


Improving learning outcomes for all students

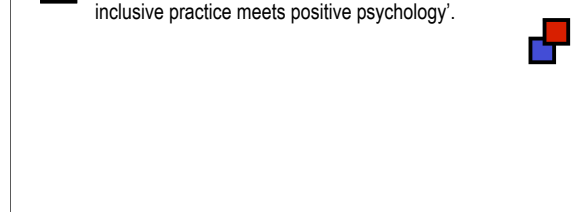
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Strategies for teachers who don't claim to be superheroes
 Tony.shaddock@canberra.edu.au



Or ...


Improving learning outcomes for all students: Where inclusive practice meets positive psychology'.






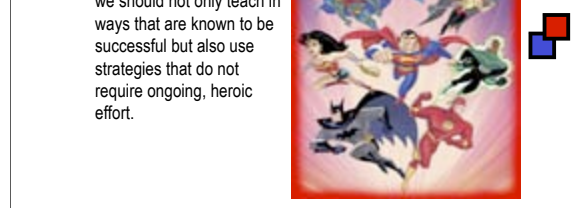

Panel 1: "What if I suggest you could use the superhero strategy? You just pretend you're a superhero and you can do anything you want to do." "Please, you are not a superhero!"

Panel 2: "Superman! I thought they were just getting on a New Year's diet!"

Take-home message

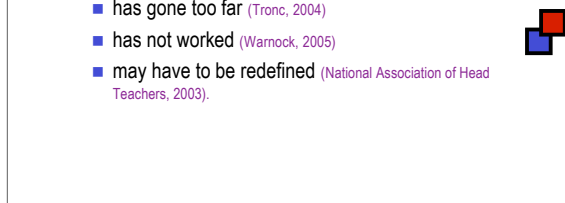

Teaching is demanding, so we should not only teach in ways that are known to be successful but also use strategies that do not require ongoing, heroic effort.

Some common concerns about inclusive practice


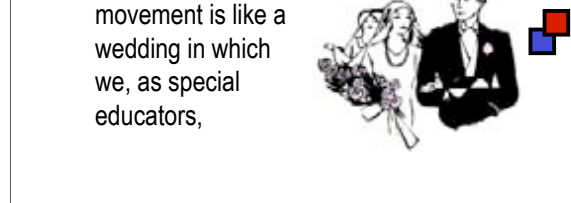
Some say, inclusive practice

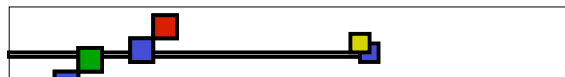
- has gone too far (Tronc, 2004)
- has not worked (Warnock, 2005)
- may have to be redefined (National Association of Head Teachers, 2003).


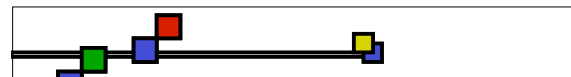
The challenge of inclusion

"The inclusion movement is like a wedding in which we, as special educators,




have forgotten to invite the bride (regular educators)". (Lieberman, 1985 p.513)

Purpose of the advance organizer


- Know what's coming up in this session
- Relate the material to your personal situation – as learning support consultant, teacher or parent.

(Bulgren & Schumaker, 2001)




Actions we will take

- I will
 - Overview and summarize
- Together we will
 - Reflect on the sustainability & feasibility of our work
 - Examine research-based strategies
 - Consider what we might do differently tomorrow
 - Share reactions
 - Sing a little - possibly.




Topics and sub-topics

- Demands of inclusive practice
- Crucial importance of effective teaching for struggling learners
- What skills I need, and/or I need to impart, if I am to be effective, efficient and satisfied.



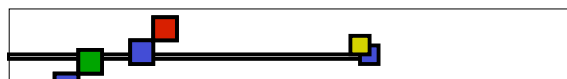
Related background knowledge

- Your personal experience as an educator



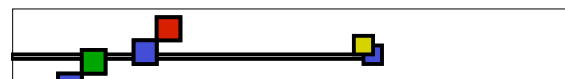
Key concepts

- Work satisfaction
- Personal sustainability at work
- High skills + high challenge = manageability and 'flow'




Reasons for considering these topics

- I am hoping you may become more
 - effective
 - realistic about the demands you place on yourself
 - strategic
 - efficient with your time
 - comfortable and relaxed as an educator.




Important vocabulary

- Flow
- In the zone
- Life balance



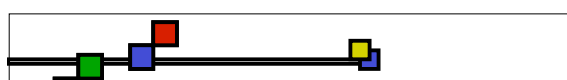
Organizational frameworks for this topic

- Balancing professional and personal aspirations
- Inclusive education
- Role and importance of 'learning support'
- *Teaching* strategies are highly important but other skills are important too, especially if you are a consultant.



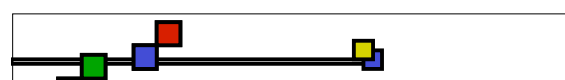
Desired learning outcomes

- I hope you will
 - value your work more highly
 - remind yourself of 'what works'
 - be more realistic, focused, effective, efficient, confident and relaxed
 - answer this question for yourself: "What will I do differently as a result of participating in this session?"




What you do is important

- Investing in students who struggle with the curriculum is highly justifiable from an *economic* perspective as well as from *personal, social* and *moral* perspectives.



School reform data



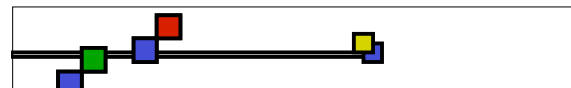
Oh No!
Not Finland again.
A standout performer!



Finland, Finland, Finland

*Finland, Finland, Finland, The country where I want to be,
Pony trekking or camping, Or just watching TV.
Finland, Finland, Finland. It's the country for me.*

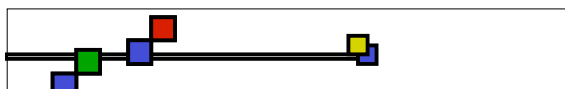
Author, composer, singer Michael Palin. Arranger: John Du Prez



Why Finland?

- Culturally homogeneous? (*Freebody, yesterday*)
- "More regular phonics"? (*Freebody, yesterday*)
- Teachers more highly valued?
- Finnish system unstreamed since 1970?
- Policy has been "to push up the bottom level to the middle (rather) than to push the middle to the top"?

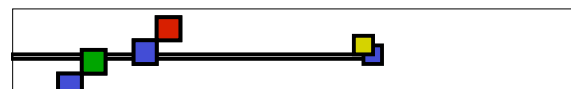
(Power, 2007, p.2).



The economic case (1)

"Raising literacy and numeracy scores for people at the bottom of the skills distribution is more important to economic growth than producing more highly skilled graduates."

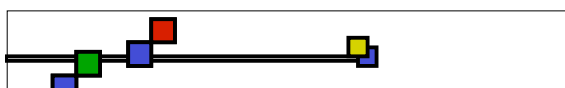
(Coulombe & Tremblay, 2005)



The economic case (2)

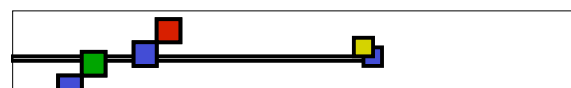
Hard-nosed economists are saying that "improving education for all from day one, and raising the bar and closing the gap, has a double pay-off for society, namely economic prosperity and social cohesion."

Fullan (2006, p. 8)



Good teachers

- Including students with disabilities is very rewarding but it is hard when school leadership, culture or policies are unsupportive.
- Are not always sure of success.
- Rely very much on support from students and colleagues.
- Along with the good times have periods of frustration and disappointment.



The GILTS (The Guilt Index, Learning Teacher Support)

1. Do you have trouble going to sleep at night because you are thinking about school and/or do you wake up during the night worrying about your students' learning/program?

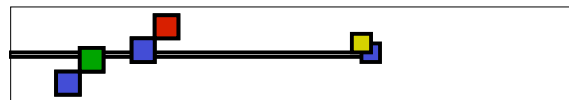
Very					Very
No					Yes
0	1	2	3	4	



The GILTS

2. Do you have dreams or nightmares that some of your students are not learning anything? [Score -10 if they are dreams and not nightmares]

Very No 1 2 3 4 Very Yes 0



The GILTS

3. Do you bring schoolwork with you when you go on family outings, holidays or when you take your children to sporting commitments? [Score 8 if you are the referee, umpire, coach or manager.]

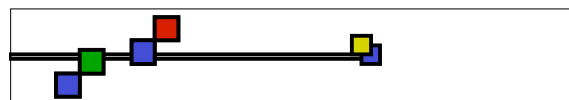
Very No 1 2 3 4 Very Yes 0



The GILTS

4. At home, do you shirk your turn to cook, clean or shop because you are doing school work?

Very No 0 1 2 3 4 Very Yes



The GILTS

5. Do you experience anxiety when you drive past your school during the holidays? [Score 6 if driving past any school makes you anxious]

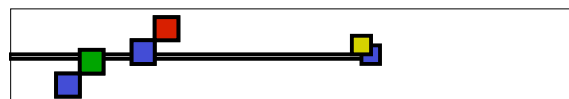
Very No 0 1 2 3 4 Very Yes



The GILTS

6. Do you turn up for school when you are sick because you believe your students will 'suffer' if you are not there?

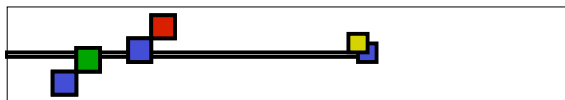
Very No 0 1 2 3 4 Very Yes



The GILTS

7. Do you spend more on classroom resources than you do, for example, on chocolates, underwear, golf balls, fishing lures or 'special stuff' just for you?

Very No 0 1 2 3 4 Very Yes

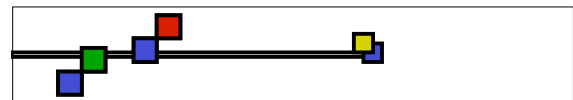


The GILTS

8. Do you end each term/year feeling you should have been more successful?

Very No Very Yes

0 1 2 3 4



The GILTS

9. Do you plan your social/ family life around school e.g. no social commitments around reporting or programming times?

Very No Very Yes

0 1 2 3 4

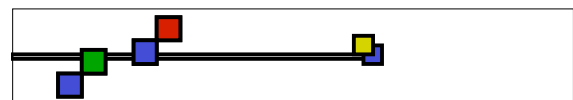


The GILTS

10. Has your family had to learn ways to avoid you at such times? [Score 8 if they temporarily leave home, check into a motel or go to your mother's]

Very No Very Yes

0 1 2 3 4



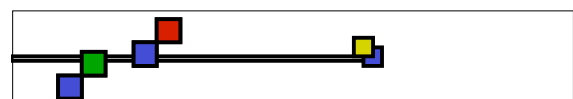
GILTS Scoring: Range -10 to +50

Interpretation (under development)
-10 to +10
You are either very skilled or very slack. Perhaps should consider a Head Office position or an after-school job as a life coach for teachers.



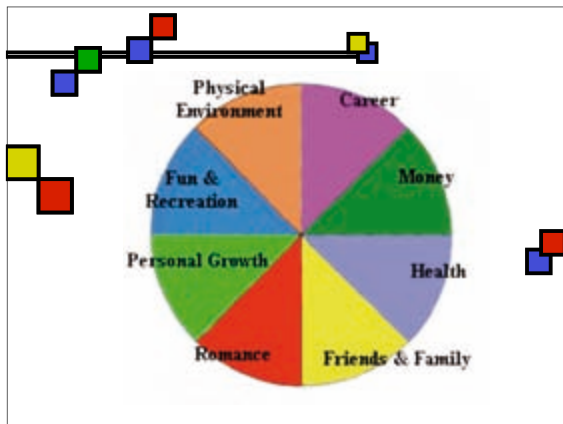
GILTS Scoring: Range -10 to +50

Interpretation (under development)
11 to 30
You are either very well-balanced and/or into self-deception. Both are useful attributes. Keep up the good work!



GILTS Scoring: Range -10 to +50

Interpretation (under development)
31 to 50
It's time for long service leave, a cruise, a lover and/or new job running a small gift shop in a back street of a rural hamlet.



Life wheel sources

- <http://www.google.com/search?client=safari&rls=en&q=life+wheel&ie=UTF-8&oe=UTF-8>
- Co-Active Coaching; Laura Whitworth, Henry Kimsey-House and Phil Sandahl; Davis-Black Publishing, 1998.

Finding 'flow'

- "Flow tends to occur when a person's skills are fully involved in overcoming a challenge that is just about manageable."

(Csikszentmihalyi, 1997, p. 30)
Pronounced "Chicks sent me high"

What skills?

Teaching skills

- Good teaching make a difference
- Really good teaching make a huge difference
- Good teaching still makes a difference even when it occurs in contexts that are less than ideal.

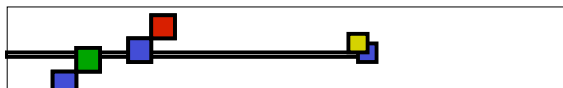
(Fullan, 2006; Hattie 2005; Rowe 2003)

What is good teaching?

There is strong empirical support for whole-class teaching that incorporates the features of *Productive Pedagogies* (Queensland) and *Quality Teaching* (NSW).

20 highly skilled teachers

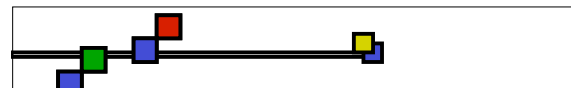
- Adopted a wide-range of strategies
- Focused on the class curriculum
- Reflected, experimented, problem-solved
- Planned thoroughly
- Monitored learning efficiently
- Believed each of their students had 'individual needs'
- Formed partnerships with colleagues, parents, students - 'de-privatised' teaching.



What about differentiation?

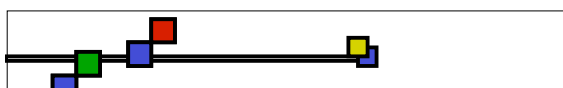
- CARPET PATCH mnemonic, i.e. **C**urriculum, **A**ctivities, **R**esource materials, **P**roducts, **E**nvironment, **T**eaching strategies, **P**ace, **A**mount of assistance, **T**esting and grading, **C**lassroom grouping and **H**omework assignments.

(Westwood, 2002 p. 204-205)



But ... the **big** barriers to inclusive practice are

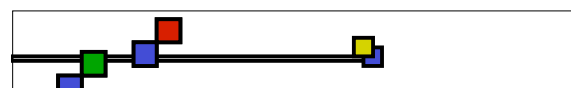
- Demands on instructional time
- Lack of time for preparation
- Wide range of student ability
- High stress level of teaching
- Behaviour problems of students.



What other skills?

Partnerships with colleagues, parents, students assume good relationships.

Good relationships with students are intrinsically valuable and instrumentally valuable.

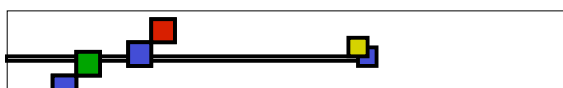


What do you make of this ...?

Teachers account for 30% of the variance in student learning and student variables account for 50% of the variance. (Hattie, 2005).

Student variables include for example, intellectual abilities, aptitudes, interests, motivation ...

What does this statistic suggest to you?



So ...

The '50% of the variance' statistic suggests very strongly to me that we should

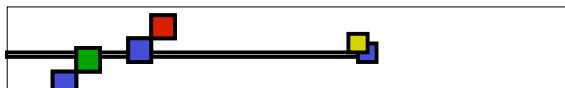
- ✓ teach to students' strengths and interests
- ✓ interact with students in ways that stimulate their engagement, and
- ✓ foster their motivation through the positive relationships we have with them!



Research says it gets easier when ...


Teachers foster good relationships and form partnerships with

- ✓ Students
- ✓ Colleagues
- ✓ Principal & executive
- ✓ Parents & school community.


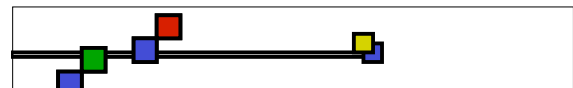


Transforming ...

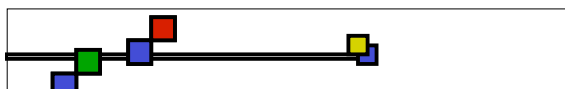
From unsustainable superhero




To sustainable hero

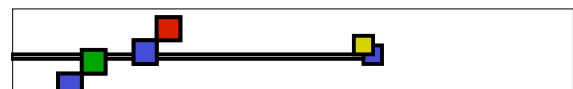
- Check and adjust your 'life wheel'
- Check the match between role & skills
- Simplify your role & expectations
- Build on your strengths
- Borrow strategies from other areas
- Experiment, reflect & grow.



To conclude ...

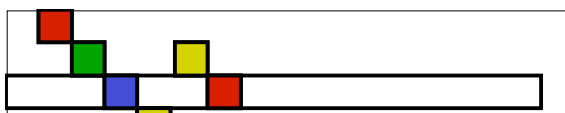


"Peter and Tony go Fishing"


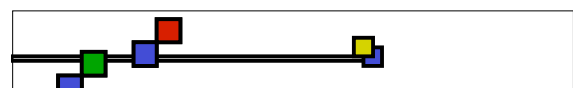


The moral

- Focus on the main objective
- Make it as uncomplicated and as straightforward as you can
- Use the full range of strategies available to you
- Do it with friends
- Enjoy it!



Thank you!

- A formal paper, with a complete reference list, will be available on the Conference website later this week.
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