Developing a collaborative cohort of reflective practitioners

John Gilchrist
Robert Kennelly
Lee Partridge
Geoff Treloar

Also:
Kate Thomson – virtual
Maria Northcote - virtual

With input from:
Coralie McCormack
HERDSA TATAL TIMES

- Session 1: Mon 7 July, 10.00am – 1.00 pm (3 hours)
- Session 2: Tues 8 July, 5.45-7.15pm (1.5 hours)
- Session 3: Wed 9 July, 2-3.30pm (1.5 hours)

- Session 4: To be negotiated

- Location/s to be confirmed

- First post-conference session via audio Skype at a time negotiated by TATALers
WHAT ARE WE DOING TODAY?

- Connecting with each other
- Share expectations
- Develop ground rules
- Introduce theoretical underpinnings of the program
- Write and share stories about your teaching

Next meeting
- ...Tomorrow...Same Place... [venue to be announced]
- Time: 5.45-7.15pm Tues 8 July 2014
FACILITATORS’ INTRODUCTIONS

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FIND AND ACCESS OUR edmodo SITE

1. Join edmodo: https://www.edmodo.com/

2. Go to our group: HERDSA TATAL Hong Kong 2014 at this site: https://edmo.do/i/121v5i

3. Enter this code: 9bm6xb

Email maria.northcote@avondale.edu.au if you have any trouble accessing this site
INTRODUCING EACH OTHER

- Join pairs. Speak to the other person for 5 minutes using the following prompts.
  - Name, work role, institution
  - The most unusual thing you have ever done
  - Describe yourself as a teacher in 3 words
  - Other questions

Introduce the person you just met to the group:
WHAT’S THE PROGRAM ABOUT?

- TATAL workshops seek to create a safe, trusting, respectful space where cohorts of reflective practitioners meet regularly to enhance their teaching and the learning of their students, to develop a teaching philosophy statement, a teaching portfolio and an ongoing sense of enquiry.

- TATAL@HERDSA will start with a pre-conference workshop (Mon). It will continue with a session on the first two days (Tues, Wed) of the conference for delegates who participated in the preconference session.
WHAT DO PARTICIPANTS SAY ABOUT TATAL?

TATAL has been a surprise and a pleasant revelation. What started as a tentative “toe-in-the-water” has developed into confidence and hankering to see how far I can swim ...

Cross disciplinary networking and support. I am forever learning.

Participants develop enhanced skills and confidence in investigating, talking and writing about teaching and learning.
PARTICIPANTS’ AND FACILITATORS’ EXPECTATIONS

- What do you expect to happen in a TATAL?

- What do you want to achieve through participation in TATAL at HERDSA 2014?

- Where would you like TATAL to take you to?
EXPECTATIONS OF PREVIOUS HERDSA TATAL GROUPS
GROUND RULES DEVELOPED BY PREVIOUS HERDSA GROUPS

- Time and space to speak
- Non-judgemental
- Respect for all disciplines
- Prepared to receive and to give feedback
- Ability to stop feedback – safety and share those feelings
- Maintaining confidentiality of group members
- Determining TATAL process through shared understanding
Discuss ground rules
THEORETICAL UNDERPINNINGS

Critical reflective practice

Robert’s definition: a robust, on going interrogation of one’s teaching and one’s students’ learning.

Mezirow (2000): Critical thinking is a serious business about understanding one’s core beliefs and the assumptions that come from them, then looking at the experiences that are out of kilter with one’s assumptions and then, interrogating those assumptions to find a new way forward.
THEORETICAL UNDERPINNINGS: A ROAD LESS TRAVELLED

Social models of reflection

Dialogue...can ensure that the process [of reflection] is not confined within narrow patterns of thought, but challenges the participant and allows for insights that result in a process of the appropriate depth... processes occur between people and are only then internalised..

(Kahn, 2007)
PREAMBLE TO NEXT ACTIVITY: INFORMATION ABOUT FREE-WRITING

- Not necessarily in list format
- “Letting go”
STORY WRITING AND SHARING

- Individual free writing (10 mins)
  - Why is being a teacher important to me?

- Share stories in small groups (15-20 mins)
  - First person reads their response to the group
  - Listeners ask questions of clarification; then reflect back to the storyteller a key point they learnt from hearing their story
  - This continues until all stories in the group are told.

- Individual free writing (3 mins)
  - Add something to your initial question response that you learnt from the small group discussion
SHARING MORE STORIES ABOUT TEACHING

After sharing their first story each person adds to their story their responses to the following questions (10 mins free writing):

- What personal experience(s) informs/motivates my teaching today?
- Why is that experience important enough for me to remember it today?

In large group, share key points from stories or process of sharing about why teaching is important to you (20 mins)
Check out the edmodo site: https://edmo.do/i/121v5i
(code: 9bm6xb)

Bring along an object or a sketch of an object tomorrow that represents your idea of teaching and/or learning
CLOSE AND PHOTO

Check in on ground rules
See you all tomorrow: 5.45-7.15pm in AAB205

HERDSA
TATAL 2014
Group Photo 😊
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WHAT ARE WE DOING TODAY?

- Check-in with ground rules
- Reflective comments on Session 1
- Discussing our metaphors for teaching and learning
- More about theoretical underpinnings
- Continue to write and share stories
- Next meeting...tomorrow [add details of time and place]
Reflective Comments ...

- about Session 1
TEACHING AND LEARNING METAPHORS

- Join a group of 3

- Attempt to guess each other’s metaphors for teaching and learning, based on the objects

- Share ideas about teaching and learning, based on objects brought along by each other (or objects described)
Theoretical Underpinnings

Action research

Critical reflective practice is facilitated through action research

- A systematic way of changing your teaching strategies to improve student learning.
- Then checking that the changes were successful.
Writing as a method of inquiry

... a way of finding out about yourself and your topic. Although we think of writing as a mode of “telling” about the social world, writing is not just a mopping-up activity at the end of a research project. Writing is also a way of “knowing” – a method of discovery and analysis. By writing in different ways, we discover new aspects of our topic and our relationship to it.

(Richardson, 2000)
THEORETICAL UNDERPINNINGS (CONT.)

Narrative Inquiry

Storying learning and teaching ‘critical incidents’

Writing stories of learning and teaching experiences help academics to see into themselves, to see what they may not have seen previously, or to see the familiar through different eyes.

(McCormack, 2009)
HOW DO OUR STUDENTS LEARN?  
...HOW DO WE AS TEACHERS LEARN?

- Discuss and reflect in your groups
- Which experiences have influenced you?
- How do we know, measure, communicate LEARNING?

(Kolb, & Kolb, 2005)
JACK MEZIROW’S TRANSFORMATIVE LEARNING THEORY

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Disorientating dilemma</th>
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<tbody>
<tr>
<td>Phase 2</td>
<td>Self-examination of feelings &amp; attitudes</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Critical assessment of assumptions</td>
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<tr>
<td>Phase 4</td>
<td>Recognition of discontent (own and others)</td>
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<tr>
<td>Phase 5</td>
<td>Exploring options for new roles and actions</td>
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<tr>
<td>Phase 6</td>
<td>Planning a course of action</td>
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<tr>
<td>Phase 7</td>
<td>Acquisition of knowledge to implement plan</td>
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<tr>
<td>Phase 8</td>
<td>Provisional trying of new roles/ skill</td>
</tr>
<tr>
<td>Phase 9</td>
<td>Building confidence &amp; competence in new role</td>
</tr>
<tr>
<td>Phase 10</td>
<td>Reintegration of new perspective into one’s life</td>
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</tbody>
</table>

(Kitchenham, 2008; Mezirow, 1981, 1997)
WRITING AND SHARING STORIES

Free writing (10 mins)
- What do I believe about teaching and learning?
- Why do I hold these beliefs?

Share stories in small groups (15-20 mins)
- Listeners ask questions of clarification; then reflect back to the story teller a key point they learnt
- This continues until all stories in the group are told.

In main group all participants share one further brief reflection on their first story (20 mins)
- How do my beliefs about teaching relate to my beliefs about learning?
CLOSE

- Tomorrow’s session: 2-3.30pm
- Begin discussing frameworks for teaching and learning philosophy statements
- Continue to write and share stories
- Bring diary
What we will do next...
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WHAT ARE WE DOING TODAY?

- TATATALing in the ether: What’s it like?
- Continue to write and share stories
- Continue to discuss frameworks for a teaching philosophy statement
- Choose one of the frameworks and try it out
- Preview next meeting ...
- Evaluation
- Close
TATALing in the ether

- With Kate Thomson and Maria Northcote, TATAL 2011 group
WRITING AND SHARING STORIES

Free writing (10 mins)

- How are my beliefs about learning and teaching played out in my teaching context?

Share stories in small groups (10 mins)

- Listeners ask questions of clarification; then reflect back to the story teller a key point they learnt
- This continues until all stories in the group are told.

In main group all participants share one brief reflection on their story (10 mins)
What is a teaching philosophy statement?

- A narrative of your beliefs, values, rationale, and insights into learning and teaching and how these are enacted in your teaching practice and influence your students’ learning.

- A personal document that should reflect and represent you as an individual.
FRAMEWORK FOR A PHILOSOPHY STATEMENT: FREE WRITING

In the free writing activities you answered the following questions:

Why is being a teacher important to me?
What personal experience(s) informs/motivates my teaching today?
Why is that experience important enough for me to remember it today?
What do I believe about teaching and learning?
How are your beliefs about learning and teaching played out in your teaching context?

Put these together and you have a start to your philosophy statement.
Next, we’ll examine some frameworks for developing a teacher philosophy statement.

After we look at the frameworks, we’ll discuss which frameworks you \textit{would} be comfortable using and the frameworks you \textit{wouldn’t} feel comfortable using.
EXAMPLE 1. SCHÖNWETTER’S FRAMEWORK

- Definition of teaching: beliefs, values, principles, theories, context
- Definition of learning: beliefs about learning, understandings of how students learn, learning styles
- View of the learner & student development
- Student-teacher relationship: goals, expectations, personal skills & strengths
- Teaching methods
- Impact on learner, outcomes of effective teaching

(Schonwetter, Sokal, Friesen, M & Taylor, 2002)
### EXAMPLE 1. SCHÖNWETTER’S FRAMEWORK (CONT.)

<table>
<thead>
<tr>
<th>Components</th>
<th>Belief</th>
<th>Practice</th>
<th>Goals</th>
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<tr>
<td>Definition of Teaching</td>
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</table>

(Schonwetter, Sokal, Friesen, M & Taylor, 2002)
Example 2: CHISM’S FRAMEWORK

1. Conceptualisation of learning
2. Conceptualisation of teaching
3. Goals for students
4. Implementation of the philosophy
5. Professional growth plan

(Chism, 1998)
EXAMPLE 3: METAPHORS

Review metaphor activity from yesterday’s workshop
The mind is not a vessel to be filled but a fire to be kindled. (Plutarch)

This old saying...maps so naturally onto teaching because teachers strike sparks within every student every day. There is simply no way to predict with any certainty which will come to nothing, and which spark might just start that prairie fire.

(Source: http://billayers.wordpress.com/2006/07/22/a-single-spark/)
GETTING STARTED - DISCUSSION

In small groups discuss which frameworks you **would** be comfortable using and one’s you **wouldn’t** feel comfortable using:

- What makes a framework comfortable?
- What would help you get started writing your teaching philosophy statement?
- What might hinder getting started?
GETTING STARTED – WRITING SESSION

- After you have selected your preferred framework for writing your teaching philosophy statement, spend some time making a few notes under each of the subsections.
CLOSE

- Next meeting?
  - What time will we meet?
  - Bring your diary to set ongoing meeting times
  - Bring your teaching philosophy statement draft to discuss the framework you are using to compile your statement

- Evaluation

- Close: Spot the facilitator
SPOT THE FACILITATOR
REFERENCES


Websites:
RESOURCES NEEDED BY FACILITATORS

- Laptop with slides
- Backup laptop with slides (or slides with USB)
- Print outs of slides for presenters
- Print ground rules as poster
- Post it notes to add comments to ground rules
- Blue tac to display poster
- Marker pens (conference organisers may provide)
- Writing paper (conference organisers may provide)
- Few spare pens (conference organisers may provide)
- Printed handouts
  - Bingo
  - Slides handouts for participants
  - Participants’ evaluation sheet
  - Attendance sheet
- Check that slides and handouts are available on edmodo
Feedback – Changes for Next Time

For facilitators to reflect on after each session. Record some ideas here about:

- What worked well?
- What didn’t work well?
- What should be changed for next time?