Teaching and Learning Committee
April 2013

Outline
• Principles
• Example
• Reflection

Teaching is our professional expertise

How to teach so that students learn
How to teach teachers so that they help students learn
How to support leaders to work with teachers to improve students’ learning

Principles for teaching and learning

1. Pedagogical knowledge
   – How to teach
   – Teaching is not talking or telling or entertaining
   – Theories of learning (constructivism, transmission)
   – Learning preferences (visual, auditory, concrete …)

2. Content knowledge
   – Structure of the discipline
   – Expanding discipline base
   – Interdisciplinary links

3. Pedagogical content knowledge
   – How to teach the particular discipline
   – Unique to discipline
4. Knowledge of students
   - What they know already
   - Age, stage of development
   - Motivation
   - Career stage
   - Capacity
   - What they will learn next

Example
Unit EDUC5642 Leading Teaching and Learning
- 40 students, Master of School Leadership
- Aspiring and novice school principals
- A century of changing thinking about leadership: the 1990s
- Key learning: dealing with the challenges of accountability, autonomy and efficiency in increasingly devolved authority structures
- Context: New Public Management, school based Management, WA’s Independent Public Schools, UK Academies

Strategy
- 4 groups of 10, each allocated a school in a ‘cluster’ school, spend 20 mins researching the information online (virtual school provided)
- One from each group forms a new group, as ‘principals’ of each school, meeting to decide the future of the cluster (10 mins)
- Each writes outcome and reason (whiteboard)
- Debrief (10 mins)
- Guest speaker (30 mins): principal of secondary Independent Public School on dilemmas of accountability and autonomy

Reflection
- What was being learnt in this session?

Checking
- My approach is to ‘make the important interesting’
- What is to be learnt? (dealing with challenges principals face in devolved school structures)
  - Theoretical constructs
  - Key writers
  - Research
- What teaching strategy? Materials?
- What do students already know? What is the next learning
- What are the students doing during the session?

• Content: policy and practice of school restructuring reform
• Changing structures; changing cultures
• Importance of being well prepared
• Each participant makes an essential unique contribution
• Assignment preparation (analysis of virtual school data)
• Group processes
  - No social loafing, taking turns, no domination
  - Large group/small group
  - Accountability
  - Efficiency
• Microcosm of school decision-making processes
Bloom’s Taxonomy

• Bloom’s Taxonomy of Cognitive Objectives (1950s)
• Qualitatively different kinds of thinking
• Emphasis on higher-order thinking
• Revised taxonomy by Anderson (1990s)

Summary

• Teaching is a complex business
• There are many different styles: No one style is ‘best’
• Expert teachers use a range of strategies during a session
• They are always mindful of what their students are doing
• Flexibility and responsiveness are used to capitalise on the teaching moment