Teacher Quality & Changing Classroom Practice

Dr Liz Criddle
Deputy Head of School
St Stephen’s School
An expert teaching team:

“The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.”
St Stephen’s School - Context

CHOOSE YOUR OWN ADVENTURE...
Educators as researchers.....

• Build capacity,
• Build community,
• Build culture.
Communities of practice

Significant improvements in educational outcomes are achieved when teachers engage with the best evidence of “what works” and develop their classroom practice in response.

(Judkins, Stacey, McCrone & Inniss, 2014).
Problem: teacher capacity

Review of the WA school system:
• "It is what teachers know, do and care about which is very powerful in driving student achievement.... the standout factor.... is the quality of teaching."
  
  (Ryan 2008)

How do we enable capacity?
• We need to "focus on the things that are known to matter in the classroom, including a relentless, practical focus on learning, and the creation of a strong culture of teacher education, research, collaboration, mentoring, feedback and sustained professional development."
  
  (Grattan 2012)
Investigation: teacher capacity

Watching Others Work

‘Baseline’ Observation Protocol

Learning Observation

Action Research In Communities of Practice
Communities of Practice

• Teacher directed growth and learning.
• To enable teachers to start their professional learning at their point of need, to take them as far as they want to go.
• Teachers are empowered. They are able to differentiate their professional learning for themselves, and to be actively involved.
Communities of Practice

Our action research is predicated on the idea that:

“The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate dividends in student learning and professional morale in virtually any setting”

(Schmoker 2005)
I want to challenge you….

Our mission?
Reframing our model?
Adaptability and flexibility?
Teachers choosing their own path?
What is meant by life long learning….