

Leading and Teaching with Conviction

**Reflecting on the past and inspiring
the future**

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25 August 2010



We meet today on Darug land

Of the Burra-matta Clan

What will we do this session?

- **Reflect:**
 - on the past
 - on the research about the importance of *teachers* to student learning
 - on the concept of teachers as leaders
- **Consider**
 - the future - what will it look like?
 - action to take back at school – what will you do?



Consider the challenge to your effective teaching and your learning need that you identified earlier in the day with Ann. (page 19)

CHALLENGES TO MY TEACHING FOR EFFECTIVE STUDENT LEARNING

Reflect on the past

- <http://www.youtube.com/watch?v=NOv9vwoXh3w>
- 200 years since Lachlan Macquarie became Governor of New South Wales

**Individually Lachlan and Elizabeth Macquarie
achieved great things..**

**But together they
built a lasting legacy**



Write down three key messages you got from the video

WHAT CAN WE LEARN FROM THEM?

LEARNER
TECHNOLOGY

Teacher Leaders

- *Contribute to school development and classroom change*
- *Promote teacher collaboration within and across schools that lead to school effectiveness, improvement and development*
- *Improve school's decision-making processes*
- *Enhance teacher self-efficacy as well as morale and retention in the profession*
- *Treat leadership as an emergent property of a group rather than as a function of an individual*
- *Improve the achievements of students in disadvantaged schools.*

Hargreaves, 2006

From *Team Leadership for School Improvement K-12* (NSW DET 2010)

My Story (abridged!)

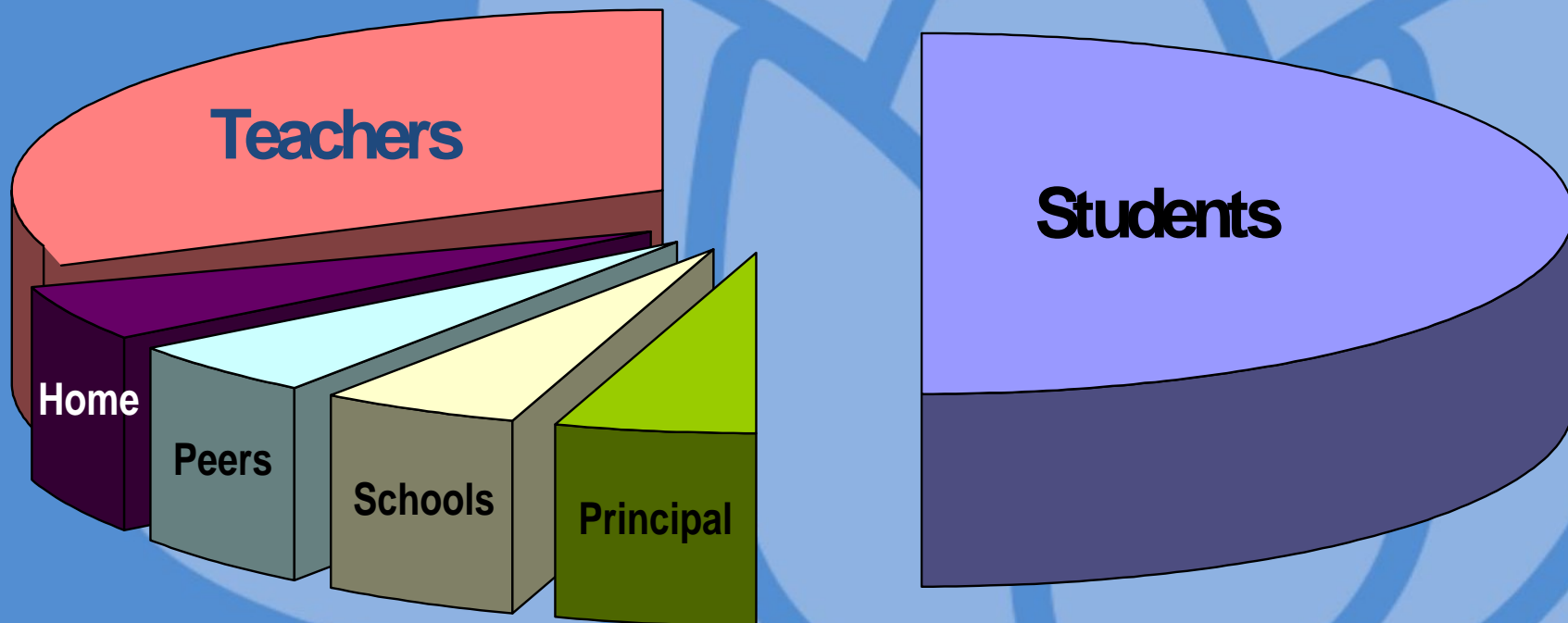
- Starting out - motivation
- Learning from others – students, teachers, mentors
- Leading others – teacher/leader/mentor
- Connecting others - relationships
- Lifelong learning
- Giving back
- Celebrating and having fun along the way!

What Matters Most?

- The quality of the teacher
 - The quality of what the teacher does and believes
 - The quality of the teachers that have gone before
-
- **‘It is what teachers know, do and care about which is very powerful in this learning equation.’** John Hattie (2003)

Identifying what matters (Hattie 2007)

Percentage of Achievement Variance



Hattie Top 10 (2003)

Influence	Effect Size	Source of Influence
Feedback	1.13	Teacher
Students' prior cognitive ability	1.04	Student
Instructional quality	1.00	Teacher
Direct instruction	.82	Teacher
Remediation/feedback	.65	Teacher
Students' disposition to learn	.61	Student
Class environment	.56	Teacher
Challenge of Goals	.52	Teacher
Peer tutoring	.50	Teacher
Mastery learning	.50	Teacher

Hattie Bottom 10

Influence	Effect Size	Source of Influence
Programmed instruction	.18	Teacher
Ability grouping	.18	School
Audio-visual aids	.16	Teacher
Individualisation	.14	Teacher
Finances/money	.12	School
Behavioural objectives	.12	Teacher
Team teaching	.06	Teacher
Physical attributes (e.g., class size)	-.05	School
Television	-.12	Home
Retention	-.15	School

Teaching or Working Conditions?

Teaching

Quality of teaching	.77
Reciprocal teaching	.74
Teacher-student relationships	.72
Providing feedback	.72
Teaching student self-verbalization	.67
Meta-cognition strategies	.67
Direct Instruction	.59
Mastery learning	.57

AVERAGE

ES

.77

.74

.72

.72

.67

.67

.59

.57

.68

Structural/Working Conditions

Within class grouping	.28
Adding more finances	.23
Reducing class size	.21
Ability grouping	.11
Multi-grade/age classes	.04
Open vs. Traditional classes	.01
Summer vacation classes	-.09
Retention	-.16

.08

Review the comments/ challenges/ reflections that you have taken down over the day.

Decide if your learning need continues to be the one you identified at the beginning of this session.

Start to fill out your professional learning plan.

What actions will you take back at school?

Who can help you lead?

Who can help you monitor?

PROFESSIONAL LEARNING PLAN

Inspiring the Future

- http://blog.ted.com/2010/03/01/temple_grandin/
- Temple Grandin CNN Question and Answer – 4 mins

A stylized blue lotus flower graphic is centered on a solid blue background. The flower is composed of several layers of petals, with the outermost layer being a darker shade of blue and the inner layers being lighter. The petals are outlined with a thin, darker blue line. The text "IF NOT YOU THEN WHO?" is overlaid on the lower-left portion of the flower.

IF NOT YOU THEN WHO?

Links

- http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html
Temple Grandin – 20 mins
- <http://www.education.auckland.ac.nz/uoa/hattie-conference> (John Hattie 2007)
- www.acer.edu.au/staffbio/dinham_stephen.html (Stephen Dinham)