

inspirED ECE

professional learning



Teaching effectively for all akonga: The mentor/leader's role

Celebrating Northland's Tamariki

Whangarei
3 October, 2020

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WHY THIS FOCUS?

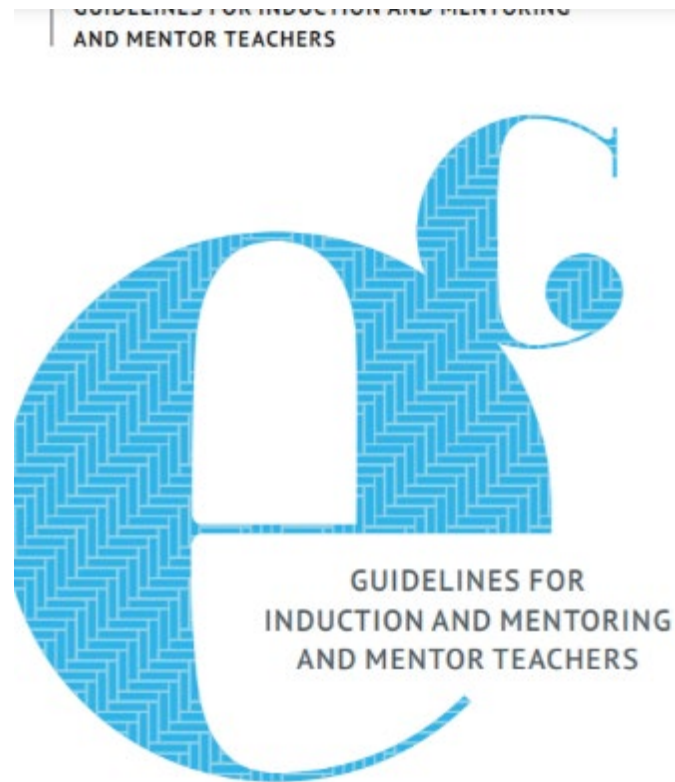


My observation as a facilitator

My work as a researcher

My experience as a mentor
and coach

WHY THIS FOCUS?



EDUCATION COUNCIL
NEW ZEALAND | Matatū Aotearoa

- effective teachers for diverse ākonga in Aotearoa New Zealand
- professionally engaged teachers committed to ongoing inquiry into their own teaching and working collaboratively with colleagues.

YOUR EXPERIENCE?

How does your experience match with mine?

What are the challenges to supporting teachers to be effective for all learners?



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CLARIFYING OUR TERMINOLOGY

Effective

Diverse ākonga / all ākonga

EFFECTIVE TEACHER

Behaviour

warmth, civility,
clarity

Knowledge

of subject matter, of students

Beliefs

the ability to improve student achievement

IN NZ



Teaching

Design for learning

Learning focused culture

Professional relationships

Professional learning

Te Tiriti o Waitangi
partnership

DIVERSE ĀKONGA

Who are the various groups that make up the diversity of learners teachers work with in ECE services?



Which group/s do you/your teachers feel least equipped to serve well?

THE LEADER'S / MENTOR'S ROLE

Is to be a leader of teachers' learning

The role the leaders takes in promoting teacher learning is the factor that most impacts on outcomes for learners.

Robinson, Hohepa and Lloyd, 2009.

LEADING TEACHERS' LEARNING

What would it look like if we put as much time and effort into assessment and planning for teachers as we do with children?

What things do we need to put in place to make sure this happens?

What other skills do you need to develop? What other knowledge do you need?



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EFFECTIVE SCHOOLS (ECE SERVICES)



establish consistency in teaching and learning across the organisation



engender a culture of professional debate and developmental lesson observation



rigorously monitor and evaluate what they are doing



focus on the needs, interests and concerns of each individual learner.



Ko & Sammons, 2013

THREE KEY THINGS

Build evaluative capability

Keep the focus on equity

Disrupt the status quo



KEY FOCI FOR LEADERSHIP ACTION

Developing evaluative and reflective capability

- Common understanding of good
- Teachers are held/hold themselves accountable to that standard
- Evidence-based decision making / inquiry

Keeping an equity focus

- Clear view of effective teaching for diverse learners
- Targeted and strategic PLD focus

Disrupt status quo

- How do we know this is best?
- Shining the light on the gap between espoused/enacted practice
- Expect teachers to articulate and justify their teaching actions and their effectiveness

ENSURE KEY SYSTEMS DRIVE IMPROVEMENT

Induction

Induction & mentoring

Professional Growth Cycle &
Endorsement

Internal Evaluation



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ACTIVELY PROMOTE EQUITY AWARENESS

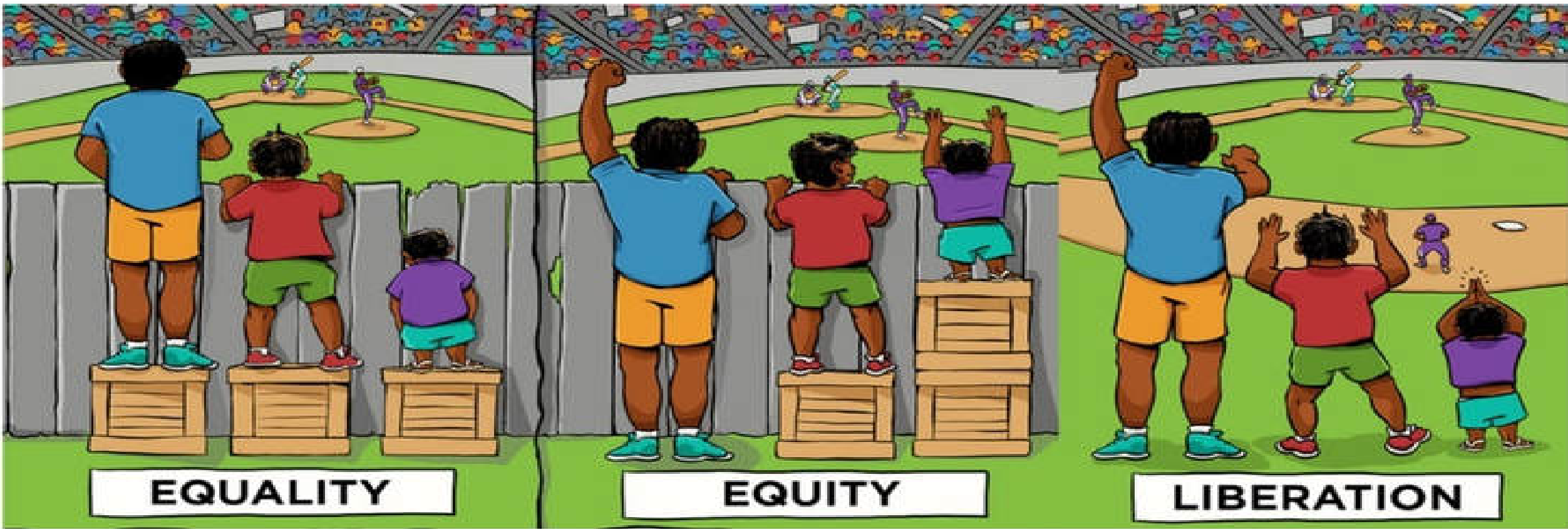
Embed in internal evaluation, professional growth cycles and induction and mentoring things that require teachers to engage with issues of equity

Eg:

Whose world view is privileged here? Is this appropriate?

How is your cultural locatedness effecting your decision-making and actions?

Do your values align with those of the child and their whānau?



EQUALITY

This image depicts EQUALITY. All individuals are being treated equally with the same supports. It challenges the assumption that everyone benefits from the same supports. As shown, not all start from the same position; some have a height advantage.

EQUITY

This image depicts EQUITY. The people are being treated equitably. It demonstrates that when different individuals are given different supports, it makes possible for them all to have equal access.

LIBERATION

This image depicts LIBERATION. The barriers have been removed and supports are no longer needed. The inequity has been addressed.

SKILLS NEEDED



Facilitating common understanding



Observation / feedback



Challenging status quo



Promoting reflective thinking



Facilitative questioning



Difficult conversations



Obrigado

Dank U

Merci

mahalo

Köszí

спасибо

Grazie

Thank
you

merci

Takk

Gracias

Дікує

Děkuju

danke

Kiitos

REFERENCES

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Robinson, V. , Hohepa, M. & Lloyd, C . (2009). *School Leadership and Student Outcomes: Identifying What Works and Why Best Evidence Synthesis*. <https://www.educationcounts.govt.nz/publications/series/2515/60170>