to think and reflect and to work in collaboration with others. Good teachers can also stimulate and guide students' development so that their achievements go beyond their own expectations. Therefore, how teachers achieve this in the classroom is important to understand. Teaching for the Future: Effective Classroom Practices To Transform Education links research and data on key issues facing teachers today with teachers' own experiences to overcome challenges and create an effective classroom. This report builds on the discussions and stories shared at the Qudwa Global Teachers' Forum, organised by the Crown Prince of Abu Dhabi on 7-8 October 2017. It captures the efforts made by teachers, from across the world, to facilitate student learning and transform education to build a fairer, humane and inclusive world. The report provides an in-depth analysis of issues that teachers encounter in their day-to-day professional life, particularly those around equity and reducing personal and social disadvantage, building academic, social and emotional well-being of students through parental engagement and integrating information and communication technology in classrooms.

OECD (2018), *Teaching for the Future: Effective Classroom Practices To Transform Education*, OECD Publishing, Paris, https://doi.org/10.1787/9789264293243-en.

4

TEACHERS TAKING CONTROL OVER THEIR JOB

… as experts

… as practitioners

… being reflective

… having an attitude of learning

How to take control, what does it mean in my reality,
in my practice as a teacher?
Many pieces of advice in research:
J. Hattie, N. Dana, W. Harlen

10 MINDFRAMES FOR VISIBLE LEARNING

Created by John Hattie

1 I'M AN EVALUATOR
My fundamental task is to evaluate the effect of my teaching on students' learning and achievement, or "Know Thy Impact"

2 ASSESSMENT SHOWS ME MY EFFECT
All assessments, including formative assessments, are a reflection of my effort more than the students'

3 I COLLABORATE
While teamwork is essential, adults don't do it nearly as well as students

4 I'M A CHANGE AGENT
The success (and failure) of my students' learning is about what I do or don't do

5 I TAKE ON CHALLENGES AND DON'T FEAR FAILURE
John Hattie likes to say "Making errors is the best way to learn"

6 I GIVE AND TAKE FEEDBACK
I help students understand feedback and I interpret and act on feedback given to me

7 I TEACH THROUGH DIALOGUE, NOT MONOLOGUE
This involves listening much more than talking

8 I USE OUR SCHOOL'S COMMON "LANGUAGE" OF LEARNING
So that everyone knows what successful impact looks like

9 I DEVELOP POSITIVE RELATIONSHIPS
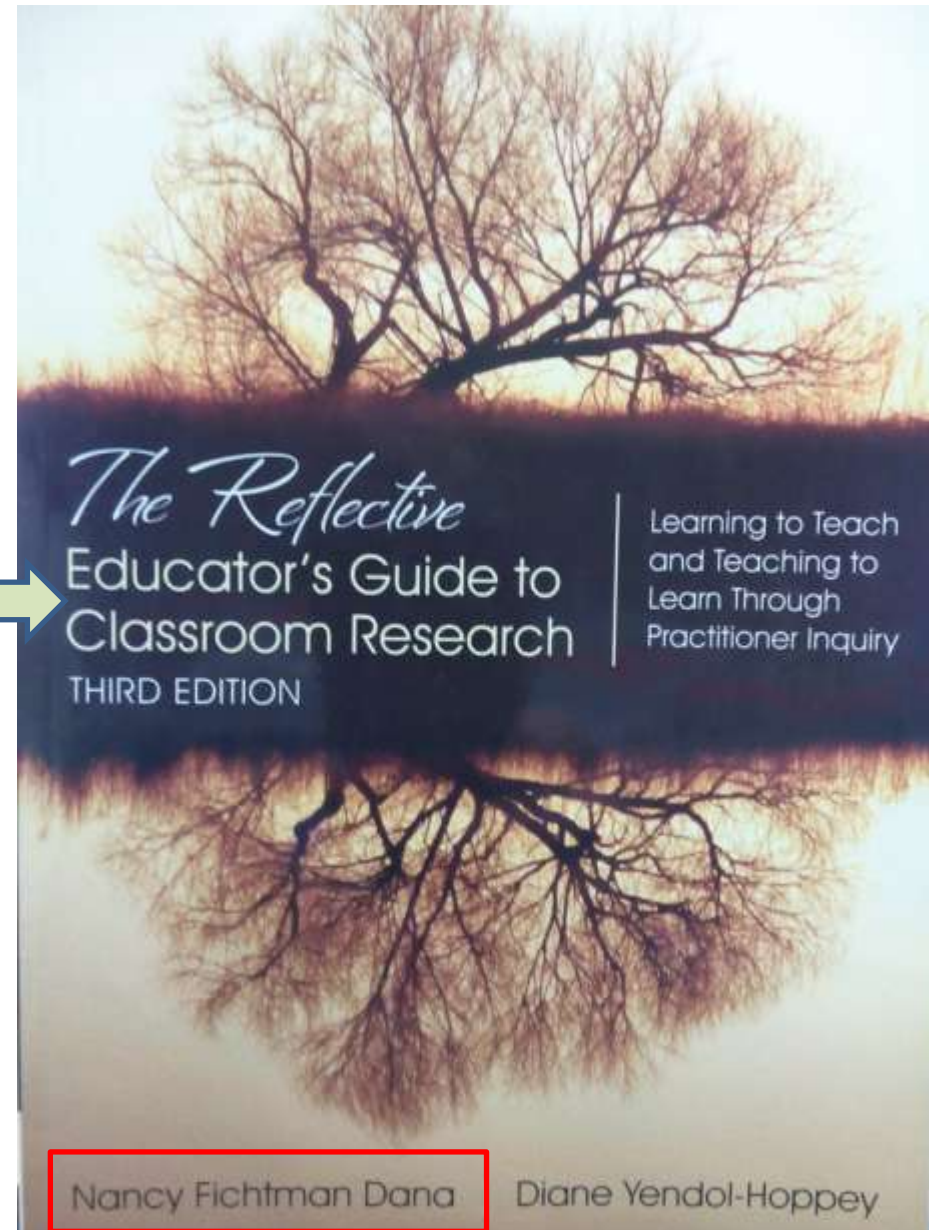In the class and in my school

10 I TALK ABOUT "LEARNING" MUCH MORE THAN "TEACHING"
This keeps the student at the center of the conversation

visit corwin.com/visiblelearning

CORWIN

Based on J.Hattie

The Reflective Educator's Guide to Classroom Research
THIRD EDITION

Learning to Teach and Teaching to Learn Through Practitioner Inquiry

Nancy Fichtman Dana   Diane Yendol-Hoppey

What is PI? How? Why?

Practitioner inquiry refers to strategies practitioners employ mainly to systematically help them

(a) gain better information about their practice and

(b) improve their practice in line with this information.

(... for better results of learners!)

(... in the field of IBL)

$\Rightarrow$ cyclic, it is a learning process

$\Rightarrow$ in a group, with a group as support

PLC of T

Objectives of PI: you…

- Understand the relationship between your practice, the results of practitioner inquiry and relevant results of academic research

- Are aware that practitioner inquiry is a professional learning strategy;

- Will be able to reflect on your practice and generate **inquiry questions to improve your practice**

- Will learn how to set up an **inquiry plan** to find an answer to your question

- Become aware of the **wide range of relevant methods of collecting data** during your practitioner inquiry;

- Can use the outcomes of practitioner inquiry to take appropriate actions to enhance **your practice, e.g. better results of learners** on IBL;

- Can use **tools, experiences of best practice and materials** developed by 3DIPhE to realize practitioner research, professional learning communities & easy access to relevant results of academic research;

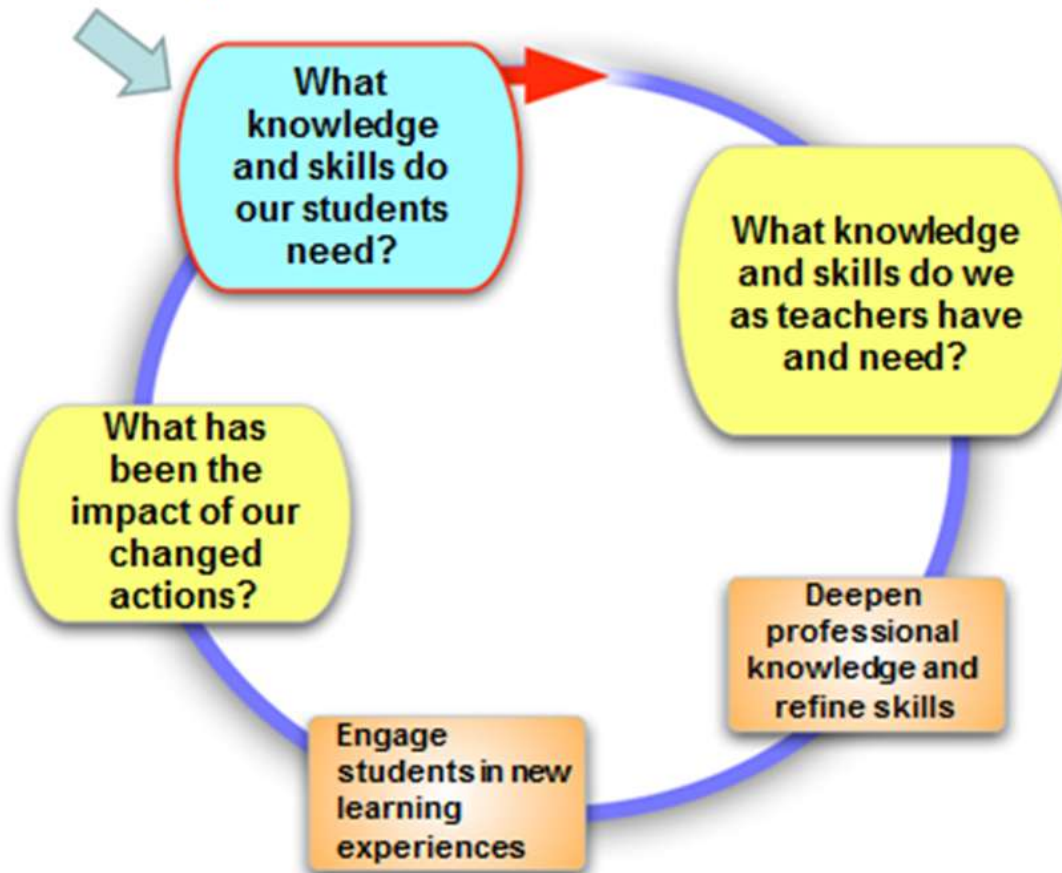- Are aware that the PLC is essential for improving the practitioner inquiry of the members.

Nancy Dana (U. Florida)

Inquiry Cycle

- Share with Others
- Develop a Wondering
- Collect Data
- Analyze Data
- Take Action

H.Timperley (U. Auckland) (2014 version, clear)

Teacher inquiry and knowledge-building cycle
to promote valued student outcomes

What
knowledge
and skills do
our students
need?

What knowledge
and skills do we
as teachers have
and need?

What has
been the
impact of our
changed
actions?

Deepen
professional
knowledge and
refine skills

Engage
students in new
learning
experiences

2017 model:

https://youtu.be/I91pnGkL7qw

2 extensions:

=> to groups of teachers

=> to school leaders

What's going on for our learners?
How do we know?
Why does this matter?

2017 version, more sophisticated, needs more and broader engagement from the school (leaders). Look at this article.

FOCUSING
What does our focus need to be?

DEVELOPING A HUNCH
What is leading to this situation?

SCANNING
What's going on for our learners?

LEARNING
How and where can we learn more about what to do?

CHECKING
Have we made enough of a difference?
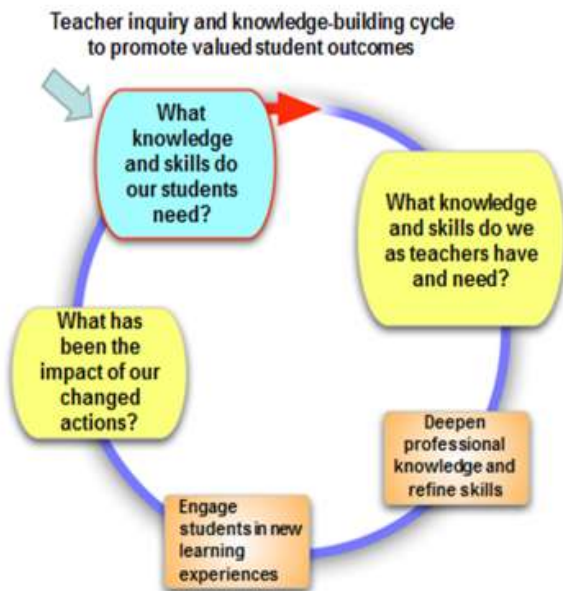
TAKING ACTION
What will we do differently?

Source: Seminar Series 234
A framework for transforming learning in schools:
Innovation and the spiral of inquiry
Helen Timperley, Linda Kaser and Judy Halbert 2014

Teacher inquiry and knowledge-building cycle to promote valued student outcomes

What knowledge and skills do our students need?

What knowledge and skills do we as teachers have and need?

What has been the impact of our changed actions?

Deepen professional knowledge and refine skills

Engage students in new learning experiences

Share with Others

Develop a Wondering

Inquiry Cycle

Take Action

Collect Data

Analyze Data
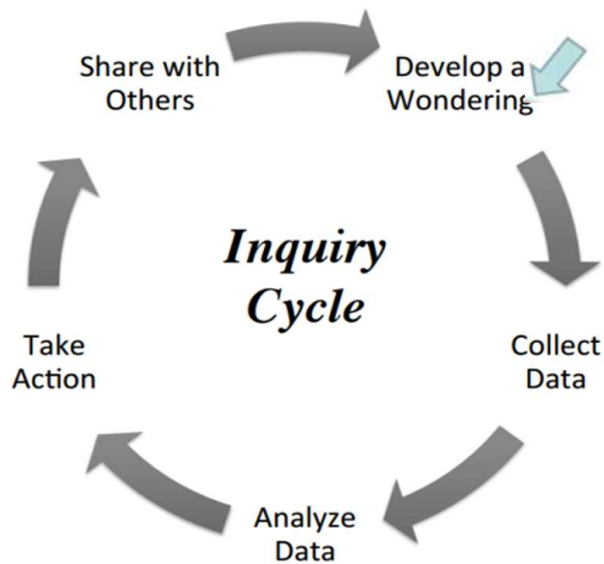
Timperley: students at the center, PI on how a teacher can improve his practice (skills, knowledge, methods) to enhance students' learning. Effect must be measured. Collaborative learning in *next model*.

Both are very powerful; in practice, one jumps from one model to another, as long as it suits the teacher.
In 3DIPhE key elements are: professional learning in groups, evidence provided by teachers (PI), IBL for students

Dana: teacher is reflective, is aware of his needs. *In reality, very often teachers' needs are formulated in such a way that students' results improve.* Dana stresses the evidence based stance, and sharing with others.

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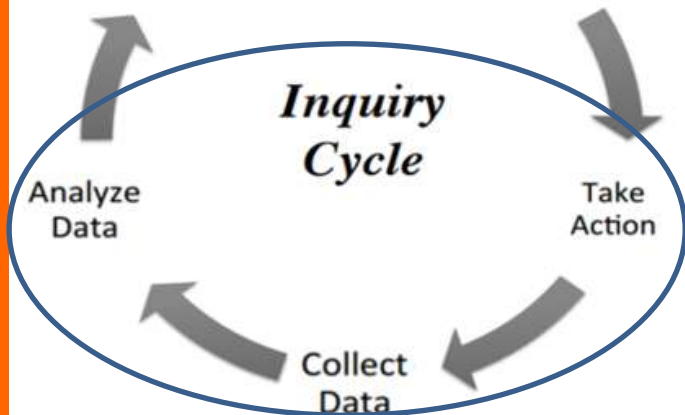
Consider both models as pieces of advice, learn from them, but be practical, confident, professional when applying them.

Teacher inquiry and knowledge-building cycle
to promote valued student outcomes

What knowledge and skills do our students need?

What knowledge and skills do we as teachers have and need?

What has been the impact of our change actions?

Deepen professional knowledge and refine skills

Engage students in new learning experiences

Share with Others

Develop a Wondering

Inquiry Cycle

Analyze Data

Take Action

Collect Data

In practice, one jumps from one model to another, as long as it supports the insights of the teacher, her/his learning, in view of better results for the students.

Next cycle….

Educators' professional competences

The role of the group, the collaborativeness

PROFESSIONAL ENGAGEMENT

1 PROFESSIONAL ENGAGEMENT

1.1 Organisational communication

1.2 Professional collaboration

1.3 Reflective practice

1.4 Digital CPD

JRC SC

Europea

Digita

of

Professional collaboration

To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

| 3. Into action	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	• Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes • Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing • Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	• Work together and co-operate with others to develop ideas and turn them into action • Network • Solve conflicts and face up to competition positively when necessary

Listen actively.	I can show empathy towards others.	I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals.	I can listen to other people's ideas for creating value without showing prejudice.	I can listen to my end users.	I can describe different techniques fo managing relationships with end user
Team up.	I am open to working alone as well as with others, playing different roles and taking some responsibility.	I am willing to change my way of working in a group.	I can work with a range of individuals and teams.	I share the ownership of value-creating activities with the members of my team	I can build a team based o the individual knowledge, sl and attitudes each member
Work together.	I am open to involving others in my value-creating activities.	I can contribute to simple value-creating activities.	I can contribute to group decision-making constructively.	I can create a team of people who can work together in a value-creating activity.	I can use techniques ar tools that hel people to wor together.

Hattie's Ten Mind Frames for Educators
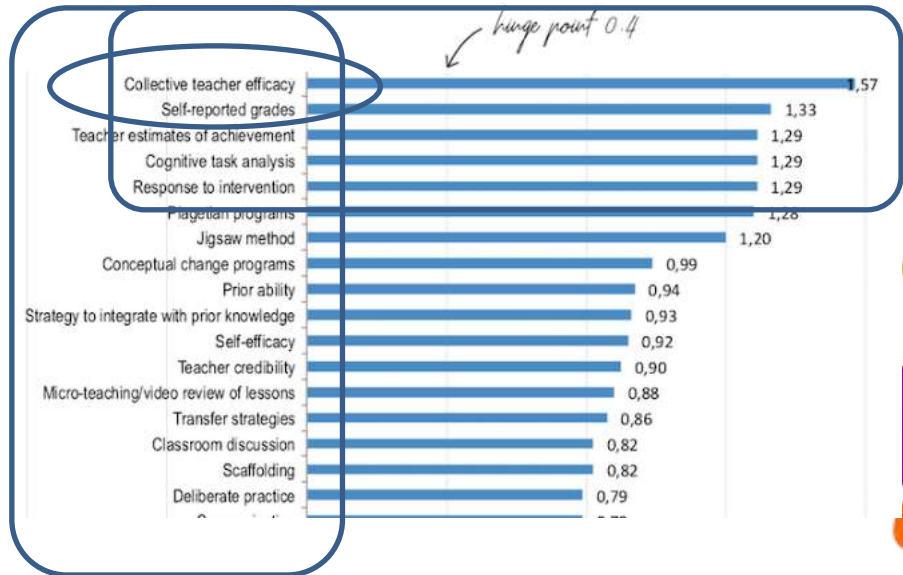
What educators believe about learning matters
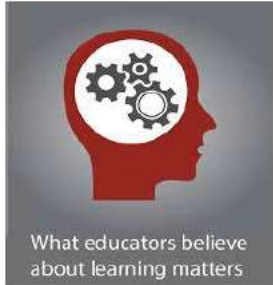
1. My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.
2. The success and failure of my students' learning is about what I do or don't do. I am a change agent.
3. I want to talk more about learning than teaching.
4. Assessment is about my impact.
5. I teach through dialogue not monologue.
6. I enjoy the challenge and never retreat to "doing my best".
7. It's my role to develop positive relationships in class and staffrooms.
8. I inform all about the language of learning.
9. I recognize that learning is hard work.
10. I collaborate.

SHARE

Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com
Diagram: S. Waack (2018) visible-learning.org

hinge point 0.4

Factor	Effect size
Collective teacher efficacy	1,57
Self-reported grades	1,33
Teacher estimates of achievement	1,29
Cognitive task analysis	1,29
Response to intervention	1,29
Piagetian programs	1,28
Jigsaw method	1,20
Conceptual change programs	0,99
Prior ability	0,94
Strategy to integrate with prior knowledge	0,93
Self-efficacy	0,92
Teacher credibility	0,90
Micro-teaching/video review of lessons	0,88
Transfer strategies	0,86
Classroom discussion	0,82
Scaffolding	0,82
Deliberate practice	0,79

The

PLC
BOOK

Nancy Fichtman Dana
Diane Yendol-Hoppey

My wish and motivation

Look for this tiny bit of "the child in you"

Wonder about your job, make it more satisfactory

.... Learn...

Because

" If the teachers stop learning, also their students stop" (Nancy Dana)