

# Teaching at its Best *Taking Charge of the Profession*

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**THE UNIVERSITY  
OF AUCKLAND**

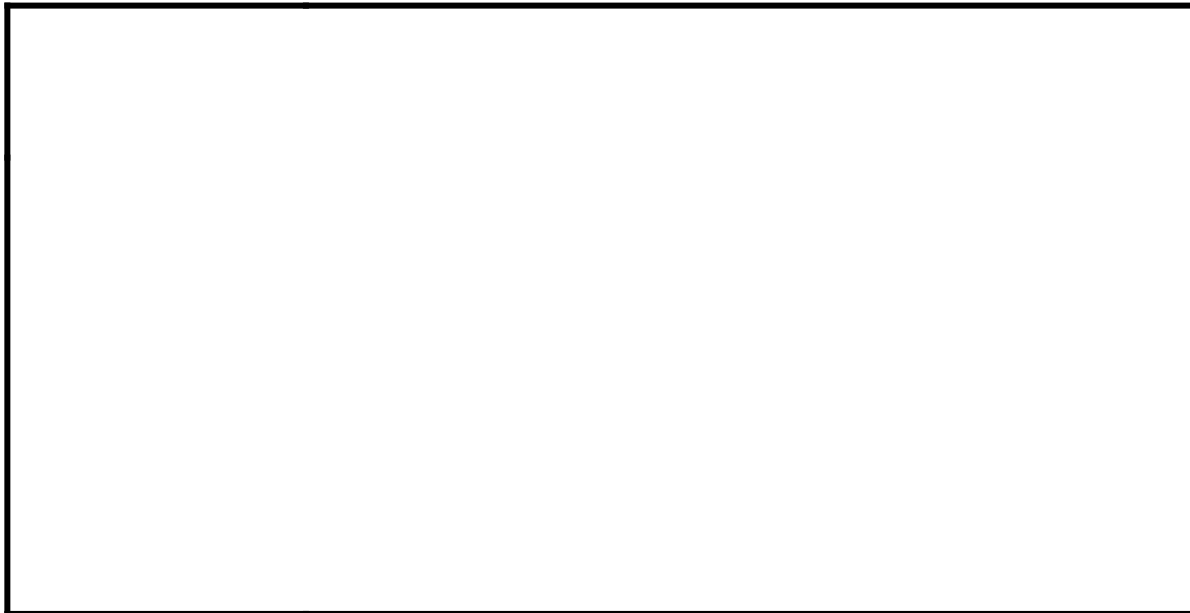
**FACULTY OF EDUCATION**

Te Kura Akoranga o Tāmaki Makaurau  
Incorporating the Auckland College of Education

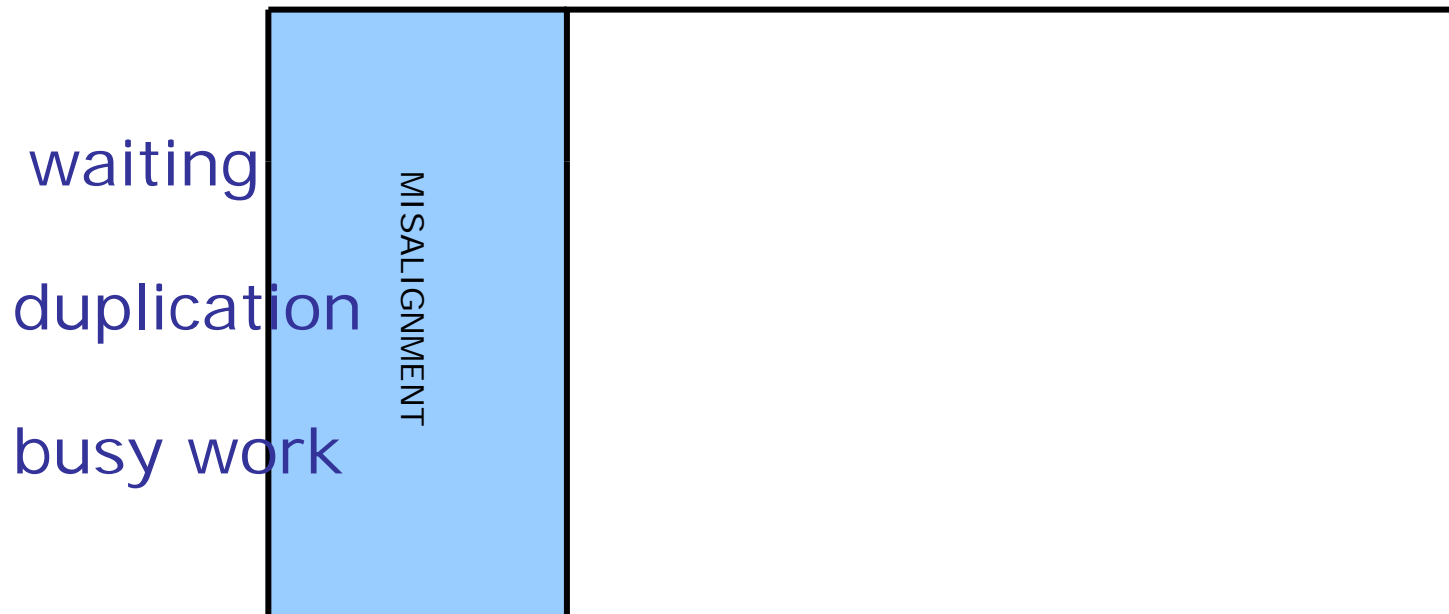
# What does Teaching at its Best Look Like?

- Own experience:
  - possibly but ...
- Research
  - yes, but ...
- Therefore what...?

# The LOGICAL principle of TIME



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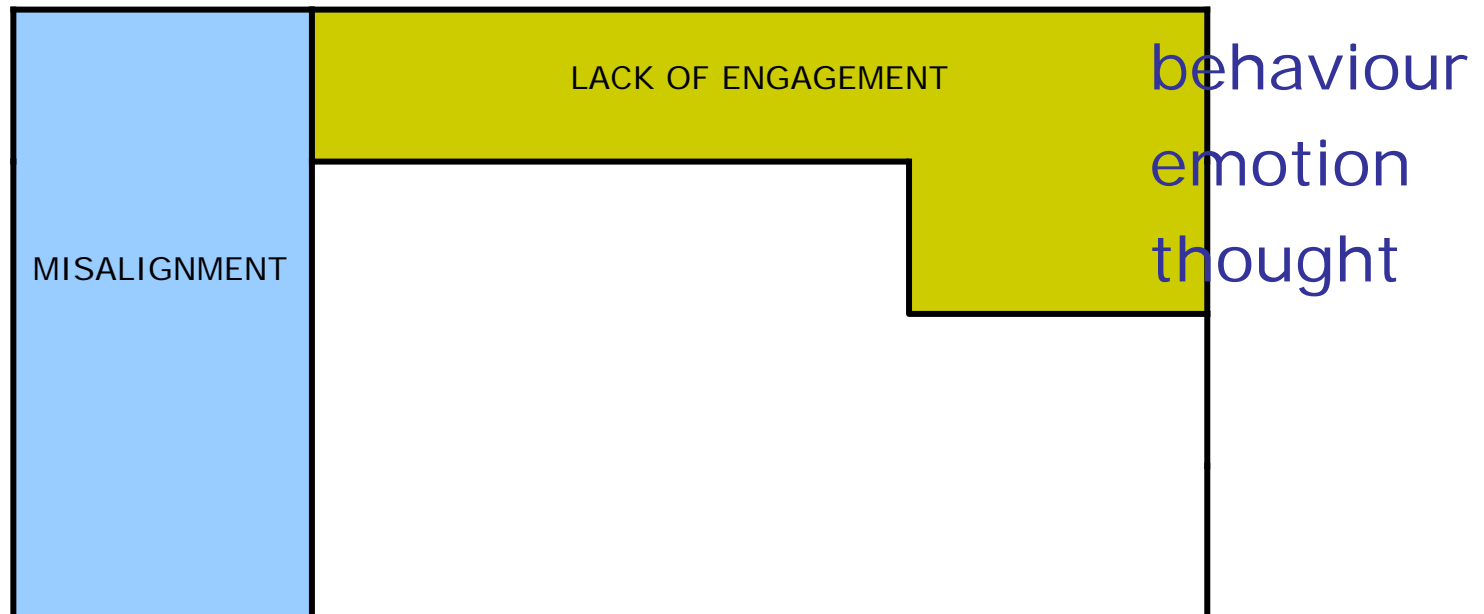
**STANDARD 1** Wise use of time: *why does this learning matter for these students at this time?*

|  |
|--|
| <i>Reference to</i>                      |
| Assessed needs and interests of students |
| Trajectories of development              |
| Curriculum and assessment benchmarks     |
| Community expectations                   |

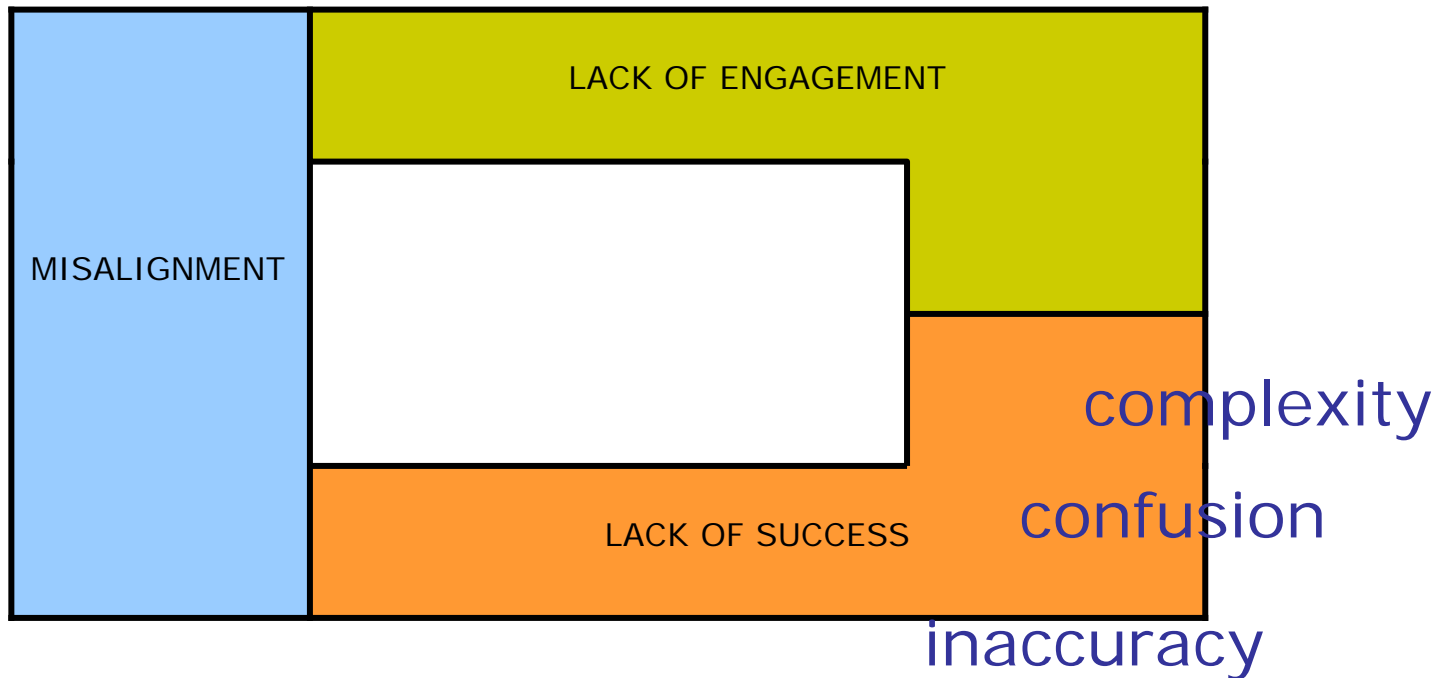
## So what would excellence look like?

| <i>Reference to</i>                      | <b>Aspiration</b>           | Competent      | Not Competent                 |
|--|-----------------------------|----------------|-------------------------------|
| Assessed needs and interests of students | <b>All strongly evident</b> | Mostly evident | Not evident in a critical way |
| Trajectories of development              |                             |                |                               |
| Curriculum benchmarks                    |                             |                |                               |
| Community expectations                   |                             |                |                               |

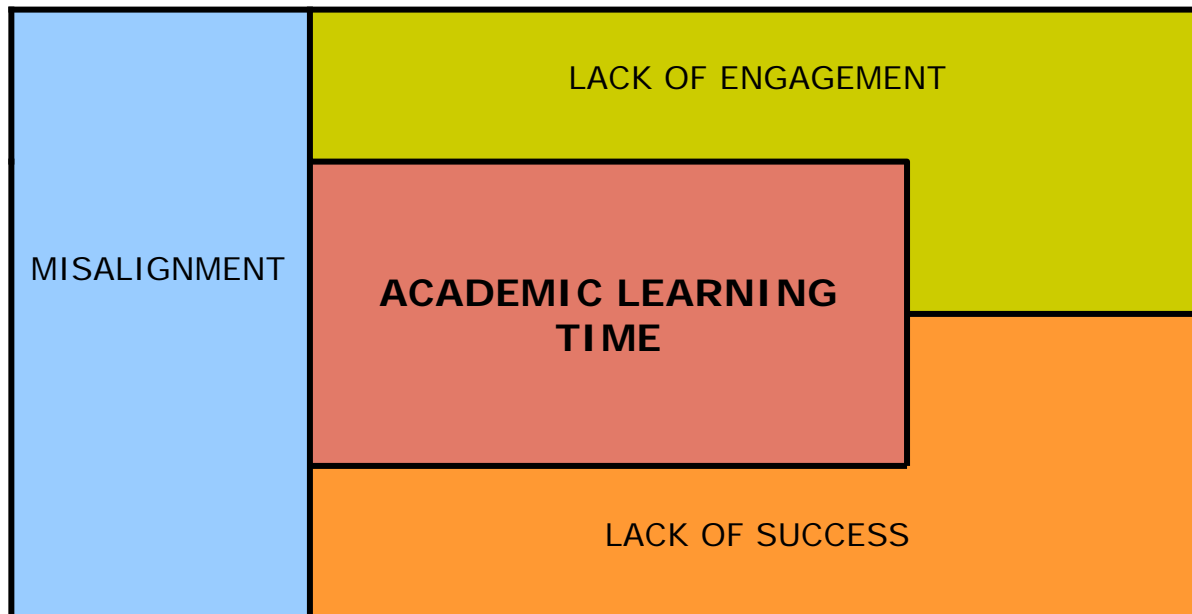
# The principle of RESPONSIVENESS



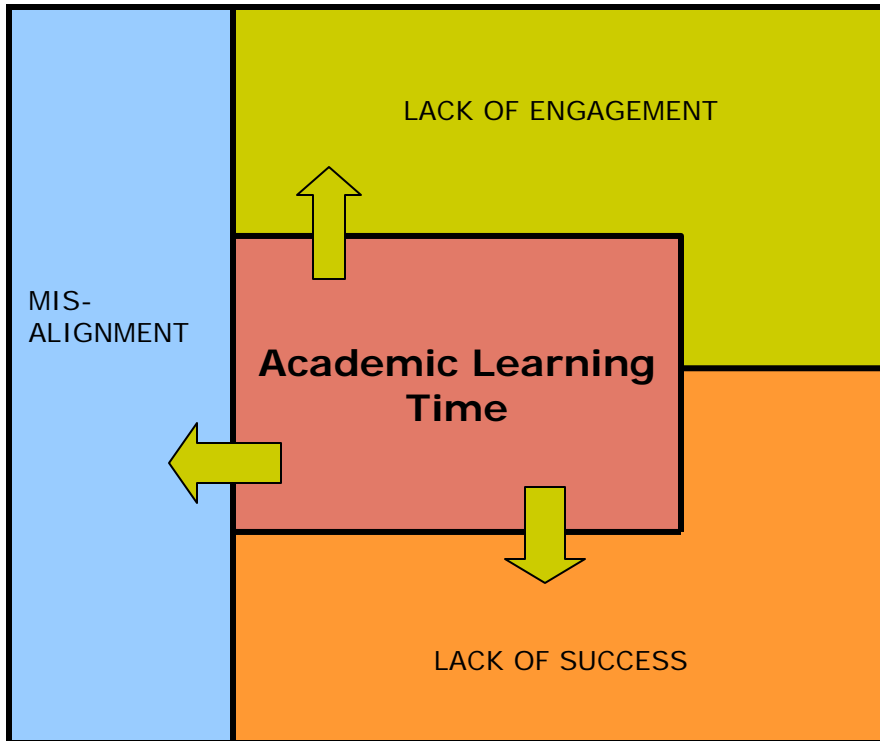
# The principle of RESPONSIVENESS



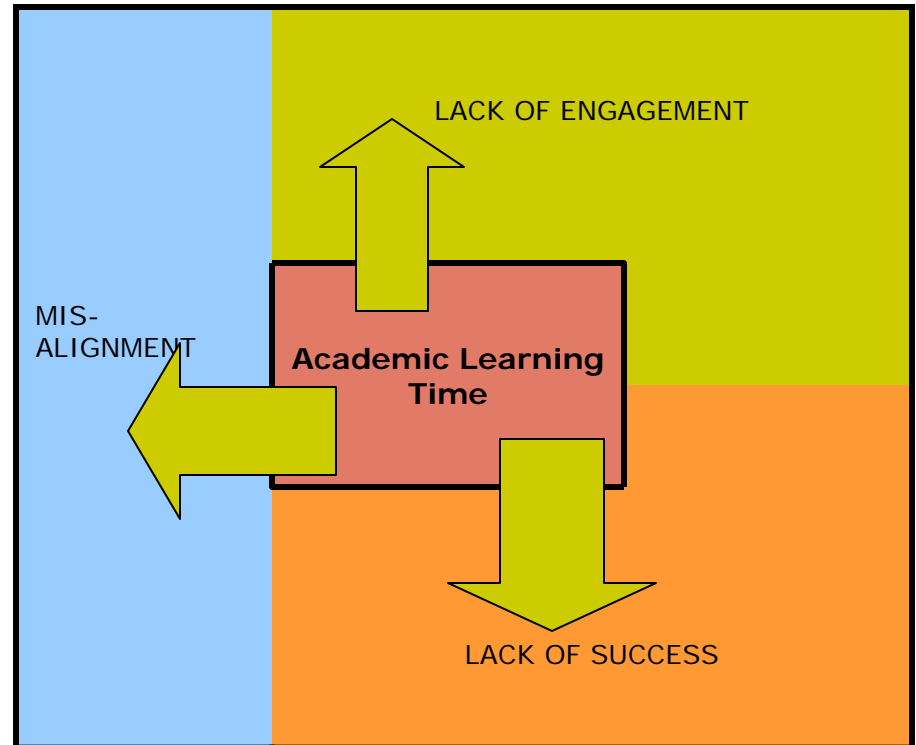
# The principle of **RESPONSIVENESS**



## Teacher A's class

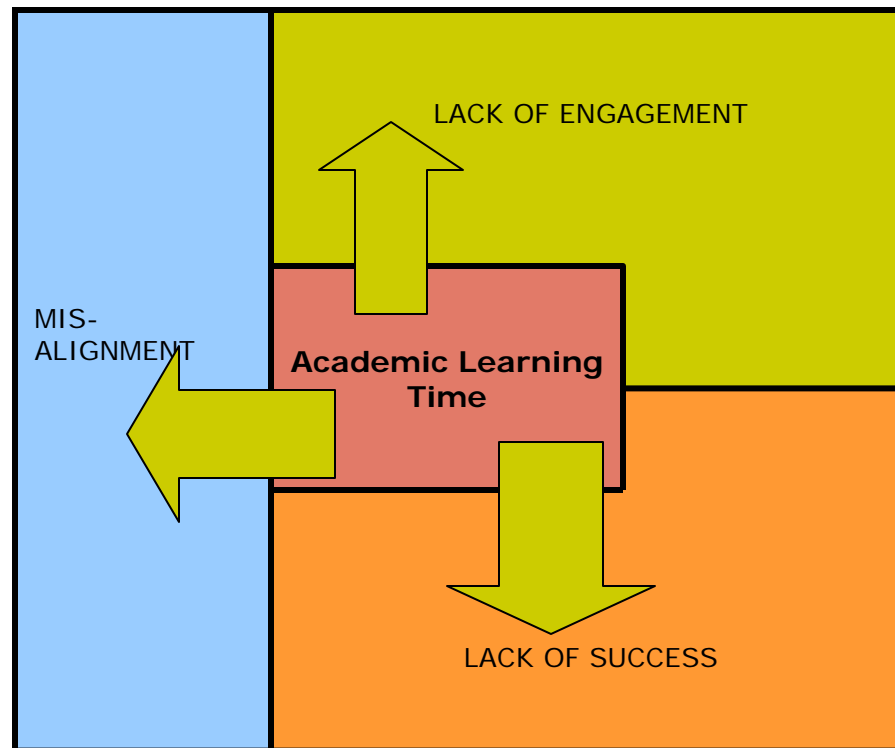


## Teacher B's class



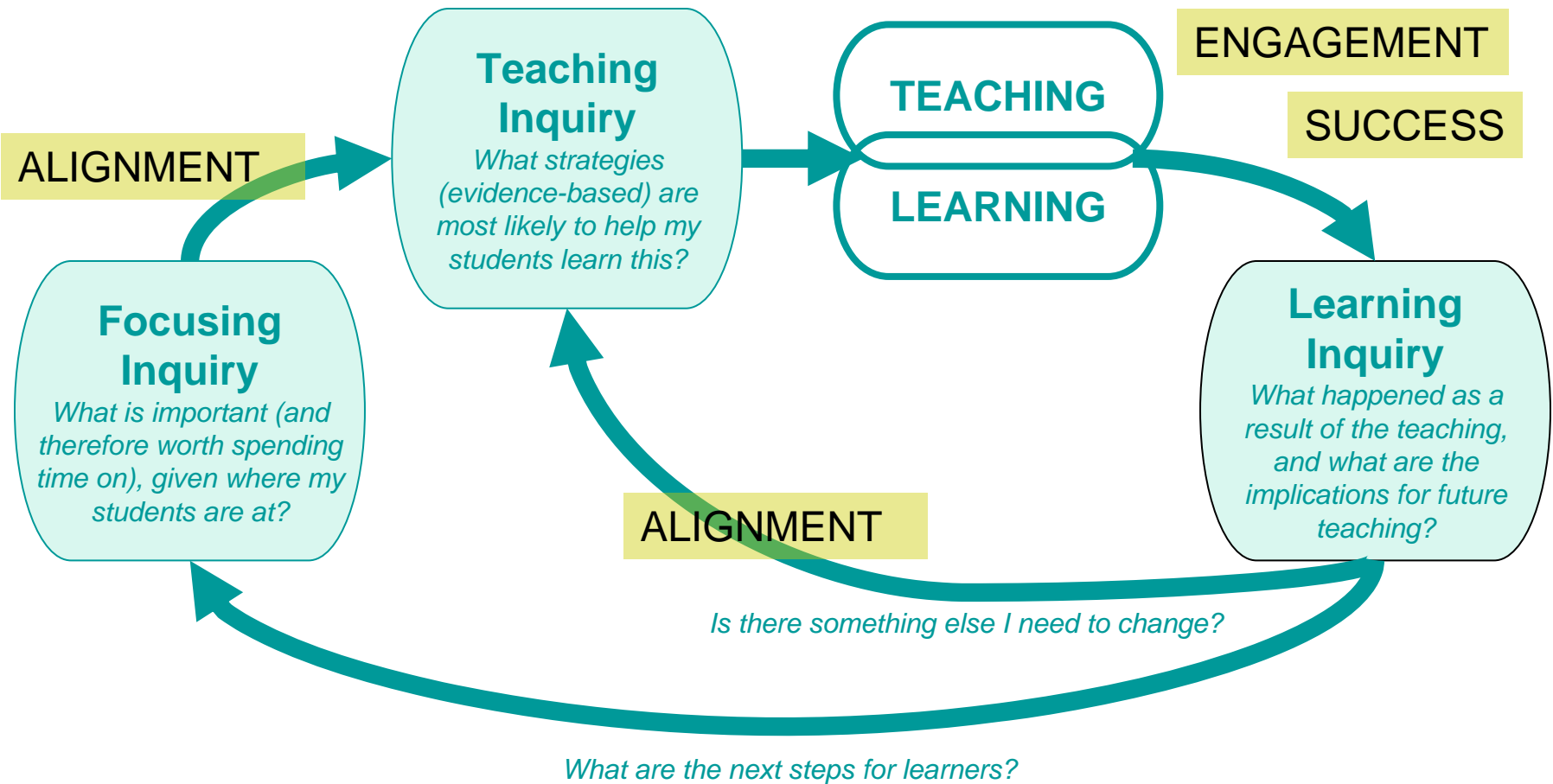
Effective teachers

**seek to maximise** the time that students are engaged and successful with learning related to valued outcomes.



after Berliner, D. (1987). Simple Views of Effective Teaching and A Simple Theory of Classroom Instruction. In Berliner, D. & Rosenshine, B. *Talks To Teachers* (pp. 93-110). New York: Random House.

# New Zealand Curriculum



## STANDARD 2: Wise use of evidence: *what are the students' experiencing and learning from my teaching?*

|                                     |
|-------------------------------------|
| <i>Evidence of</i>                  |
| Ongoing monitoring                  |
| Deliberate, longitudinal monitoring |
| Valid measurement                   |
| Interpretive accuracy               |

## So what would excellence look like?

| <i>Evidence of</i>                  | <b>Aspiration</b>           | Competent      | Not Competent                 |
|-------------------------------------|-----------------------------|----------------|-------------------------------|
| Ongoing monitoring                  | <b>All strongly evident</b> | Mostly evident | Not evident in a critical way |
| Deliberate, longitudinal monitoring |                             |                |                               |
| Valid measurement                   |                             |                |                               |
| Interpretive accuracy               |                             |                |                               |

## STANDARD 3 Wise action: *to what extent is the teacher seeking out, discussing, evaluating, and implementing alternatives?*

| <i>Evidence of</i>   |
|--|
| Engagement with possibilities: <ul style="list-style-type: none"><li>• experience</li><li>• research</li></ul>                           |
| Data-informed collegial interactions   |
| Discrimination about: <ul style="list-style-type: none"><li>• quality of claims</li><li>• appropriateness</li><li>• refinement</li></ul> |
| Effective implementation   |

## So what would excellence look like?

| <i>Evidence of</i>  | <b>Aspiration</b>           | Competent      | Not Competent                 |
|---|-----------------------------|----------------|-------------------------------|
| Engagement with possibilities (experience, research)  | <b>All strongly evident</b> | Mostly evident | Not evident in a critical way |
| Data-informed collegial interactions  |                             |                |                               |
| Discrimination about: <ul style="list-style-type: none"> <li>•quality of claims</li> <li>•appropriateness</li> <li>•refinement</li> </ul> |                             |                |                               |
| Effective implementation  |                             |                |                               |

# Student motivation

- **Challenge** – *to what extent does this activity make you want to get involved?*
- **Skill** – *to what extent is this activity enabling you to use your skills?*
- **Importance** – *to what extent is the activity important to you?*
- **Interest** – *to what extent do you want to be doing this activity? to what extent is the activity interesting to you? to what extent are you concentrating on the activity?*
- **Success** – *to what extent are you feeling successful at the current activity? to what extent are you feeling in control as you work on the current activity?*
- **Relax** – *to what extent do you feel relaxed rather than anxious while you are doing this activity?*
- **Self esteem** – *to what extent are you feeling good about yourself as you do this activity?*



## Underlying ATTITUDES

|                        |
|------------------------|
| <i>Evidence<br/>of</i> |
| curiosity              |
| fallibility            |
| optimism               |