

The Learning Environment

Dr Mavis Haigh

EUDAIMONIA

EDUCATIONAL WELLBEING

(Eu-dai-mo-nia)



INDEPENDENT SCHOOLS
OF NEW ZEALAND

Building an optimum learning environment for all students –
the educator's goal

But how do we know it is happening?

Reflect for a moment

Think of a time when you were excited about the learning that was occurring

- What was the learner (the student) doing?
- What was the teacher doing?
- What other factors may have been influencing the learning episode?
- Who were the learners?

Share this reflection with the person(s) you are sitting near.

... and now the opposite

Think of a time when you were concerned that learning was not occurring

- What was the learner (the student) doing?
- What was the teacher doing?
- What other factors may have been influencing the learning episode?
- Who were the learners?

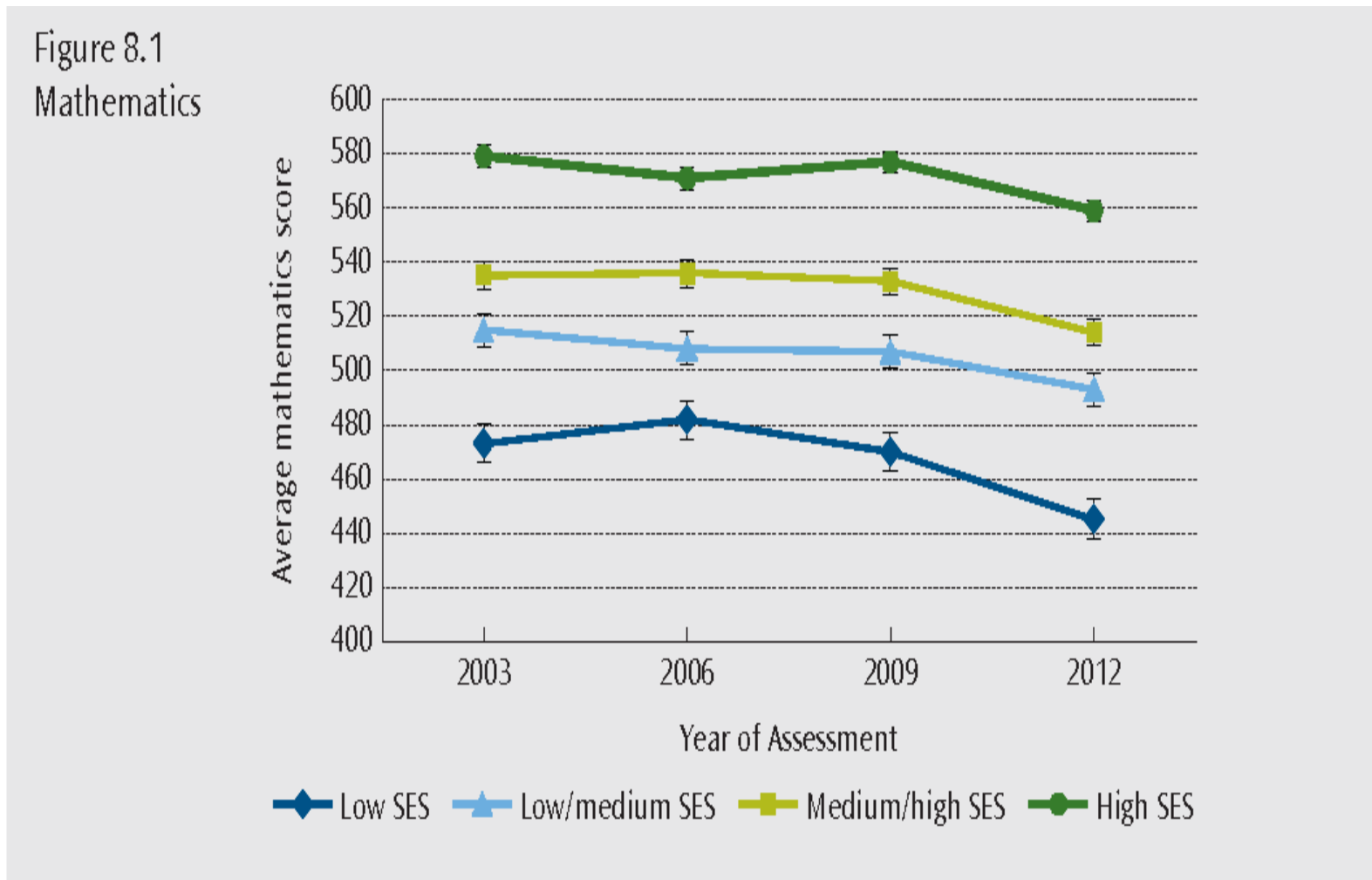
Share this reflection with the person(s) you are sitting near.

Strength of the relationship between performance and socio-economic background (PISA 2009)



Taken from Equity and Quality in Education: Supporting disadvantaged students and schools – OECD 2012

Differential achievement in mathematics according to socio-economic status



Taken from PISA report 2012



Rethinking initial teacher education for equity

The research that I am presenting today is the work of the Project RITE research team with members at the University of Auckland and at Boston College, Massachusetts, USA



**THE UNIVERSITY
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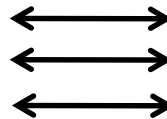
FACULTY OF EDUCATION

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



BOSTON COLLEGE

LYNCH SCHOOL OF EDUCATION



Fiona Ell
Lexie Grudnoff
Mavis Haigh
Mary Hill

Marilyn Cochran-Smith
Larry Ludlow



Rethinking initial teacher education for equity

Project RITE is currently researching across two levels of teacher learning:

- initial teacher education
- practising teachers (a TLRI-funded project)

Premises underpinning our work:

Teacher learning occurs as a result of complex, overlapping systems

ITE involves work across intersecting complex systems, including individuals, schools, teacher preparation programs, and systems of inequality



Goal of Initial Teacher Education

prepare teachers who challenge inequities by enacting patterns of practice that promote marginalized students' learning:

academic

social/emotional

civic

critical

Goal of RITE Research Project

develop an explanatory theory of teacher learning during the pre-service period (and beyond) that helps explain the complex factors that influence teachers' enactment of practice for equity



DEFINING AN EQUITY AGENDA IN ITE

“equity is equality” approaches to equity

- equal access will produce equity
- distributive justice

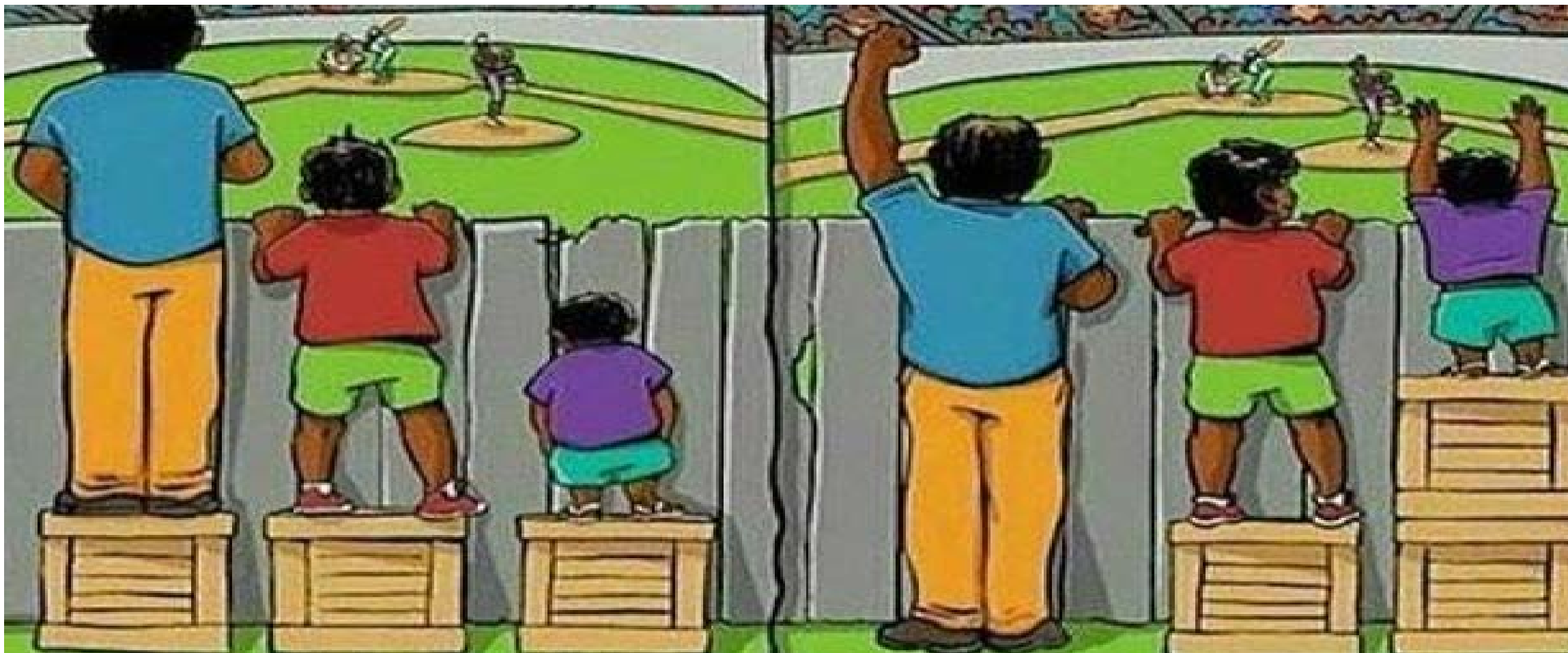


“sociohistorical” approaches to equity

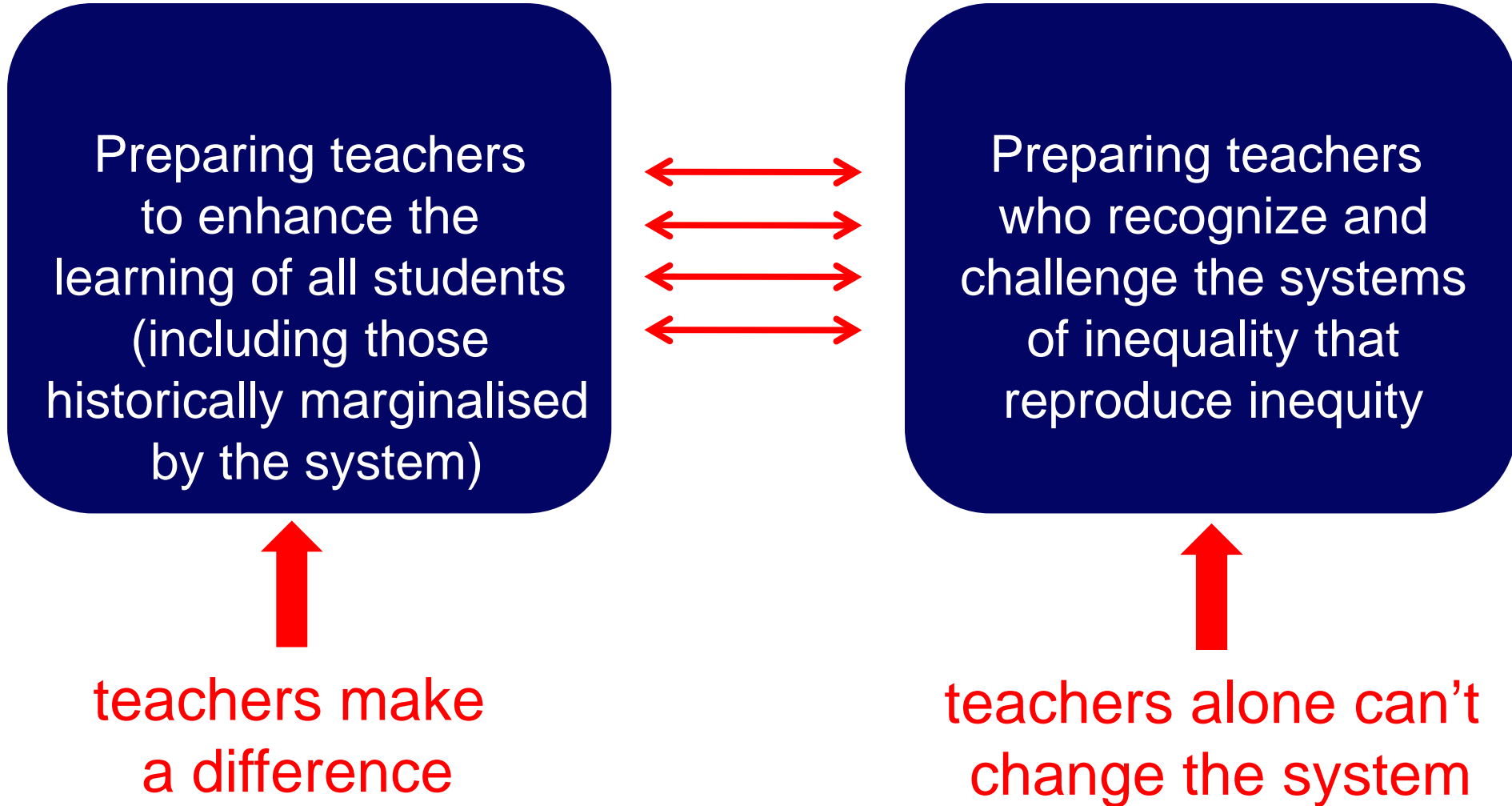
- questions why, how and for whom access makes a difference
- distributive justice *plus* the justice of recognition

Tan and Barton (2012)

Equality ----- Equity



Teacher Education for Equity's Two Simultaneous Goals



Early task:

What are educational researchers and practitioners saying across the globe about the best practices of teaching for equity?

Syntheses/programmes of research: Criteria for inclusion

- Student learning outcomes broadly conceived (academic, social-emotional, civic, physical, critical)
- Aligned with a complex view of teaching and learning
- Empirical evidence substantiated the identified practices
- Identified practice/s had a positive impact on outcomes for all learners, especially those traditionally underserved by education system

Selected syntheses/programs of research

- 3 Best Evidence Syntheses (BES) (NZ)
- Teaching and Learning Research Programme (TLRP) (UK)
- Measures of Effective Teaching project (MET) (USA)

and later

- Te Kotahitanga (TK) Effective Teaching Profile (NZ)
- CREDE framework (USA)

Facets of practice for equity:

1. Selecting worthwhile content and designing learning opportunities aligned to valued outcomes
2. Connecting to students as learners, and to their lives and experiences
3. Creating learning-focused, respectful and supportive learning environments
4. Taking an inquiry stance through evidence to scaffold learning and improve teaching
5. Taking responsibility for professional engagement and learning
6. Recognizing and challenging classroom, school, and societal practices that reproduce inequities

Discussion

In pairs or threes look at the diagram showing how the facets relate to statements from the selected syntheses.

What experiences can you recall that link to these facets and statements?

Please note that this diagram was handed out to those at the presentation. It is Figure 4 in Grudnoff, L., Haigh, M., Hill, M., Cochran-Smith, M., Ell, F., & Ludlow, L. (2017). [Teaching for equity: insights from international evidence with implications for a teacher education curriculum.](#) *The Curriculum Journal*, 1-22.

POLITICAL and SOCIAL CONTEXTS

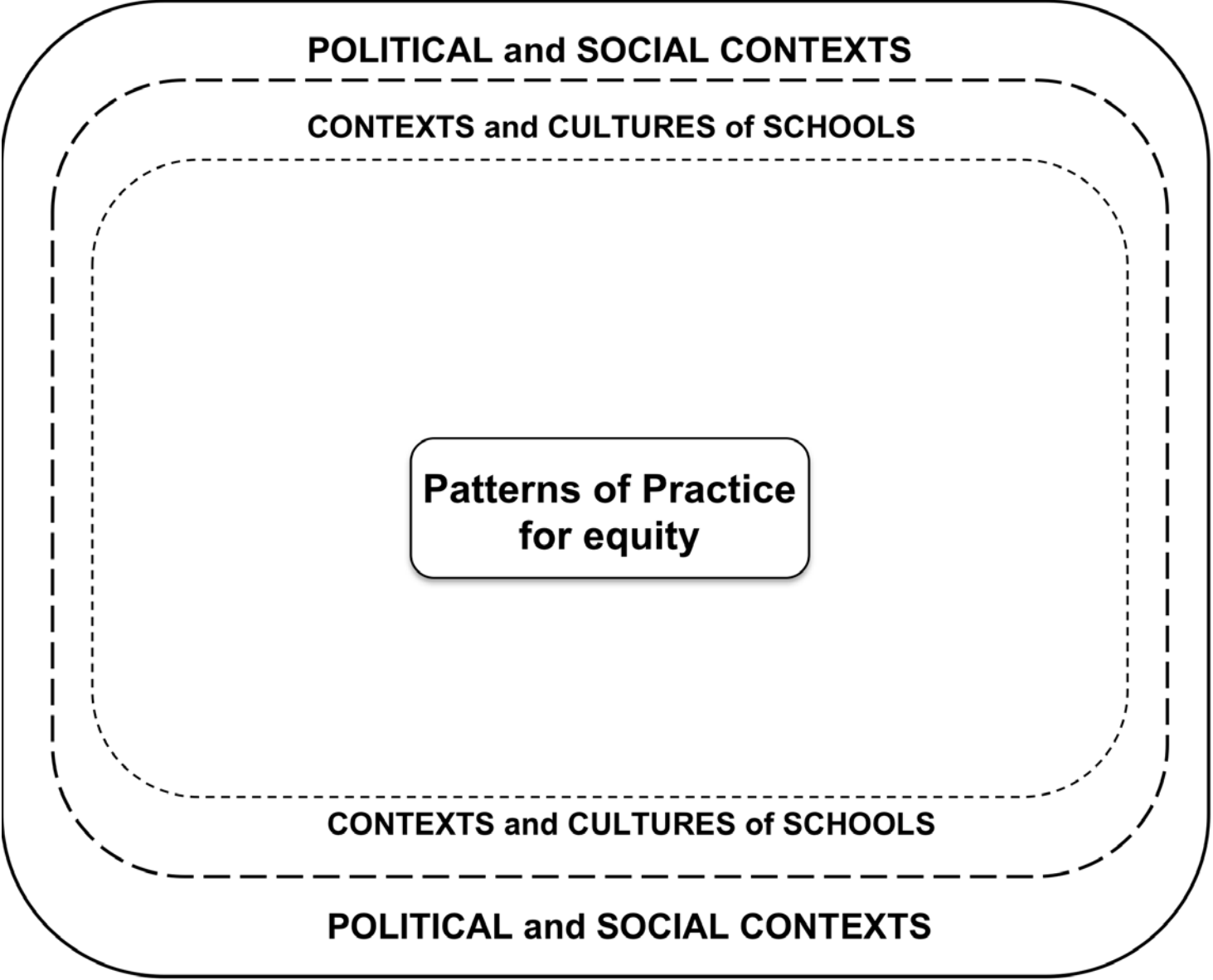
POLITICAL and SOCIAL CONTEXTS

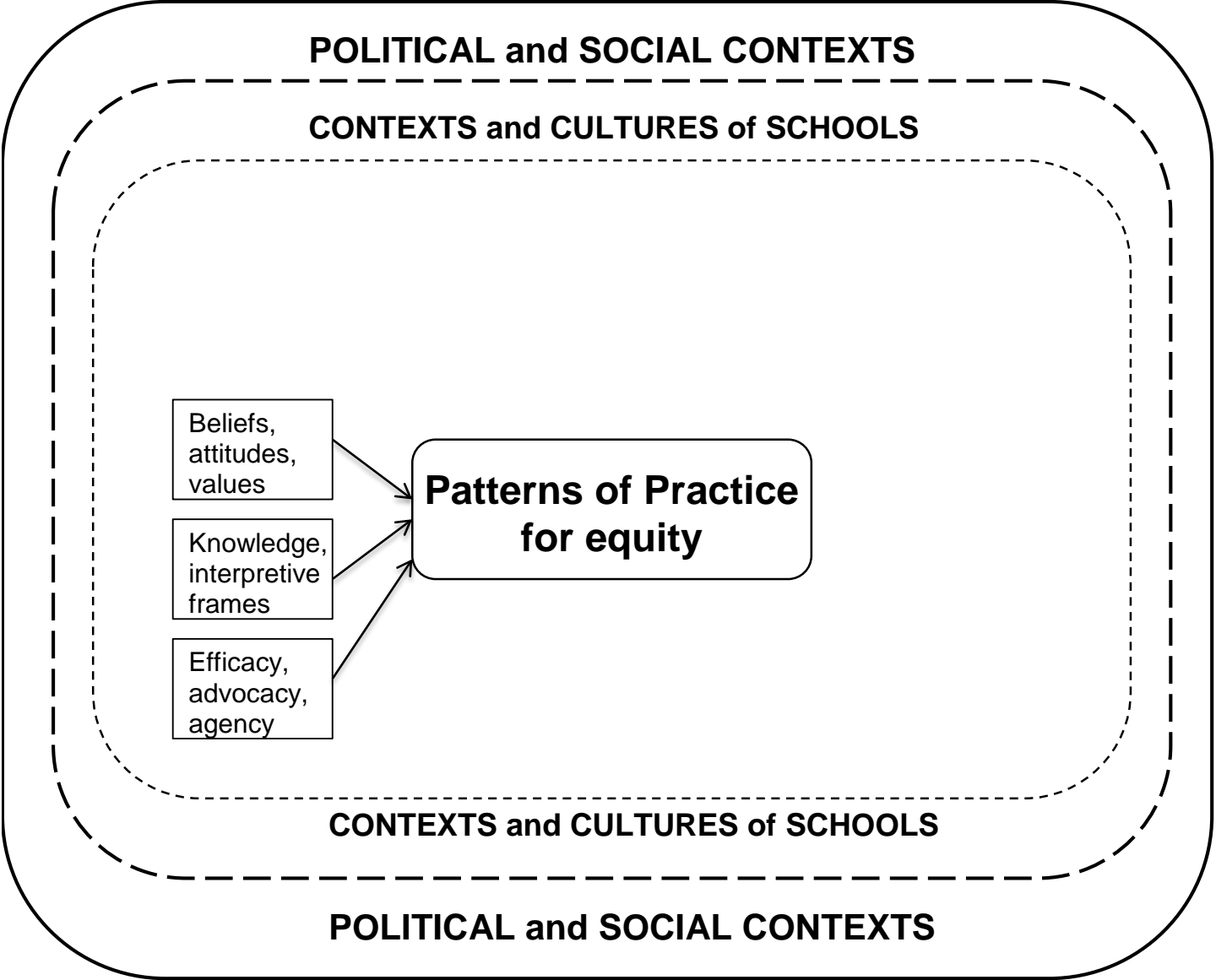
POLITICAL and SOCIAL CONTEXTS

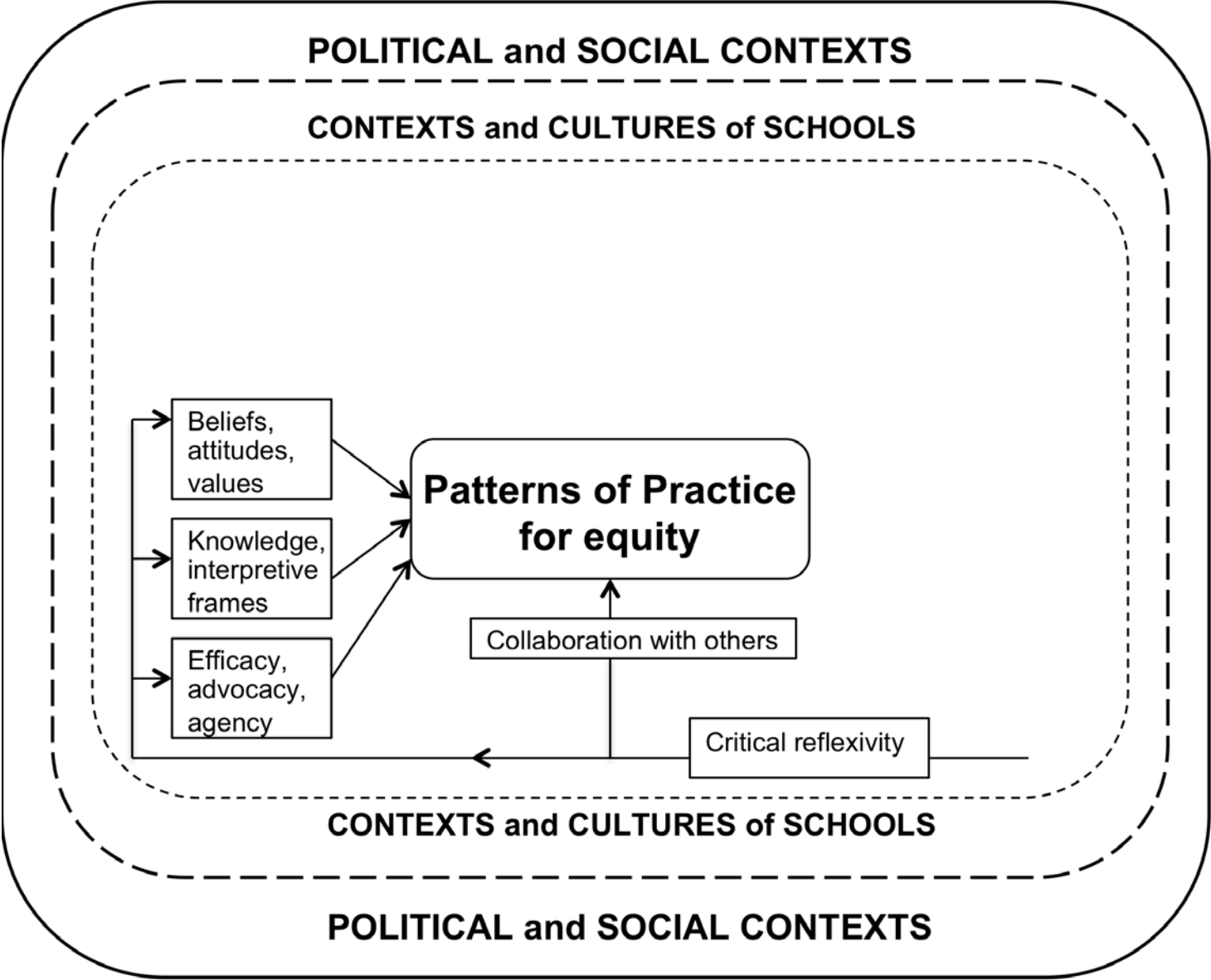
CONTEXTS and CULTURES of SCHOOLS

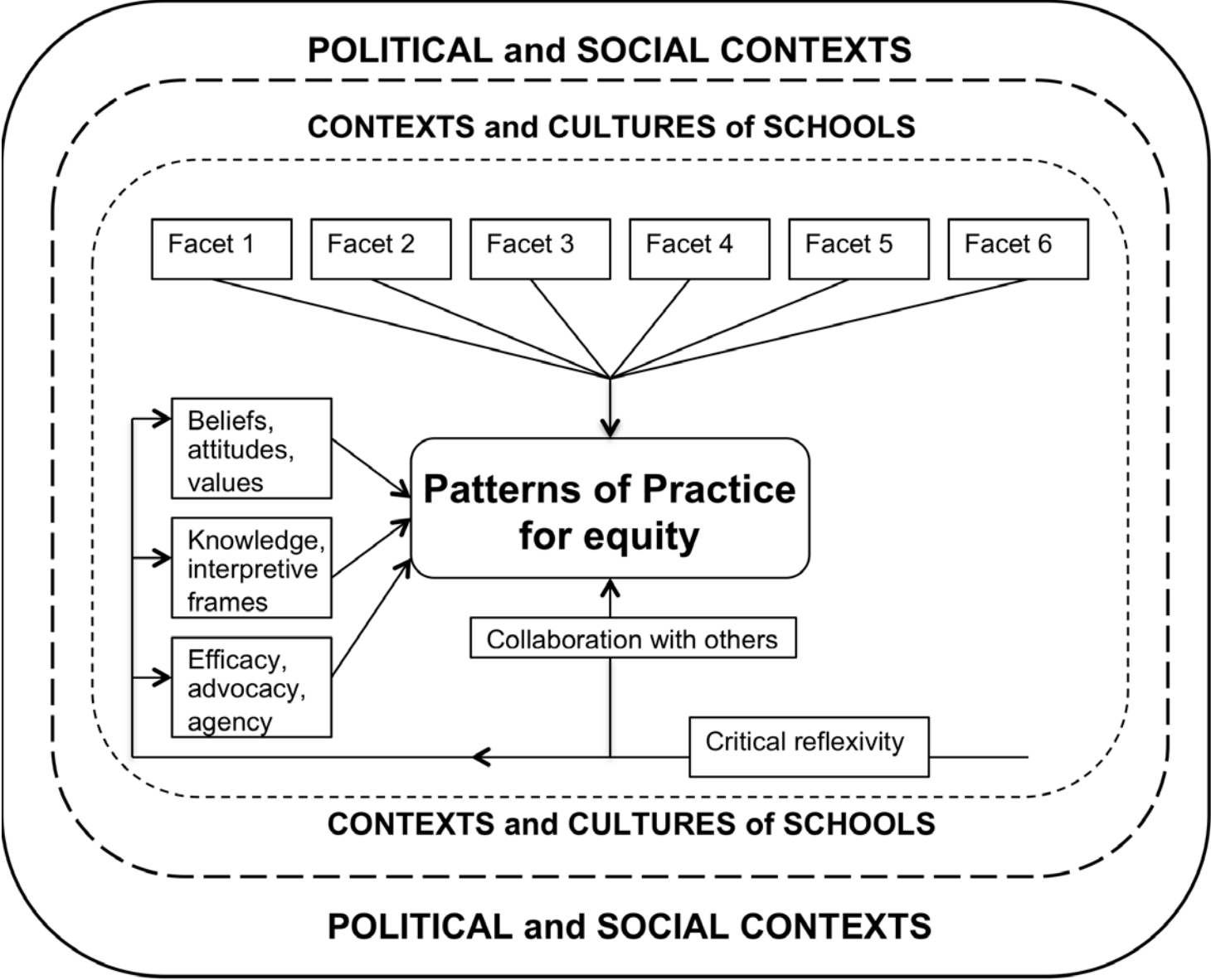
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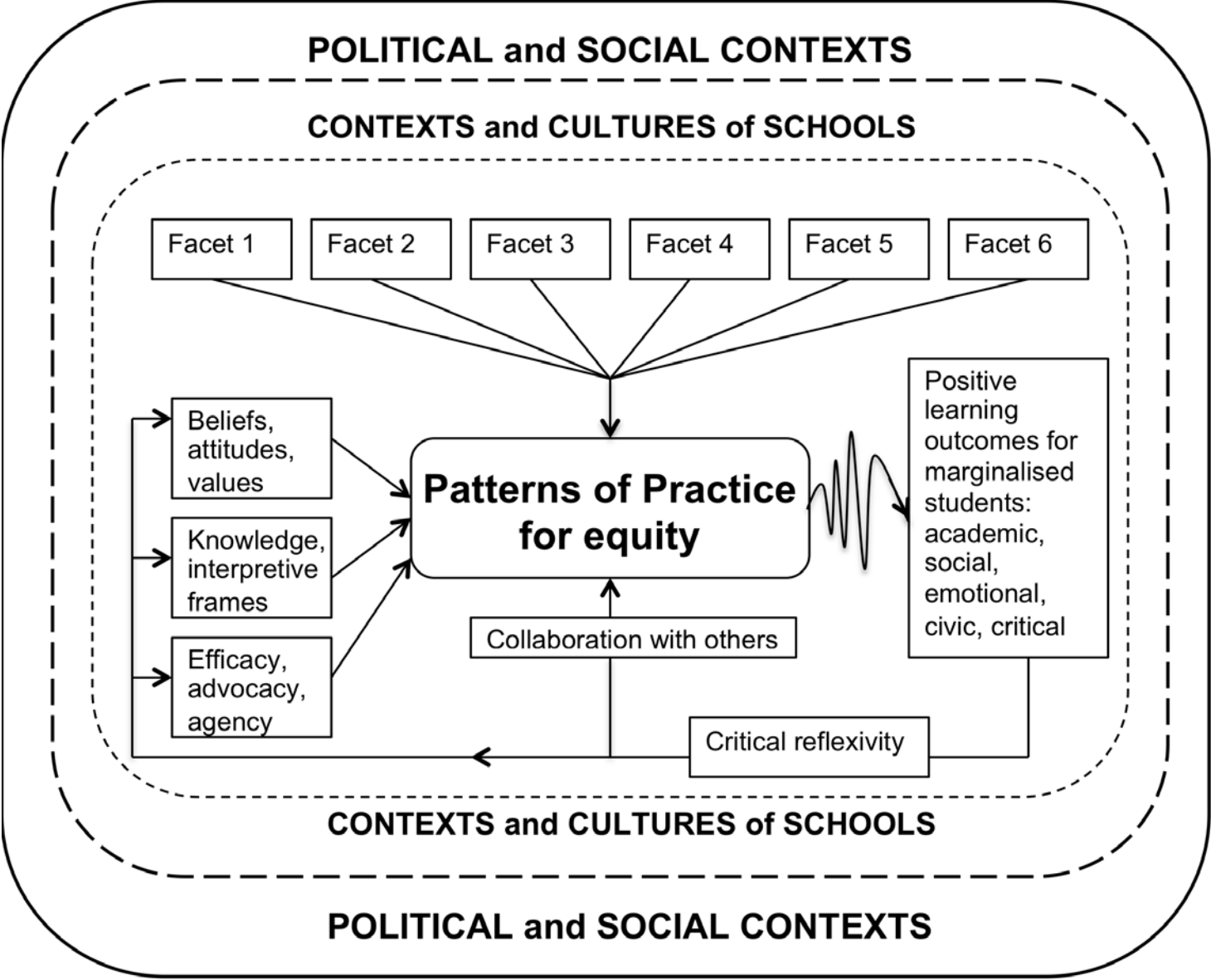
POLITICAL and SOCIAL CONTEXTS











Development of the Master of Teaching

- June 2013: Ministry of Education initiated competitive tendering process for the *Provision of Exemplary Post Graduate Initial Teacher Education Programmes*.
 - To take a new approach to ITE re nature and quality of opportunities for students to learn to practise and to develop adaptive expertise, particularly in relation to priority learners.
- University of Auckland (along with 5 other providers) contracted to deliver one-year Master of Teaching (Primary) to four intakes of students.

Four key features of the Master of Teaching, Primary at the University of Auckland

1. Facets of Practice for Equity

Key organising framework:

- Guide selection of content, methods of delivery, and assessments across all courses
- Provide rich opportunities for candidates to learn what the facets ‘look like’ across settings, curriculum areas, contexts.

2. 'Inquiry as stance'

- Courses oriented around inquiry e.g. *Promoting learning through Inquiry: Understanding our Communities*; *Promoting Learning through Inquiry: Creativity and the Arts*
- Focus on observing and inquiring into the impact of teacher practices on outcomes for students.
- Inquiring into own cultural positioning and into effects of prior learning and experiences on their expectations of learners and views of teaching.
- Individual teacher inquiries alongside mentor teachers in final 6-week Practicum.

3. Connections with community

- Programme begins with a cultural immersion experience that connects candidates to indigenous Maori community
- Working in two different schools over their programme – establish relationships with families and care givers (2 days a week plus practicum blocks)
- Creativity and Arts course – candidates explore the role of the arts in local communities by helping with, and critically commenting on community arts events.

4. Teaching across disciplinary areas

Traditional disciplinary areas combined in new ways:

- Some placed with allied disciplines e.g music, art, dance, drama
- Some placed in juxtaposition e.g. literacy and numeracy

To enable facets of practice for equity to be central unifying theme of courses rather than focus on specific curricular knowledge/teaching techniques

MTchg Professional Practice/Practicum Structure

Semester One:

2 days a week and a three-week practicum in schools with a long history of Practicum relationships with the Faculty.

Semester Two:

Two week practicum at beginning of the school year and a six week final Practicum. Plus two days a week over the term.

Candidates in schools located in areas of high deprivation.

Student teachers' reflective statements indicated significant learning regarding the importance of:

- 1. Setting high expectations across broad learning domains**
- 2. Knowing learners as individuals**
- 3. Taking an inquiry stance**
- 4. Building relationships, reciprocity**
- 5. Using facets of practice as a philosophical and practice frame**

Thank you!

Question time

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